FACTORS AFFECTING EFFECTIVENESS OF MANAGEMENT DEVELOPMENT IN THE CIVIL SERVICE OF KENYA

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Civil Service of Kenya

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DECLARATION

This thesis is my original work and has not been presented to any other University for the award of a degree.

Signature: __________________________ Date: __________________________

Florence Nyokabi Wachira

This thesis has been submitted for examination with our approval as the University supervisors:

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Signature________________________ Date________________________

Dr. George Orwa

JCUAT, Kenya
DEDICATION

This work is dedicated to all those who aspire for Professional Practice of Human Resource Development and to my family especially my grandson Baraka Okello Arunga for whom I seek to set a milestone to emulate.
ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to my supervisors Dr. R. W. Gakure and Dr. George Orwa for their professional guidance and support on this journey. Many thanks to my classmates in the PhD HRM/2009 class for comradeship, my colleagues at the Public Service Commission for understanding and in particular Njoki Mwangi and Mary Ndichu who were always there for me. Last but not least to my husband and children for their unconditional support for yet another endeavour ‘I had to do’
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<th>Meaning</th>
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<tr>
<td>ADDIE</td>
<td>Analysis, Design, Development, Implementation and Evaluation</td>
</tr>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>CELM</td>
<td>Centre for Excellence in Leadership and Management</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CEPS</td>
<td>Customs Exercise Production Services</td>
</tr>
<tr>
<td>CIPD</td>
<td>Chartered Institute of Personnel and Development</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CPS</td>
<td>Certified Public Secretary</td>
</tr>
<tr>
<td>DPM</td>
<td>Directorate of Personnel management</td>
</tr>
<tr>
<td>ERS</td>
<td>Economic Recovery Strategy</td>
</tr>
<tr>
<td>ESAMI</td>
<td>East and South African Management Institute</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>GTI</td>
<td>Government Training Institute</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>IPPD</td>
<td>Integrated Personnel and Payroll Database</td>
</tr>
<tr>
<td>JKUAT</td>
<td>Jomo Kenyatta University of Agriculture and Technology</td>
</tr>
<tr>
<td>KIA</td>
<td>Kenya Institute of Administration</td>
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<tr>
<td>KMO</td>
<td>Kaiser Meyer  Oikin Test</td>
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<tr>
<td>Ksh.</td>
<td>Kenya Shillings</td>
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<tr>
<td>MBA</td>
<td>Masters in Business Administration</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>---------</td>
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<tr>
<td>MD</td>
<td>Management Development</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MDIs</td>
<td>Management Development Institutes</td>
</tr>
<tr>
<td>MSPS</td>
<td>Ministry of State for Public service</td>
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<tr>
<td>MTD</td>
<td>Management Training and Development</td>
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<tr>
<td>NEPAD</td>
<td>New Partnerships for Africa’s Development</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>PPRRB</td>
<td>Public Pay and Remuneration Review Board</td>
</tr>
<tr>
<td>POPs</td>
<td>Perceptions of Politics</td>
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<td>RBM</td>
<td>Results Based Management</td>
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<td>ROI</td>
<td>Return on Investment</td>
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<td>SPSS</td>
<td>Statistical Package for Social Scientists</td>
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<td>TNA</td>
<td>Training Needs Assessment</td>
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<tr>
<td>TPF</td>
<td>Total Productivity Factor</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNDG</td>
<td>United nations Development Group</td>
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<td>USA</td>
<td>United States of America</td>
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ABSTRACT

Past studies established a linear relationship between effective management development and national economic success. Kenya Government has made heavy investments in training and development of its staff, but its economic growth has lagged behind projected annual growth rate for the achievement of National goals. Persistent complaints of poor public service have been attributed to poor management practices in the civil service. This study investigated factors affecting effectiveness of management development in the civil service of Kenya. The study was exploratory using descriptive survey design and targeted management cadre staff in the civil service. Stratified and simple random sampling was done across Ministries/Departments. Data was collected using a questionnaire with Likert-type and open-ended questions, unstructured interviews and document research and analyzed using Statistical Package for Social Scientists (SPSS). The study established positive linear relationships between management development activities, Management Development policy, Human Resource Development Expertise, Organization Politics and effectiveness of management development. All the factors together had a stronger relationship than any one factor alone. The study found no systematic needs assessment, lack of integration of activities with strategy and unsatisfactory allocation of financial resources. Managers did not rate HRD professionals very good in their vision for the function, clarity of their roles and effective communication. Organization politics affected social relationships. The study recommends prioritization of management development, establishment of a Policy Monitoring and Evaluation framework and enhancement of capacity of Human
Resource development (HRD) professionals. This study highlights how organization dynamics fundamentally affect effectiveness of processes meant to enhance its competitive advantage. The study recommends further research to determine what other factors affect effectiveness of management development and the impact of organization politics on social relationships.
CHAPTER ONE

1.0. INTRODUCTION

Organizations the world over face global competitiveness and rapid technological changes and developments. These require that they create new knowledge and undergo continuous innovation (Horwitz, 1999). To become more competitive, organizations and the people that operate them must break old habits and develop new behaviors and processes that make them more effective and efficient (Senge, 1990). As organizations change their strategy, structures, systems, staffing and support processes, the roles and action of managers must also change in order to support these initiatives (Kessels & Harrison, 1998).

Effective managerial performance requires appropriate skills and behaviour facilitated through appropriate development activities. Accordingly, the dynamics of management development must also change significantly (Longenecker & Fink, 2001). Drucker (1998) argued that during periods of large scale change, the greatest challenge many organizations face is how to ensure rapid and effective development of their managers. Many organizations find that when they need effective leadership the most, their managers at all levels may easily find they lack the skills and talents necessary to effectively lead the change process. According to Wrightman & Kelly (1996), management development must maintain relevance to the environment in order to fulfil both individual organizational and national needs.
Historical Perspectives of Management development.

Long before World War II, there were researchers who sought ways to train managers how to motivate workers for better production. They presented radical (for that time) ideas to increase productivity and improve manager’s skills. The Scientific management movement pioneered by Taylor (1911) focused on defining the one best way to do each job. According to Taylor the role of managers was to plan and control workers who were expected to perform as instructed. The Gilbreths (1914) did extensive research on how to eliminate wasted hand and body motions at work and Henry Gantt developed a chart managers could use to show the relationship between work planned and completed on one axis and time elapsed on the other. These theorists represented two schools of thought about the need for formal management training at college level. One group thought the best management training was on the job experience and the other thought it was better to combine experience with formal education.

The World War II created a shortage of management talent which resulted in renewed emphasis on executive development after the war. The unprecedented change in technology, increased workers autonomy while rapid growth in labour unions created a major reason for implementing new management styles and management training. Organizational behaviour theorists developed a wide variety of theories to explain worker behaviour and how to develop worker potential. Mayo & Roethlisberger (1930’s) conducted Hawthorne’s experiments that led to better understanding of the internal dynamics of informal groups in organizations. They saw manager’s role as that of facilitating and team building to enhance job satisfaction. Maslow’s (1954)
theory of motivation introduced the hierarchy of needs that increased willingness to exert effort to achieve goals and management development was viewed in terms of achieving self actualization.

McClelland (1945), focused on the need for individual motivation. He proposed that human beings are motivated by the need to achieve power and affiliation and this is crucial in management development where individual needs to excel act as drivers of self development. McGregor’s (1906-1964) Theory X and Theory Y showed that the way an organization runs depends on beliefs of its managers. Management development programs introduced a new approach incorporating on- the job developments (e.g. experiential learning, mentoring, job rotation and projects, taskforces and committees) and off -the job training that presented more diverse approaches.

In the 1960’s theorists introduced new approaches to management namely: process, system and contingency approaches (Koontz, 1961, Taylor, 1992). These theories led to adoption of new styles of management training like role playing, sensitivity training, conferences and simulation. From 1970’s to 1990’s emphasis was put on training managers in self-managing teams, effective use of feedback, communication and effective delegation skills. Executive development programs continued to grow with introduction of MBA’s and other executive development programs.
Global Perspectives of Management Development in the 21st Century

Thomson, Mabey, Storey, Grey and Iles (2001) described Management Development as encompassing different ways in which managers improve their capabilities. Brown (2005) saw it as the interventions intended to enhance the strategic capability and corporate performance of an organization while Mabey & Gooderham (2005) described it as all on-the job and off-the job activities structured and unstructured, formal and informal that are undertaken to develop managerial expertise.

According to Dorgan, Dowdy and Rippin (2006), globalization, specialization and technology have heightened competition among organizations and intensified pressure for better management. To address this challenge, organizations the world over are engaged in a myriad of organizational change efforts aimed at improving performance and trying out new strategies that require different organizational skills sets or behaviour. According to Kessels & Harrison (1988), complex and dynamic responses to competition must be driven by managers who are skilled and capable of adapting to meet demands created by such large scale change.

McCall, Lombardo and Morrison (1988) argued that the dynamics (content and format) of management development must change to help managers ‘learn the ropes’ of their evolving roles and assist them in acquiring the skills necessary to function more effectively in fluid environments. According to Fulmer (1992), success will only occur if management development strategies are adapted and implemented in ways that are congruent with changing needs and expectations of the new organization. However, Storey (1992) was critical of management development literature for
propounding universal nostrums without due regard for context because it is the context which shapes and influences the way development is formulated and enacted. In the end, organizational success is almost always a function of the effectiveness of its managers and improving the effectiveness of an organization’s management development practices can be a distinctive source of competitive advantage (Longenecker & Fink, 2001).

Management Development in Africa

Pollit (2000) reported that there had been a significant shift towards managerialist language as part of a response to New Public Management (NPM). NPM philosophy was introduced to drive reforms in the Developed world in the 1990’s and in Africa towards the end of the 1990’s and early 2000’s. The use of training to develop “new professionals”, a new generation of public administrators and governmental leaders in Africa was meant to allow for the development of management competencies, values and ethics required to successfully carry out public service reform and renewal initiatives (Rosenbaum, 2006). New institutions to support management development were established as training and development were viewed as key elements in modernizing government throughout the world (OECD, 1996, 1997, Peters & Pierre, 2001 & Kettl, 2005).

Results Based Management (RBM) strategies were introduced as part of the reform initiatives that required organizations to ensure that their processes, products and services contributed to the achievement of desired results (UNDG, 2003). The strategies rested on clearly defined accountability for results and had management
development as part of an integrated set of implementation measures meant to play an important role in aligning managers to the strategies (Bolt, 1983). The essence of Results Based Management is that managing must be done in a way that ensures intended outcomes are achieved.

However, empirical evidence (Kiragu and Mukandala, 1997, Kiggudu, 1997) made it abundantly clear that there exists a huge need in the public and the private sectors in developing countries for well-trained managers. Much of the organizational dysfunction encountered in public organizations in developing countries is rightly attributed to a lack of skilled professional managers. As a consequence, vast amounts of time and money have been invested by governments and donor agencies in management training and development with relatively little tangible return on this investment. “It is perhaps one of the worst kept secrets of organizational life that the measurable improvement in performance over any given period, resulting from attendance at a management training course is all too often zero” (Carter, 1991, Donnelly, 1991).

Management improvement agencies or management development institutions (MDIs) in developing countries that carry much of the responsibility for training and development activities face many constraints. Attempts are also being made to strengthen the training and development function by making curricula and teaching materials more relevant and up-to-date, placing less emphasis on classroom-based methods, improving training-needs analyses, and attaching greater weight to course quality than quantity.
In 1974 the member states of the East African Community—Kenya, Tanzania, and Uganda—founded the East African Community Management Institute in Arusha, Tanzania. The centre was a management development centre for training, consultancy, and research services for public sector organizations. Following the 1977 break-up of the community, membership expanded beyond the three original states to Angola, Botswana, Comoros, Djibouti, Ethiopia, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Somalia, Zambia, and Zimbabwe.

In 1980 the Institute was renamed the Eastern and Southern African Management Institute (ESAMI). Its objective was to improve the performance and effectiveness of Management in the region’s public and private sectors. The training programmes on offer concentrate on core functional management and sectoral areas, such as project planning and management, public finance, transportation policy and management, trade and banking, and data-processing systems. Short-term courses are designed and run in cooperation with client organizations, such as Air Tanzania, Kenya Railways, Kenya and Uganda Commercial Banks, and the Zambia Agricultural Bank.

Most of the extant leadership and management development studies have been conducted in North America and Europe (Lau, 2002). This lack of global focus and slow progress in International management studies has resulted in a significant gap in organization’s management studies in regions like Asia, Africa, East Europe and South America (Tsui, 2004). Mabey (2005) pointed out that little comparative research has been published about the way organizations train and develop their managers. The question remains that of how to create and sustain managerial
competences at national and international levels since country specific studies as well as international comparisons are few.

Management Development in the Civil Service in Kenya

The Government of Kenya has always recognized the role played by civil servants in its economic and social development agenda and has always been committed to training of its staff. In the 1970’s the Wamalwa Commissions of inquiry I & II (Wamalwa & Balogun, 1992) recommended training of civil servants in modern management practices to enable them cope with post independence requirements for service delivery in the civil service. The then Directorate of Personnel Management (DPM); now Ministry of State for Public service) was re-organized in 1978 to include a Manpower development division to co-ordinate training of civil servants in collaboration with Kenya Institute of Administration (KIA) and the Government training institutes in Mombasa, Kwale, Embu and Baringo.

The real focus on management development began with the introduction of Results Based Management (RBM) in the civil service following a cabinet decision in 2004. RBM was aimed at transforming the civil service from a passive, inward looking bureaucracy to be proactive, outward looking and results oriented for the implementation of the Economic Recovery Strategy (ERS), Millennium Development Goals (MDG’s) and later Kenya Vision 2030. Results based management would integrate strategy, people, resources and processes to produce results. A Public sector Reform and Development secretariat was established to spearhead institutionalization of Results Based Management through improved decision making, transparency and
accountability. The secretariat was to establish close collaboration with the Kenya Institute for Administration (KIA), Government Training Institutes (GTI’s) and the Private sector training institutions to develop curricula and conduct training programs for Public sector managers.

However, a country report by New Partnerships in Development (NEPAD, 2004) recommended the need to facilitate transformation of civil servants from administrators to managers for reform initiatives to succeed. A Recruitment and Training policy (GOK, 2005) released to the service emphasized the need for continuing development of managers to develop requisite knowledge, attitudes and skills for effective performance. The policy was to influence a shift in training and recruitment practices towards a results based management approach for effective and improved quality of public services. The policy proposed a minimum five days training per year for every civil servant which would be based on performance gaps identified through annual training needs assessments. In addressing the training needs, training objectives would be linked to national, sectoral and organizational goals. The policy recommended that the Government would spend close to 0.5% of the total annual recurrent budget on training. This would be provided as budgetary allocations to ministries, an amount which runs into millions of shillings. According to Government’s Estimates of Expenditure for the year 2010/2011 (GOK, 2010), the Ministry of energy was allocated 23.2 million in 2009/2010, 44.7 million in 2010/11; Ministry of Environment got 31.2 million in 2009/2010 and 29.9 million in 2010/2011. A report by Delloitte Consultants, in the year 2011/2012 indicated that 19% of the Government’s recurrent budget went to Human Resource Development,
the same amount as was allocated to infrastructure and more than what was allocated to Agriculture (3%), Trade and Tourism (1%) as published in the budget review for the period.

1.1 STATEMENT OF THE PROBLEM

Current thinking globally is that enhancing effectiveness of management development in the Public Sector contributes to economic growth and improved service delivery (French& Reven, 2001). For this reason, the Government has continued to invest heavily in Human Resource Development in the Public service. This is because the Civil service as a formal organization is designed to formulate policy, implement decisions and also offer much needed clarity and coherence in the implementation of national priorities for socio-economic development. It also expected to play a key role in delivery of services and in the provision of an economic infrastructure (http://regionalcentrebangkok.undp.org).

However, in its first annual progress report on Kenya Vision 2030 in the 2008/2009 year, the Government of Kenya acknowledged that it had performed poorly on the key pillars expected to drive the country towards a middle income prosperous nation. From a GDP of 7.1% in 2007, economic growth had declined to 1.6% in 2008 and to 2.6% in 2009 (Anyanza, 2010). Most of the Government targets fell below expectations. The Agriculture sector which had been targeted to grow by 3.1% recorded no growth, Tourism revenue plummeted to Ksh. 53 billion from Ksh. 65 billion in 2007, the Industrial sector targeted at 5.1% only realized 4.9% and services sector targeted to grow at 5.3% only realized 2.6% (GOK, 2010).
Public Opinion polls showed consistent poor ratings of public services (http://www.tikenya.org, 2011). The country’s labour output lagged behind global standards. Kenya was ranked 106 out of 139 countries in global competitiveness with the labour index and capital productivity being 0.84 and 0.46 respectively out of a global competitiveness benchmark of at least 5. (Nation Reporter, July 26, 2011). According to Burgoyne (1988), McLagan (1989), Garavan & McGuire (2001), Dorgan, Dowdy& Rippin (2006), there is a linear relationship between management development and National Economic success where effective management development produces good managers who lead to good organizational performance which culminates in national economic success.

Past studies reviewing progress in reforms in Kenya by Obongó (2007), Lodge and Kalitowski (2007), Marwa and Zairi (2009), Olowu (1999), Wescott (1999), Polidano (2001) and Kiragu (2002) identified lack of leadership and management capability as hindering continued successful implementation of reforms and argued for greater focus on management and leadership development to address skills deficit for successful implementation of reforms. Kamoche (1997) argued that reforms must recognize the centrality of effective management development to generate appropriate skills and competences. These findings raise fundamental questions on the effectiveness of management development in the civil service. In the absence of documented studies on management development practices in Kenya, this study sought to investigate factors affecting effectiveness of management development in the Civil Service of Kenya.
OBJECTIVES

1.2 GENERAL OBJECTIVE

The overall purpose of this study was to investigate factors affecting effectiveness of management development in the civil service of Kenya.

1.3 SPECIFIC OBJECTIVES

This study sought to achieve the following specific objectives:

i) To establish whether Management Development policy affects effectiveness of Management Development in the civil service of Kenya.

ii) To determine if Organizational Politics affect effectiveness of Management Development in the civil service of Kenya.

iii) To investigate whether Management Development activities undertaken affect effectiveness of management development in the civil service of Kenya.

iv) To determine if Human Resource Development expertise affects effectiveness of management development in the civil service of Kenya.

v) To determine how Management Development Policy, Organizational Politics, Management Development Activities and Human Resource Development expertise together affect the effectiveness of management development in the civil service of Kenya.
1.4 RESEARCH QUESTIONS

i) Does the Management Development policy affect the effectiveness of Management Development in the civil service of Kenya?

ii) Does Organizational Politics affect effectiveness of Management Development in the civil service of Kenya?

iii) Do Management Development activities undertaken affect effectiveness of Management Development in the civil service of Kenya?

iv) Does Human Resource Development expertise affect effectiveness of Management Development in the civil service of Kenya?

v) Do all the variables (Management Development policy, Organizational Politics, Management Development activities and HRD expertise) together affect effectiveness of management development in the civil service of Kenya?

1.5 JUSTIFICATION AND IMPORTANCE OF THE STUDY

Lack of research work and empirical evidence on management development practices in Kenya’s civil service is regrettable particularly in view of the fact that success of Public service reforms was pegged on effective institutionalization of Results Based Management (GOK, 2008). In the absence of ‘best practice’ models for management development in Kenya, this study was justified on the grounds that documenting current management practices highlights any existing gaps allowing for recommendations on how it can be made more meaningful and relevant to the
provision of effective and efficient services to be made. By investigating the implementation of the training policy, the study seeks to provide insight into the appropriateness of the policy for effective management development in a changing civil service. Government training institutions could use the information from this study to improve their planning and delivery of training programmes for managers and Scholars and academics may use it as the basis for further studies in management development in Kenya. Human Resource Development professionals and consultants in the civil service and training consultants may use the findings to shape up their practice to make it more relevant to needs of their customers.

1.6 SCOPE OF THE STUDY

This study was limited to investigating management development practices in the forty two Ministries/ Departments in the civil service of Kenya. It targeted management cadre staff only (job groups P, Q and R) deployed in Nairobi to get their perspectives on how factors in their immediate environment at the Ministry level; the policy, organization politics; the development activities they are exposed to and the characteristics of their Human Resource Development professionals affected their development and performance of their ministries.

1.7 LIMITATIONS OF THE STUDY

The results of this study may not be generalized to a wider African context unless the circumstances in those countries are similar to Kenya. In addition, the information obtained was limited to respondent’s interpretation of management development as practiced in their ministry. In cases where managers interpreted the general aim to
be that of taking stock of their management capabilities, the responses tended to be round the ‘neutral’ or middle level. To counter this, the data collectors would explain to the respondents that the purpose of this study was to take stock of effectiveness of management development in the entire civil service in Kenya without specific reference to specific ministries or holders of individual positions. The study discouraged the respondents from appending their identities on the questionnaire and assured them of confidentiality in handling the information they supplied.

1.8 DEFINITION OF TERMS

Civil Service

The term civil service has two distinct meanings: a branch of governmental service in which individuals are employed on the basis of professional merit as proven by competitive examinations or the body of employees in any government agency other than the military. The Civil Service is constituted by ministries as spelt out in the Presidential Circular No.1 on organization of Government of Kenya that created 42 Ministries/Departments in the civil service (GOK, 2008). Each Ministry is made up of a body of officials called civil servants placed in job groups from the lowest ‘A’ to the Highest ‘V’. These job groups denote seniority and scope of responsibility. The Civil Service operates in accordance with the Civil Service Rules and Regulations (GOK, 2006). In this study, the civil service is defined as the 42 ministries/ a department described in the Presidential circular No. 1 (GOK, 2008) on the organization of the Government of Kenya (Appendix 1) and excludes the Police, State House, Department of Defence and Prison’s department.
Management development Policy

According to Mumford and Gold (2004), a management development policy is a general set of guidelines on procedures and structures for ensuring that management development needs in an organization are identified, assessed and addressed. A management development policy is always derived from the strategy and it translates the requirements to provide management development activities. This study defined Management development policy as any written guidelines including plans, projections and procedures for training of management staff. It is about the processes to be used in identifying and developing managers and guides the translation of requirements into activities (Thomson, Mabey, Storey, Gray & Iles, 2001).

Organizational Politics

Webster Dictionary defines politics as competition between interest groups or individuals for power and leadership. Pfeffer (1981) defines organizational politics as “those activities carried out by people to acquire, enhance, and use power and other resources to obtain their preferred outcomes in a situation where there is uncertainty or disagreement”. This study adopted Pfeffer(1981) and Holton et al(1997) definitions of organizational politics as perceptions of supervisor’s support, use of rewards, use of power and resources to influence decisions on manager’s development and how transfer of knowledge and skills to the workplace is affected by supervisor’s support.
Management Development

Training Services Agency in UK (1977) defined management development as an attempt to improve managerial effectiveness through a planned and deliberate learning process. Molander (1987) defined it as a conscious and systematic process to control the development of managerial resources in the organization for the achievement of the organization’s goals and strategies. Handy, Gordon, Gowl, Maloney & Randlesome (1988) described it as a mixture of experience, training and education initiated by the organization with the necessary cooperation of the individual to improve organizational performance.

A Management Development activity is any which enhances an individual’s professional practice (Mintzberg, 1989). It may be formal, informal, course based, work based, individual or collaborative learning. Management development activities show purpose and a link to organizational strategy (Harrison & Kessels, 2004). This study defined management development activities as all formal and informal, work based or off the job activities meant to empower managers to produce results for the organization and to enhance career development.

Human Resource Development

According to Swanson and Holton (2001) Human resource Development is an organizational process geared towards performance improvement through learning. Human Resource Development comprises of skilful planning and facilitation of a variety of formal and informal learning and knowledge producing processes and experiences. They occur primarily but not exclusively in the workplace in order that
organizational progress and individual potential can be enhanced through the competence, adaptability, commitment and knowledge creating activity of all who work for the organization (Harrison and Kessels, 2004). HRD aims to add value to the achievement of an organization’s goals and objectives through pointing people in the right direction (alignment) and in developing their beliefs and commitment to the organization’s purpose and direction (engagement).

**Human Resource Development Expertise**

Nadler and Wiggs (1986) identified the characteristics of effective Human Resource Development (HRD) managers to include: ability to plan Human Resource Development activities that foster training, development and education; capacity to establish goal priorities for HRD activities; to communicate effectively with organizational leaders; to identify and develop effective HRD management information systems; work effectively with line managers and pay attention to management development. The study adopted Human resource development expertise to denote display of capacity for visioning, planning, implementation, evaluation of initiatives and activities to develop managers for efficiency and effectiveness.

**Effectiveness of Management development**

Managerial effectiveness is a leader’s ability to achieve desired results. How well they apply skills and abilities in guiding and directing others determines whether they meet those results effectively (Redding, 1990). It is a combination of technical, people and conceptual skills that can make a manager an effective leader (Wilmont & Alversson, 2002). In the long run, managerial effectiveness fosters individual growth
in the manager and her followers and, over time, generates customer value for the organization. This study defined effectiveness of management development in terms of improved individual and organization performance as reflected in enhanced capability to develop careers of managers and in improved productivity, efficiency and effectiveness of their organization.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1. INTRODUCTION

This chapter reviews theoretical and empirical literature relevant to management development as articulated by various scholars. The study focused on theories and models of management development and reviewed empirical evidence from past studies in management development before developing a conceptual framework. The chapter ends with a summary of identified research gaps explored in the study.

2.2 THEORETICAL REVIEW

This section reviews theoretical propositions that have relevance to understanding of management development in organizations. Bacharach (1989) defined a theory as a statement of relations among concepts within a set of boundary assumptions and constraints. It is a coherent description, explanation and presentation of observed or experienced phenomena (Gioia & Pitre, 1990). A theory explains what a phenomenon is and how it works (Torraco, 1997). The use of the word phenomenon does not in any way suggest a narrow realm of concern, event or occurrence. A phenomenon can be long lasting, large, broad and human resource development can therefore within the definition of theory pay attention to training transfer theory or focus on the theory of the broader field of workplace learning and management development.

Theories are perspectives with which people make sense of their world experiences (Stoner et.al. 1995). Lynham (2000) described theory development as the purposeful
process or recurring cycle by which coherent description, explanations and representations of observed or experienced phenomena are generated, verified and refined. According to Olum (2004), a theory is a systematic grouping of interdependent concepts and principles that give a framework to or tie together a significant area of knowledge. Contemporary theories tend to account for and help interpret the rapidly changing nature of today's organizational environment and management development is part of that environment.

2.3. THEORIES OF MANAGEMENT DEVELOPMENT

The main management development theories considered in the study include the Human Resource Development theory, Psychological theory, Andragogy, experiential learning and Social learning theory as they relate to effectiveness of management development.

i) Human Resource Development Theory

According to Swanson and Holton (2001) there is no universal view or agreement on a theory or multiple theories that support Human resources development (HRD) as a discipline. Passmore (1997) & Swanson (1995) however, proposed that the discipline of HRD can be supported and explained by three core theory domains: Systems theory, Economic theory and Psychological theory. They argued that these theories are complimentary and robust and all together make up the core theory underlying the discipline of HRD.
**Systems theory**

According to Von Bertalanffy (1962), a system consists of independent but interconnected parts that include inputs, processes, outputs and feedback as core components. Von Bertalanffy (1962) proposed that Human resource development should be based on the understanding of how systems work and how it and the subsystems connect and disconnect from the host organization in a way that helps the host organization to retain its purpose and effectiveness in the face of change. Chalofsky & Reinhart (1988) argued that effective development of employees is a subsystem of an organization to produce highly trained professional staff to develop high quality products or deliver high quality services.

Wright and Snell (1991) used the open system theory to describe a competent management model of organizations where skills and abilities of employees were considered as ‘inputs’ from the environment, ‘employee behaviour’ as throughput/transformation and ‘satisfaction and performance’ as outputs. Thus, the Systems theory allows for a systemic approach to management development based on the broader view, or big picture view of the organization.

**The Economic theory**

The Economic theory proposition for management development is that it must justify its use of resources and add value to the creation of sustainable long term economic performance and that value from that investment must translate into development of expertise in managers. The specific economic theory perspectives relevant to management development are: scarce resource theory, sustainable resource theory and
human capital theory. Scarce resource theory informs that resources are limited and this requires organizations to make choices. Strategy and policy are about choices on capital investment; options available and return on investment (Swanson & Gradous, 1988). Sustainable resource theory informs on concern for the long term versus short term agenda. The Management development strategy and policy should reflect the value the organization puts to development of its managers. It is a choice to use resources for a purpose. Since resources are ever scarce, it means that development must be cost effective and result oriented to improve productivity of the organization. Thurow (1993) argues that sustainable advantage in the future will depend on new technologies and brain power and on man-made comparative advantage.

**Psychological Theory**

This is the core theory in relation to Human Resource Development and management development. Psychological theory propositions for management development revolve round the mental processes of humans and the determinants of human behavior. This is because learning is the acquisition of knowledge and skills through experience which leads to an enduring change in behaviour. Management development to a psychologist is about modification of behaviour. The holistic view of individuals and their needs for holistic understanding is important in their development. Merriam& Caffarella (1991) identified four theoretical orientations to learning based on the psychological theory. These are behaviourism, cognitivism, humanism and constructivism (see Appendix 4). Behaviourism, originally developed by Watson in 1913 is concerned with changes in behaviour as a result of learning and is key to readiness for learning especially for programmed learning. In human
resource development, the core assumptions based on behaviourism include that performance change does not occur without changing behaviour. Behaviourism has led to development of techniques of behaviour modification based on Skinner’s (1974) operant conditioning so that training in organizations, needs assessment, development and evaluation are almost exclusively focused on behaviourist school of psychology (Goldstein, 1993).

Early roots of cognitivism can be traced to 1920’s and 1930’s through the work of Tolman (1932), Jean Piaget and Gagne among others. It attempts to explain goal directed behaviour and is important to learning by analogy, information processing and memory. Contemporary cognitivism has three key perspectives that contribute to adult learning: information processing, meta-cognition and cognitive development. These are concerned with mental processes of moving information from sensory memory to short term and long term memory and retrieval; learning how to learn and that learning is a continuing process. This is significant in structuring content of learning activities and in development of emotional intelligence.

Humanism arose through the work of Maslow (1954), Carl Rogers (1980) and looks at a person as a whole. Rogers’s principles of significant learning include: personal involvement; self initiation; pervasiveness to affect behaviour, attitudes and personality. Humanists view people as seeking self actualization through learning and being able to control their learning processes. Self directed learning and much of career development are grounded in humanism and is central to human resource development. Self motivation is critical in management development so that managers chose what, when and how to learn and the role of the developer is that of a
facilitator. The facilitator ability/expertise to create an enabling environment for the manager to learn is critical in this aspect (Laird, 1985).

**Human Resource Development theory and Effectiveness of management development**

Management development is an integral component of Human Resource Development. It is premised on organizational performance improvement mediated through human expertise and human effort. In every organization, the concrete determinants of performance are reflected through people, their ideas and the material resources through which their ideas reach the market-place (Swanson, 1999). Performance cannot be described or improved without specifying its determinants and accounting for the sophisticated processes through which performance is expressed (e.g. human behaviour, work process innovation and market performance).

Effectiveness of management development is a factor of how effectively manager’s behavior is modified in a positive direction, the internal mental processes (cognition) that allow for transfer of what is learnt to the workplace. It is also about the desire by managers to be effective as part of self actualization (humanism) and agreeing to learn continuously in the context of work in association with other managers (social/situational learning). This study investigated to what extent Government Ministries adopts management development activities that enhance learning, involvement of managers in designing their learning and in learning from experience alone or in association with others, the factors important in transfer of knowledge and the expertise of trainers to facilitate learning of managers.
ii) **Andragogy (Adult) Learning Theory**

This theory is associated with Knowles (1978, 1990) and is based on characteristics of adult learners. It emphasizes that the adult learner is self directed and comes with experience. Adults respond more to internal motivators like self esteem, self actualization, and self confidence and the curriculum and material for learning should be learner centred. The learner should be responsible for their learning processes by diagnosing their learning needs, setting goals, identifying appropriate resources and being involved in the evaluation of learning outcomes. Experience forms the basis for learning activities. Adults are most interested in learning about subjects that have immediate relevance to their jobs or personal life and their learning should be problem centred rather than content oriented (Conlan et al, 2003). They are ready to learn more when they have a need to perform more effectively in some aspect of their life.

Knowles’ (1990) andragogical model of adult learning postulates that adults learn differently from young people. They learn more by doing, they want to be involved and to feel they are responsible for their learning. An informal environment works best as well as variety of learning experiences. Adult learners must therefore be motivated to learn and develop new competences and skills. Watts (2010) proposed that managers need to understand what skills they require now and in the future. The best way to motivate adult learners is to enhance their reasons for learning. This includes considering their needs in the design of training programs (Jurjiewics & Massey, 1997); ensuring they understand that the trainers responsibility is to facilitate learning not to teach and also in ensuring that training is evaluated. Coggan (2010)
defines facilitation as the process of making it easy for an individual or group to solve problems, gain consensus, mediate conflict and generate new ideas. It entails creating ownership of outcomes with groups or individuals. Briner (2008) proposed that generally very little training is evaluated at all because there is not enough work upfront to show what is actually required and why it might work.

**Adult Learning Theory and Effectiveness of Management Development.**

The primary motivations of adult learners include social relationships, external expectations, personal advancement and cognition (learning for the sake of it). Managers should be developed through formal and informal processes that address these motivations (Jurjiewics & Massey, 1997). Formal leaning should be structured in a way that allows the managers to explore and pick what is relevant to them and to their needs for self actualization. Management developers should aim to facilitate managers to learn and not to teach them what they want them to learn. Since constructivism stresses that all knowledge is context bound and that individuals make personal meaning of their learning experiences, the emphasis on how adults make meaning of new information by relating to previous experiences largely supports the andragogical view of learning (Knowles et.al, 1984).

Adult learning stresses ownership of learning processes by learners, experiential learning and problem solving approaches to learning. Constructivism plays an important role in understanding informal, incidental and self directed learning. This study investigated the extent Ministries balance formal and informal learning
activities, the involvement of managers in designing their learning and the organisational support they get to develop their careers.

iii) **Experiential Learning Theory**

Experiential learning is defined as a holistic integrative perspective on learning that combines experience, cognition and behaviour (Kolb, 1984). Experiential learning helps trainers understand individual preferences for learning and therefore the adoption of different delivery methodologies which suit various learning styles. It can be used to explore participant centred learning, curricula, development and management learning (Dixon, 1994, Lengnick & Sanders, 1997).

Managers learn through concrete experiences, observations, reflection, abstract conceptualization and active experimentation. They learn from experience and from reflecting on their experiences. Their development should therefore consist of a variety of activities that allow them to have varied experiences that they can translate into learning. Experience holds a central position in the development of managers (Broderick, 1983; Davies & Easterby-Smith, 1984; Margerison & Kakabadse, 1984; McCall, Lombardo, & Morrison, 1988; McCauley & Brutus, 1998). According to Boud, Keogh & Walker (1985), it turns experience into learning. It emphasizes the need for the learner to be involved in all educational activities and addresses the concept of how experience makes learning meaningful.
Talbort (1997) suggested that different types of management development could be
mapped against stages in the experiential learning cycle proposed by Kolb (1984). He
linked these types of management development to different assumptions about the
nature of management and of the developmental process. Traditional management
education as practiced in Masters in Business Administration (MBAs) and other post
graduate courses is primarily focused on abstract conceptualization, developing
cognitive skills and analytical ability as well as knowledge and understanding of a
wide ranging set of management theories. Both management education and
competency development approaches share the view that there is a generic model of
management with known skills, knowledge, attitudes, behaviours or competences
which can be acquired by some combination of education and training development
and experience. Action learning and reflection assume a more contingent and
situational specific nature of management that can be easily captured in ‘programmed knowledge’.

Action learning is an approach to working with and developing people through project work or problem solving. The thinking behind action learning is that learning is not solely about acquiring knowledge or a skill by reading or listening. It is about doing something differently, applying and making use of a skill or of new knowledge. It is about thinking differently or having a new set of values and beliefs. According to Revans (1998), there can be no learning without action and no action without learning. He argued that learning can be shown by the following equation where $L$ is learning; $P$ is programmed knowledge like traditional instruction and $Q$ is questioning insight:

$L = P + Q$

Action learning engages managers in groups to work on real workplace problems and issues so that individuals learn through group effort. Action learning can make a major contribution to freeing up inflexible or traditional thinking and finding new solutions in response to changing environments. The action learning process uses real problems in real life. Unlike case studies or theoretical analyses, the process deals with realities. The study investigated the extent Ministries use team learning, problem solving and project work to enhance management development.
Experiential theory and effectiveness of management development

According to Revans (1998) lasting behaviour change is more likely to follow re-interpretation of past experiences rather than acquisition of fresh knowledge. Managers learning should be situated in the context of their work as managers. Since experience cannot be taught, managers must be allowed to learn simply through managing. Emphasis should therefore be on work-based experiences so that they develop through integrating work with learning. Learning is gained through experience in real work problems and from discussion with other managers and this gives rise to new knowledge expressed as ability to take effective action. Kolb’s experiential cycle has been used to give shape to an analysis of management development. The emphasis is on an integrated process involving all the four stages of the cycle starting at concrete experiences. Application of competences approach to management focuses on management action, concrete experiences and its outcomes demanding that managerial performance is the key to both learning and assessment. Developing manager’s competences and skills is done through concrete experiences at the workplace.

iv) Social Learning Theory

This theory was proposed by Bandura (1977) and is about learning by limitation. The theory proposes that managers can learn to do things by watching others do them before trying to perform. This ‘sitting next to Nellie’ approach results in transfer of tacit skills from one learner to another. Social and interpersonal skills can be learnt in this way though there is a danger that people may also learn inefficient ways of
working or fail to take on board some of the tacit skills used by experienced managers. Social learning theory has sometimes been seen as a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. Lave and Wenger’s (1991) social approach to learning was through participation in everyday activities. They argued that managers learn through participation in everyday activities and that learning occurs through practice in work situations informally and incidentally.

According to Fox (1997) the key elements of situated learning include people who perform work and belong to a community of practice since it is within a community that learning occurs. Communities of practice have apprenticeship systems (formal and informal) where novices learn by assisting more experienced members. Managers learn through their work and participation in practice. This kind of learning involves watching, doing, talking especially sharing stories and communities of practice are dependent on others and are part of a network of communities where learning is contextual and in relationship with others.

One of the paradigms of learning propounded by Ruona& Roth (2000), is that individuals should control their own learning processes. According to Alderfer(1972), Maslow(1954) and McClelland (1994), people are driven by an intrinsic desire for personal development, need for affiliation, achievement, power and self actualization. The need to take responsibility to find solutions to problems and to be successful are strong motivating factors to learning.
Social Learning Theory and effectiveness of management development

This theory is useful in planned formal learning (Holton, 1996) since it spells out the role of the facilitator as a model of desirable behaviour. New behaviour is acquired by observing and copying others. Socialization (induction) allows managers to be shown the ropes on the job and is the basis for learning from others through coaching, mentoring, and ‘shadowing’. It is also important for setting common standards of performance. It shapes attitudes through social interaction to conform to those seen as desirable in the organizational set up. Learning is individual and individuals decide when and how they learn thus making the managers responsible for their own learning. They also decide what to transfer back to the workplace and what to share with colleagues (CIPD, 2005).

Developers of managers should aim to facilitate managers to learn. They should listen to them more to hear their needs and especially their feelings about their work and their development. They should pay more attention to their relationship with managers as they do to the content of learning. They should also receive feedback and use it constructively to improve manager’s learning. According to Rodgers (1961), the basic premise is that learning will occur by the educator acting as a facilitator. This means establishing an atmosphere where learners feel comfortable to consider new ideas and is not threatened by external factors (Laird, 1985). It is based on the belief that human beings have a natural eagerness to learn and that most significant learning involves changing ones concept of oneself. Learners are encouraged to take responsibility for their own learning and to provide input through individual insights and experiences. This study sought to determine the extent human resource
development managers in ministries have the expertise to plan and design learning programs that allow managers to learn from each other.

**Summary of Theories of Management Development**

<table>
<thead>
<tr>
<th>Author</th>
<th>Theory</th>
<th>Critique</th>
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<tbody>
<tr>
<td>Swanson &amp; Holton (2001)</td>
<td><em>Human Resource Development Theory</em></td>
<td>Need for a systemic approach to MD/ a broader view/big picture view of the organization. MD policy should reflect value the organization puts to development of its managers/ choice to use resources/ Must be cost effective and result oriented. Performance change does not occur without changing behaviour.</td>
</tr>
<tr>
<td>Knowles (1978, 1990)</td>
<td><em>Adult Learning Theory (Andragogy)</em></td>
<td>Learner should be responsible for diagnosing their learning need, setting goals/ identifying appropriate resources/involved in the evaluation of the learning outcomes. Developers should aim to be facilitators.</td>
</tr>
<tr>
<td>Bandura (1977)</td>
<td><em>Social Learning Theory.</em></td>
<td>The educator acts as a facilitator (Rogers, 1961). Socialization (induction) allows managers to be shown the ropes on the job/ is the basis for learning from others through coaching, mentoring, and ‘shadowing’.</td>
</tr>
</tbody>
</table>
2.4. MODELS OF MANAGEMENT DEVELOPMENT

In a study of management development in Europe, Thomson, Storey, Mabey, Gray, Farmer and Thomson (1997), reported that management development was lagging behind and was being derived from change rather than helping to shape change. They reported that it was also inadequately linked to organizational strategies. These findings mirrored studies in the US by McClelland (1994) and Seibert, Hall & Kram (1995) and led to attempts to identify ‘best practice’ in management development. A study of management development practices in several countries in Europe also recommended that there was need for exploration of the contingency factors that might help to determine which type of management development was best suited to particular situations (Talbort, 1997). Several models have since been proposed for management development but there is no universal one. This study analysed three key models of management development: a sustaining model, ADDIE instructional design model, Systematic model of training and Competing Values Model. However, no one model is better than the other because management development is contextual and developers should determine what model(s) is suited to their organizational context.

i) **A sustaining model of management development**

For Management Development to have any purpose in an organization, it should be linked and driven by the organizational strategy. An organizational strategy is always derived from the Vision and Mission of an organization. It is set in response to analysis of the environment of the organization including globalization, technological changes and customer demands. The strategy provides guidance on requirements of
managers in terms of numbers, skills and performance requirements. A management development policy translates the requirements to provide management development activities. Outcomes of activities are assessed and valued for effectiveness providing feedback for organizational strategy and hence sustaining business performance (figure 2.2).

Figure 2.2  A sustaining Model of management Development

(Adapted from Mumford & Gold, 2004)
ii) The ADDIE instructional design model

The ADDIE instructional design model (figure 2.3) is the generic process traditionally used by instructional designers and training developers. Some of the core values and principles that govern the use of the ADDIE model include: a focus on outcomes; a systems perspective and the intention to add value.

The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

**Systematic model of training/ ADDIE model.**

![ADDIE Diagram](image)

**Figure 2.3 A Systematic Model of Training: ADDIE model**

(Adapted from Morrison & Gary, 2010)

In the analysis phase, the problem is clarified, needs identified goals and objectives for learning are established and the learning environment and learner's existing knowledge and skills are identified. The design phase deals with learning objectives,
assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and very specific. The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If e-learning is involved, programmers work to develop and/or integrate technologies.

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and provides opportunities for feedback from the users which were identified.

iii) A Competing Values Model of management development

Kolb’s (1984) cycle is used as a framework for categorizing different approaches to management development. Each stage in the cycle embodies a set of values about the nature of learning and the relationship between the learner and others. Management competences focuses on managerial action, concrete experience, and its outcomes, demanding that managerial performance be the key to both learning and assessment. Traditional management education (as practiced in MBA and other postgraduate courses) can be seen as primarily focused on abstract conceptualization i.e.
development of cognitive skills and analytic ability as well as a knowledge and understanding of a wide ranging set of management theories.

Reform of these programmes has recently led to development approaches based on active experimentation in management interventions, either through organizationally based projects or through “action learning” type activities, aimed at applying management theory in organizational contexts. Finally, some have advocated models of MD based mainly on reflection on practice and reflective observation. Most notable has been Schon’s (1983) “Reflective practicum” which has been most popular in areas of professional development (e.g. teaching) but is clearly also applicable to management.
2.5. EMPIRICAL REVIEW/ CRITIQUE OF PAST STUDIES

This section outlines and critiques past studies done in various countries on factors influencing management development. The section describes past studies in management development policy, organization politics, management development activities and Human Resource development expertise in relation to management development. For each study the study examines the methodology used and the findings and then gives a critique by the researcher. The section ends with identification of research gaps.

Figure 2.4 A Competing Values Model of management development

(Adapted from Quinn, 1988)
2.5.1 Management Development Policy

This section reviews past studies related to management development policy and its impact on effectiveness of management development. The study reviews the objectives of the study, methodology used, major findings and recommendations made by the researcher.


In a study titled ‘Evolving role of strategic management development’, Brown (2005) found that the dominant mode of strategy making in an organization can influence the potential for management development. He argued that the objectives and design of strategic management development need to match the organization’s level of commitment to strategic management and the degree of maturity of its strategic management processes and competences. According to the findings, managers were involved in strategic planning as part of a fundamental learning process. Each manager had the responsibility for planning for their department and was a member of a core team with one of them in-charge and reporting to the CEO. They worked in teams and had particular responsibility for strategic management.

This study sought to understand whether and how management development could realize its strategic potential and targeted six UK organizations in the Public and private sector with between 1,200 and 23,000 employees. It used a case study design with postal questionnaires and semi-structured interviews and a review of company
documentation of several organizations as sources of data. The study found little evidence that the use of management development for strategic planning and implementation was strong. It was also not evident that there was strong top level commitment to management development to achieve a strategic focus. The management development programs in those organizations did not have a strong strategic focus since there were no statements of Mission, values and key strengths to support the strategic process. However, the study used a very small sample of organizations and this limits the generalisability of the findings. Nevertheless, the results did indicate that a Management development policy is derived from an organizations strategy.

**Critique**

The way an organization responds to management development indicates the extent to which managers influence corporate policy making processes (Burgoyne, 1988). Involvement of managers in strategic planning does not always translate into their development being strategic unless there is alignment between development and strategy so that one is derived from the other and feeds back into the other (Holbeche, 1999). Strategic planning can be effectively used by an organization to identify the numbers of managers and management skills needed for effective achievement of set goals.


Blackman and Kelley (2006) in a study titled ‘The role of Human resource development in preventing organizational stagnation’ found well developed strategies
for developing learning and knowledge management in Public Limited Companies (manufacturing and service). Managers were being motivated to learn through sharing information and using new ideas in effective ways. The study found four distinct ways of making management development strategic including focusing on what was considered currently relevant by managers, use of individual managers professional development plans, use of appraisals and use of learning enabling systems. The study was qualitative and used company documents, interviews with top management and a questionnaire with open ended questions to explore employee, HR and managerial perceptions. The response rate was only 20 – 34%.

However, in all these cases, there was a fixed orientation on current occurrences which would hinder a proper strategic focus. This indicated that development of managers in all the organizations fell short of the strategic context. All operated closed systems and the study did not provide any evidence that management development was designed to challenge the currently held world views to prevent stagnation.

Mental models (attitudes) affect how organizations develop their staff and effective development is characterized by on-going consistency in decision making (Garavan et.al. 1995). However, consistency cannot be sustained if activities are focused on current management thinking only. There was need to ensure that the current mental models did not hinder acceptance of new ideas entering the system since in all cases, the organizations appeared to pre-determine what they learned.
Critique

A management development policy should be futuristic based on long term strategies to prepare the organization to face change. It should be developed with a focus to challenge current assumptions in order to be futuristic. It should also be integrated within strategic planning (Constable & McCormick, 1987). The policy should arise from an assessment of changes in the environment of the organization and provide guidance on requirements for managers in terms of numbers, skills and other performance requirements.


Another study on *Reforming- Public Sector: Facing challenges of effective Human Resource Development Policy* by Antwi and Analoui (2008), found that great significance was given to Human resource development as a result of the Public service reforms. The reforms influenced the strategic direction of Human Resource Policies. Ministries had HRD units manned by trained HR professionals who created HRD plans and had linkages with management development Institutes. Organizations had HRD policies and programs that were formulated with line managers and had management support. The purpose of the study was to identify potential difficulties and challenges of HRD for effective implementation of reforms.

This was an exploratory case study research design to identify challenges facing HRD in Ghana. The researchers triangulated both primary and secondary data sources. A self completing questionnaire was administered to 105 management staff at all levels
of the hierarchy and semi-structured interviews with 16 HRD managers and senior Public officers and managers in nine Public and quasi-public organizations. Analysis of data was done qualitatively and quantitatively using descriptive statistics. This study however found low awareness of HRD policy, managers spent very little time on developmental activities and rated performance of the HRD units low. There was also inadequate funding of development activities. The study demonstrated that having a policy on development is not enough unless it has wide support, great awareness and wide involvement in its implementation.

Critique

According to Kaufman (2001), poor involvement of stakeholders is contrary to the principles of participatory management and undermines fundamental assumptions of the systems theory which considers every element of the organization critical to its survival and sustainability (Bertalanffy, 1950). Having a policy and an infrastructure to support management development does not translate into effective management development. It is only when management development is prioritized, funds set aside for activities and managers are actively involved can the process be effective (Mabey, 2003). There should also be widespread awareness of the policy so that managers can provide feedback on the effectiveness of its implementation.


Yawson (2009) while investigating ‘Training and Development of Human Resource in Customs Excise and Preventive Service (CEPS) in Ghana’ found a well developed
training and development policy that captured the essential elements of best practices regarding training of managers.

Using a questionnaire administered to 180 managers and interviews with senior management, the study found that the policy had not been updated for the last two decades, 90% of the respondents were aware of it but only 42.9% said they had a good understanding of the policy.

The study found that budgetary constraints affected implementation of the policy and that there was general lack of commitment to training and development by the senior management.


Ruth (2007) in a study of management development in New Zealand, found inconsistencies between assumptions and practices of management development indicating that management development was incoherent at national level. Preferential approaches to management development included external public courses, internal programs to develop skills, mentoring and coaching, formal qualifications, in-company job rotation and external placements and secondment. This study targeted line managers and Human resource managers (one manager and one Human Resource manager in each firm) in 238 firms with more than 20 employees throughout the country using direct telephone interviews. The aim was to give an overview on and practices in management development in New Zealand. Only 86 (36%) responses were recorded. The results demonstrated sole reliance on more systemic approaches like appraisals, career planning which would not be sufficient to secure high performing managers. Forty two (42) out of the 86 organizations had explicit
management development policy statements but over 60% felt it was not well communicated. 75% of the organizations had a training budget 20% of which was used on management development.

Critique

What many organizations say they do and what they actually do in management development can be very different. Managers and human resource development officers should be speaking the same language on management development for it to be meaningful. A management development policy must be actualized by developing appropriate development programs that are delivered and monitored. Evaluation of such programs provides feedback to enrich reviews of the policy. The response rate may have been low but it demonstrated that awareness of the policy must be improved in organizations for ownership and to enable managers take responsibility for effective implementation.


In a study of the Punjab Health services in Pakistan, Ruck, Hafeez, Manzur, Nasir, Rivers & Prozesky (1999), demonstrated lack of clarity and duplication of roles of managers. Training needs assessment (TNA) was used to identify gaps in this clarity of roles to make decisions on training to be carried out. The study aimed at showing how a TNA can be used to improve the quality of training of health professionals. The researcher used existing reports for over 14 months, local HRD expertise, external short consultancy to conduct interviews with policy makers, analyse secondary data
from reports and training curricula and also collect information using focus group discussions with 70 health professionals. But, focus group discussions are too general to provide any meaningful results on managers needs for individual development. Discussion with policy makers would highlight current policy and priorities and discussions with professionals would provide views on knowledge and skills not in existing curricula or job descriptions. The study verified the need to combine qualitative and quantitative methods in needs assessment to prioritize learning needs.

**Critique**

To design appropriate development programmes, needs assessment should identify organizational, operational and individual needs. Policy makers should be involved since they know where the organization is headed (Boydell, 1979). While consultants can help managers increase their awareness of their needs, facilitate them to identify gaps (Iles, 1992), they cannot be relied on to identify what managers should learn. Use of focus group discussions has limited application in identifying individual needs but may add value to clarification of objectives of a project and the role each manager should play in its achievement. Gupta (2007) argued that training needs assessment helps to determine goals, identify discrepancies between desired and real needs for training and establish priorities.


Abu-Doleh, J. (2004) while analysing Management training and development needs assessment practices in the Jordanian Private and Public sectors, found that only
one-third of the organizations had formal and systematic plans for determining management training and development needs. The study targeted 34 HRD managers in the Public sector and 30 from the private sector and used a self completing questionnaire. The study found no links between needs assessment with job descriptions and with performance appraisal schemes.

Majority of those interviewed reported they assessed their manager’s needs without considering functional and organizational needs. Though the purpose of the study was to unveil current plans, procedures and practices of management training and development needs assessment in public and private sector organizations, it showed lack of preparedness to address manager’s needs for development. Few organizations reported they had needs assessment procedures linked to manager’s job descriptions or performance appraisals. However, having a formal system of needs assessment is not enough especially if there is no linkage with the design and delivery of development initiatives.

**Critique**

Needs assessment should be linked to needs for performance and indeed, performance appraisal is the backbone of effective identification of development needs. Individual managers’ needs for development should be collated with functional and organizational needs for effective development.

O’Keefe (2011) in a case study of the importance of assessment combined with targeted training to achieve measurable results in leadership development in a regional bank in southern USA demonstrated how effective TNA combined with targeted training can improve organizational productivity. This study targeted 200 bank employees who were management trainees. The researcher used a statistically validated scenario based assessment to determine what the managers knew and what they needed to know about management behaviour in relation to eight core leadership competences: coaching and counselling; effective communication; influence and negotiation; change management; performance management; setting goals and standards; managing conflict; problem solving and decision making.

The results of this study showed that assessment lays the foundation for learning; helps in targeted training; leverages information to bring the right group curriculum into play. It can be streamlined to meet specific needs of individual organization; avoids waste of resources and helps in tailoring course content to needs. This study demonstrated how effective identification of needs and matching development initiatives to the identified needs can enhance organizational productivity. The use of computer generated assessment procedures enhanced its validity especially in the management of data to show the cause effect relationship between needs and development programmes designed to address them. Technology use helps organizations to manage human resource data.
effectively which are important in relating results of needs assessment and the impact of resultant developmental interventions.


Vijayaragavan, Singh and Wason (2011) studied training needs of extension managers in managerial skills and practices in India. They found that management training and development needs of extension workers in India could be based on the frequency of doing certain tasks in their jobs. In a study conducted in two states: Tamil Nadu and Rajasthan on 100 extension managers, the researchers used job task analysis; considering the importance of the task in the organization and the frequency of doing it. The frequency of doing tasks was gauged on a five point Likert scale: seldom/occasionally/daily/weekly/monthly. Self assessment was also used to validate the results. This kind of assessment is useful in identification of required technical skills but would not provide answers to competences required. However, management is not a specific job task and attempts to identify managers development needs on the basis of their performance of some tasks would not uncover the potential that require to be activated effectively.
Critique

According to Stewart (1994), Mintzberg (1989), Kotter (1982), the term Management does not describe any particular job. What a manager does is spend time interacting with other people and they do not work according to neat, well organized themes. Identifying their needs on the basis of performance of some tasks may not provide comprehensive results about what they really need to be trained in.

Assessment is inevitably a judgemental process concerning a manager’s performance and given the variety of purposes or rationale for management development, there are bound to be competing responses to judgements made (Mumford & Gold, 2004). The outcome of assessment and appraisal is the establishment of an action plan or personal development plan which if stated formally represents commitment by an organization towards its policy on management development (Thomson et al, 2001).

This study investigated whether the ministries had management development policy, Whether there was top level management commitment and support for management development; whether the Ministries develop plans for management development; whether there is a systematic identification of needs for manager’s development and whether there linkage between identified needs and design of training programs.

2.5.2 Organizational Politics

This section reviewed past studies in organization politics to identify research gaps addressed in this study

In a study titled “You stab my back, I’ll stab yours: management experiences and perceptions of organizational political behaviour” Buchanan, (2008), surveyed over 252 Senior and Middle level British managers using a self-reporting questionnaire who had not been previously sensitized on the survey contents. He used Likert type questionnaire with items addressing general perceptions of organizational politics. Data was analyzed qualitatively using frequency distribution and cross tabulation. According to the findings, 12% of the managers agreed that their organizations were relatively free of politics; 17% did not see much political behaviour; 87% agreed that politics is a natural part of management jobs; 83% agreed that politics played at all levels and 93% agreed that playing politics at least part time is important to success.

Critique

Politics is individual or organizational behaviour that’s informal, ostensibly parochial, typically divisive and technically illegitimate (Mintzberg, 1989). Political behaviour is the exercise of tactical influence which is goal directed, rational, conscious and intended to promote self interest either at the expense of or in support of others interests (Valle& Perrewé, 2000). Recognizing that politics is an important aspect of organizational life especially because it can build or destroy careers. Management development should therefore include political skills if it is to be of use to managers in their organizations.
Managers too should be aware of the need for acquiring political skills especially because this can only happen informally.


Vigoda and Talmud (2003), used a mail questionnaire on 355 Public University staff in Israel. He found that perceptions of organizational politics had an impact on Human Resource management and development and transfer of knowledge to the workplace. The aim of the study was to measure perceptions of politics in view of work environments and whether it was unjust or fair. The data was analyzed by regression analysis. Although there was only a 40% response rate, the results confirmed the centrality of social capital in organizations and that there is a tight connection between social capital, intellectual capital and sustained competitive advantage (Nahapiet & Goshal, 1998).

**Critique**

Organizational Politics is an elusive type of power relations at the workplace. It is characterized by direct or indirect engagement of people in influence tactics and power struggles (Kacmar & Ferris, 1991). The idea of self-interest results in politically oriented decision making that affects equity and justice in the distribution of resources. Manager’s perceptions of fairness and equity affect job performance. Since social capital is as a result of social interactions between peers and co-workers, it is affected by politics and in turn affects management development through sharing knowledge, networks and team-working.

Paper presented during Midwest Research to Practice Conference in adult, continuing, community and extension Education. Indiana University, Indianapolis, IN.

Kim (2004), while investigating ‘*The Influence of Organizational Politics and Power on Training*’ showed that learners’ relationship with supervisors who hold power derived from their own role status within the organization signal their capacity to transfer what they have been trained in. This was a qualitative study aimed at exploring how politics and power within organizations affect the aspect of training transfer. This study also revealed that organizational norms and values lead learners to control the aspect of transfer for themselves. Internalized in learners’ minds, these norms and values reflecting managerial interests repressed transfer of training in a hidden way.

**Critique**

According to Vigoda (2003), perceptions of politics interfere with organizational processes including decision making, promotion and rewards and is therefore a critical factor affecting training transfer. Organizational politics reflect organizational climate and encompasses individual perceptions of supervisor support, opportunity to use knowledge learnt and peer support. It also encompasses supervisors sanctions and positive or negative personal outcomes resulting from application of training on the job (Holton et al, 1997). It is therefore important in enhancing outcomes of manager’s development. This study investigated perception of politics in the civil service; manager’s perceptions of supervisor support; manager’s perceptions of fairness and equity in opportunities for development; and how organizational politics affect transfer of learning.
2.5.3 Management Development Activities

This section reviews past studies in management development activities to identify research gaps that were addressed in this study.


Burke and McKeen (1994) studied training and development activities and career success of 1444 managerial and professional women in the United States of America (USA). They found that the development activities with maximum participation were orientation programs, technical training, supervisory coaching, coaching from peers and key project assignments. Those with least participation included advanced management programs and involvement with career pathing.

The participants thought that the most useful in terms of their development were having mentors and sponsors (relationships with an individual of higher status/greater influence in the organization) and career-pathing (promotion and transfers to different jobs in the organization to provide needed skills, experience and exposure). Those they considered least useful included orientation, career development, advanced management programs and networking outside the organization.

The aim of the study was to examine the incidence and usefulness of a variety of developmental activities and whether participating in these activities had an effect on work and career outcomes. The researchers used a questionnaire to collect data on participation and perceived usefulness. 792 responses were received indicating a 55% response and the study revealed that the most commonly undertaken activities tended to be perceived as less
useful to respondents. The activities perceived as most useful involved relationships that is having sponsors and mentors. This would be translated to mean that participation in management development activities does not always translate into learning.

Critique

The activities that organizations undertake to develop their managers should be determined with reference to their usefulness to managers. However, the activities found most useful to managers involve relationships. According to Mintzberg (2004) managers cannot be created in the classroom because effective management is about emphasizing insights, emphasizing analysis and emphasizing experience. Participation in a management development program also does not translate into learning (Cheit, 1985, Ulrich, 1977, Mintzberg, 1989).

Managers learn most from experience and therefore over-focus on planned formal activities does not result in improvement of management skills (CELM, 2002; Critten, 1998) argued that the capacity to learn with others is the defining characteristic of continuing professional development, Relationships with seniors is helpful in the clarification of goals and objectives of the organization so that a manager can then define their goals for learning.


Heraty and Morley (2000) studied Human Resource Development in Ireland to get Organizational level evidence. They found that both formal and non formal development activities were part of management development activities in all organizations in Ireland.
Internal and external formal programs constituted over 50% of the development activities, computer based packages 44% and the least popular were on-the job training, mentoring and coaching. The purpose of this study was to establish the nature of Human resource development at organizational level.

The researchers used a standardized postal questionnaire administered to the personnel managers or chief executive in 1212 trading and non trading organizations employing more than 50 employees. Although the response was by 261 respondents representing only 21.5%, the study showed the popularity of formal development activities over non-formal. This study demonstrated the inclination towards easy to organize and manage training courses or sending managers to external courses. The study showed that identification of needs was on the basis of analysis of projected plans, audits and appraisals and very little involvement of managers.

**Critique**

HRD practitioners in organizations should involve managers in decisions on their development. A “one size fits all “approach is not effective in management development. It may also be that the HRD practitioners are not skilled in the approaches that were least popular and therefore did not offer them as alternatives in development. This is in contrast to findings that managers learn more from experience in non-formal settings (Mintzsberg, 1998, Raelin, 2000 and Revans, 1998). Many organizations focus on formal development activities because they are easier to plan for and to organize. But according to McCall et.al (1988) managers learn more through confrontation with novel situations and problems on the job where their existing skills and behaviour are found inadequate necessitating
learning. A great deal of management development is not and cannot be planned; they are informal, unstructured and contextual to the practice of management.


Longenecker and Finck (2001) investigated how management performance could be improved in rapidly changing organizations. They studied fifty nine service and manufacturing organizations in the United States and found that the top ten management practices managers perceived as most important were: clarification of goals and performance expectations; on-going performance measures and coaching; mentoring by seniors; formal career planning discussions; difficult and challenging job assignments; purposeful cross-training experiences; performance reviews and appraisal; visiting other facilities/ departments; increased contact with customers/clients and special assignments to task forces and problem solving teams. The managers also found involvement with professional associations; pursuing additional college education and attending seminars and workshops, peer mentoring to have substantial benefits. They thought in-house seminars and workshops or being internal trainers/facilitators and videos least effective.

In this study, the managers also indicated that they were receiving less development activities than they desired. The purpose of this study was to identify management development practices that managers considered most important for improving performance and for their development and also those that their organizations were employing. The study used interviews on 433 middle and frontline managers with considerable experience from 59 different organizations. The results were tabulated and frequency counts done.
This study showed that top on manager’s development agenda is to get a clarification of their role in their organization, to be assessed on their performance and to receive continuing feedback on their performance. However, managers learn more by just being managers and their effective development must be situated within that context.

**Critique**

Organizations should breach the gap between what managers want for their development and what they actually get. Meaningful development activities must be work based and relevant to the needs of the individual manager. Organizations should not over-rely on seminars and workshops as primary development activities. Managers learn best when they are clear about organization’s expectations on them; when they receive feedback about their performance and when they are able to take responsibility for choosing what, when and how to learn (Megginson & Pedler, 1992).

Continuing development is about focusing on what happens in management practice. Increased contact with clients enhances knowledge of what is expected. Membership to professional associations is a forum to share knowledge and to benchmark good practices of problem solving. According to Schon (1983) managers knowing in action is embedded in socially and institutionally structured context, hence the need for managers to engage in formal development activities like seminars and workshops.

**Bolden (2007). Trends and perspectives in management and Leadership development.**

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In another study titled “Trends and perspectives in management and Leadership development in several European countries”, Bolden (2007) showed a low preference for on-the job
development through job rotation and assignments, low uptake of e-learning and a very high uptake of qualification based development. The study reviewed work that had been done in a major European study by Mabey & Ramirez (2004) and which had ranked HR and line manager’s preferences for development methods as follows: internal skills development programs, external courses, seminars and conferences, mentoring and coaching, formal qualifications, in-company job rotation, external assignments, placements secondments and e-learning in that order.

Critique

Pre-occupation with formal development activities is an indicator of lack of or presence of a poor organizational policy on management development. It does not lead to effective development of managers who should get a balance between formal and informal activities for their effective development. Public sector organizations are pre-occupied with training and cannot be said to be effectively developing their managers. There is need to establish whether the problem is the mismatch between policy and its implementation strategies. The theory of andragogy (Knowles et.al, 1990) proposes that adults learn what they perceive as being useful to them and this study therefore demonstrates the importance of involving managers in their development and in the choice of activities they think are relevant to their needs. This study provided useful insight on the significance of informal over formal development activities in development of managers.

Newell, (2004) analyzed the extent to which management development opportunities both formal and informal were seen to support managers in their day to day roles and to deliver skills needed for the future. The study showed that managers preferred the non-formal routes for effective learning. This study was done on managers attending a MBA program by distance learning. The study also found that the topmost ranked development initiatives in terms of effectiveness in developing managers internationally included wide experience of challenging assignments, early exposure to responsibility, formal education and having a mentor or coach.

The managers did not think education achievement was important to their development. They also perceived that organizations did not place great emphasis on mentoring, coaching, job rotation or placement and thought that leadership development was their priority for future development. This study used a survey design and postal questionnaires sent to managers undertaking MBA through distance education. Although only 359 responses (34%) were received from an expected total of 1030, the study reconfirmed what earlier studies had found that managers learn more from work-based development. It recorded low satisfaction with in-house training programs but a very high satisfaction with development opportunities provided by problem solving and learning from experience.

**Critique**

Managers should be able to influence performance of others to produce desired results and therefore need leadership skills to be more effective. Action learning is the basis of learning how to deal with work-based challenges and in the process enhances learning. Managers should be able to influence performance of others to produce desired results. They therefore
need leadership skills to be more effective. Review of literature revealed that organizations had concentrated on teaching managers how to do their jobs through formal classroom based activities. Yet, manager’s perceptions on what they need for effective development are contrary to that view.

CELM, (2002) reporting on development of directors concluded that possession of a management qualification is of little relevance. This study investigated what formal and informal management development activities are undertaken, whether Managers in the civil service are members of professional associations and managers perceptions of what activities are usefulness to their development.

2.5.4 Human Resource Development Expertise

This section reviews past studies on Human Resource development expertise and the effect on management development to identify gaps addressed in this study.


Wouters, Buyens and Dewettinck (2001) examined 39 organizations in Belgium and found that HRD professionals did not position themselves as strategic partners in the organization. The HRD professionals used a variety of strategies including knowledge sharing, employee learning, improving the learning culture and competence management to stimulate continuous learning.
The aim of the study was to examine how HRD departments envisioned their roles in stimulating and supporting employees to learn continuously and what strategies they adopted to realize their envisioned role. The study used qualitative and quantitative research methods. The researchers used the case study method on four organizations where they conducted interviews with HRD professionals, managers and employees. They also administered a questionnaire with open and closed questions on concepts and practices of HRD.

The study concluded that the strategies used were not very innovative and that factors like lack of time by managers, lack of clarity on HRD role, insufficient learning culture and low flexibility of the organizational structure appeared to inhibit change processes. The study recommended that there was need to study national contexts to establish how HRD can add value to the organizations.

Critique

The knowledge that drives an organization is to be found within the organization (Stacey, 2001). Organizations therefore should identify those learning strategies that enhance knowledge creation and knowledge sharing amongst employees. HRD professionals therefore require being able to envision their roles as nodes in a network to facilitate learning. They should also be able to come up with innovative strategies to enable employees to learn and to take responsibility for their own learning.

Sambrook, (2002) studied the factors influencing Learning at work in Europe. The first stage of this study involved 28 case studies from seven participating countries in Europe to document the role of HRD in learning. The study used document research and semi-structured interviews with senior managers and HRD professionals and employees. The second stage involved testing findings from the case studies in a survey of 140 organizations and targeting HRD professionals to identify factors at organizational, functional and personal levels that influence learning in organizations.

The study found that the way work is organized, the culture of the organization, resources availed, skills, attitudes and motivations of managers and learners were important factors at organizational level. HRD role ambiguity, perceptions of HRD as a support function were found to inhibit at functional level. In some organizations, HRD was perceived as strategic and this was found to enhance its role. Lack of understanding of the HRD role, goals, task responsibilities and objectives was a challenge. The distance between managers and HRD function, lack of practical information regarding need for learning, lack of information on learning processes and lack of information on learning opportunities as well as uncertainty about what HRD will provide were found to inhibit learning at work.

**Critique**

Life long learning and learning at work require significant commitment from senior managers in terms of championing the concept and supporting it financially. How HRD professionals position themselves in an organization determines how well they get buy in from managers to support their efforts to enhance learning. Through networking and partnering with senior managers, they enhance their capacity for effectiveness. The HRD
professionals may also improve their work through intense lobbying and marketing of what HRD is capable of doing and maximizing the use of effective communication strategies. Their adoption of ICT is also key to enhancing innovativeness in service delivery.


In a study to determine the major challenges to effective management of Human Resource development in Malaysia, Abdulla (2009) identified shortage of intellectual HRD professionals to manage training and development; coping with demands of knowledge workers and how to foster learning and development at the work place. The study used in depth interviews with HRD managers selected through purposive sampling with set criteria targeting those who had in depth knowledge of training and development. The survey also extended to managers from 58 firms from all the states in Malaysia using a structured questionnaire. The data was analysed qualitatively to identify constant and regular themes in the responses.

The study reported that while majority of the firms had HRD practitioners, these lacked knowledge and skills to carry out the HRD functions especially training needs analyses, evaluation and follow-up assessments. They also could not cope with demand for
knowledge workers especially developing and retaining them. The effectiveness of HRD professionals was affected by lack of support by the managers, the time availed to training and lack of transfer of skills. The study also recorded a lack of commitment towards training by top management.

Critique

Lack of intellectual HRD professionals is a daunting challenge for any organization that wants to make learning strategic. This study supports findings by Bing et.al (2003) that there is a shortage of HRD professionals skilled and experienced with ability to manage HRD across organizations. HRD professionals are deemed to be important human capital in organizations because of their knowledge and skills, experience and competence to manage a complex and broad function like HRD (Nadler & Wiggs, 1986, Nadler & Nadler, 1989, Harrison, 2000, Harrison & Kessels, 2004). HRD managers are required to be knowledgeable but more so to be self aware of their needs for learning if they have to facilitate others to learn.


McClure (2011), in a comparative study of HRD practitioners and customers found that managers rated improving organizational performance and improving individual job performance highest, building learning systems and providing individuals with learning experiences second and building socially responsible organizations and enabling meaningful work last. Respondents viewed learning as means to an end.
The purpose of this study was to identify perceptions of values between HRD practitioners and their customers and used Bates & Chen questionnaire to measure values on 103 respondents who were managers at senior level or middle level in manufacturing or service organizations. According to Swanson & Holton, 2001, HRD is a process for developing and unleashing human expertise through training and development to improve performance. HRD professionals must demonstrate that what they do correlates with performance and productivity of the organization.

**Critique**

It is the increase in performance that justifies their existence (Knowles, 1998) and HRD professionals should therefore be concerned with maintaining and/ or improving performance at the organization and individual levels. This study investigated manager’s rating of HRD professionals in terms of vision for the function; skilfulness in identifying managers needs, planning and conducting remedial activities and capacity for effective communication.

**2.5.5 Effectiveness of Management Development**

This section reviews past studies in evaluation of effectiveness of management development to identify the variables used in measuring effectiveness and identify research gaps to be addressed in this study.


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In a study to evaluate training effectiveness in the Spanish health sector, Pineda-Herrero, Belvis, Moreno, Duran-Bellonch & Ucar (2011), showed that trainees improved their professional performance through transfer of what they had learnt through training. The trainees considered that the training met their needs, that they had acquired updated knowledge, and that training had a positive effect on their personal development. Support from colleagues, personal motivation and positive climate at the workplace were found to increase the rate of transfer in that order. Support from the organization, implementation opportunities were also considered important.

The study targeted 1550 health professionals in Spain who underwent a total of 153 training programs designed to meet needs of the professionals in rational use of medicines. Two questionnaires based on a five-point likert scale were administered on-line to the trainees to evaluate transfer of training: one questionnaire immediately after finishing the training session and another two months later. A sample of 351 professionals was used.

**Critique**

Effectiveness of training depends on the perception of trainees about its usefulness in addressing their needs. This means that transfer facilitators related to the trainee are powerful and acquire more significance if linked to the workplace. Organizations should therefore seek to enhance the process of transfer for training to be meaningful. Transfer of training is the application of knowledge and skills and attitudes learnt during training to the workplace and the subsequent maintenance of these over a period of time.

Katou (2009) while investigating the impact of Human resource development on organizational performance confirmed what Wang et al (2002) had found that organizational performance could be measured through the bottom line results on which management development had an impact. It was indicated by effectiveness i.e. if the organization meets its objectives; efficiency i.e. if the organization uses the fewest possible resources to meet its objectives; development i.e. if the organization is developing its capacity to meet future challenges and opportunities, satisfaction of all participants; innovation for products and services; quality i.e. % of products/services of high quality. Other measures included organization contextual variables like management styles and organizational culture. The results indicated that organizational context directly influences development of skills and attitudes. Training and development directly affects skills, attitude and behaviour as well as performance.

This study investigated the pathways leading from HRD to organizational performance using structural equation modelling. It used a questionnaire survey of 600 organizations over a six month period. The sampling was by stratified sampling based on size of the organization. All organizations surveyed had over 20 employees. The questionnaire had questions to measure resourcing related variables including recruitment, selection, separation and flexible work arrangements. Training related variables measures included; individual and team training, monitoring of training and development; career development, work design and performance appraisal( Katou & Budhwar, 2006). Skill related measures
included competency, cooperation with management and employees; cooperation among employees. Attitude measures included motivation, organizational commitment and satisfaction. Employee retention was used as a measure for behaviour.

**Critique**

HRD has an impact on the bottom line. This has an implication on management and management development since resourcing of managers and the way they are developed has a positive relationship with organizational performance. Employee skills, attitudes and behaviour are three major components of organizational competitiveness.


Dorgan, Dowdy and Rippin (2006) confirmed the link between management and productivity. Their study conducted in more than 700 midsize manufacturing companies in France, Germany, UK and USA found a solid link between how well managers adopt proven best practices and performance. The companies that successfully applied a critical mass of proven management techniques like goal setting, tracking performance, energizing employees, nurturing talent performed better on average. The study found that the better managed companies invested more time and money in training their staff and managers.

The study methodology involved interviews with one or two senior managers from each of the more than 700 companies on 18 topics in three broad areas of management practice: operations, target setting and performance management and talent management. Performance was measured through Total Factor productivity (TFP), market share, sales
growth and market valuation. TFP is an efficiency measure capturing the impact of all elements that contribute to a company’s output growth but not explicitly stated as factors of production e.g. technology, luck, management techniques and public infrastructure. The study found that an improvement of one point on a scale of 1-5 in quality of management practices is correlated with an improvement of 6% points in TFP.

Critique

The quality of management is a factor of management development along with good recruitment practices. The challenge for organizations is how to sustain management development of their managers to ensure that their styles and skills sustain productivity. Mediocre management development goes hand in hand with mediocre management and mediocre performance.


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Currie (1994) in a case study to Evaluate management development of 30 managers at different levels of a health unit in the UK observed that the trainer in the organization should recognize the power and political issues in an organization and their impact on evaluation of development initiatives. The methods used to gather information should not conflict with organizational objectives. The study which had been done to evaluate behaviour change following a management team building training of the managers used methodological triangulation of quantitative and qualitative methods including individual self assessment questionnaires, action plans drawn before and at the end of the program by participants and self reports after six months. It also used feedback from group-work.
Critique

Success of management development can only be gauged on the extent to which it meets the goals and objectives of stakeholders and must therefore maintain relevance to the environment in order to fulfil individual, organizational and National needs (Wrightman & Kelly, 1996). Evaluation has long term and short term objectives and according to Easterby-Smith (1994), evaluation may have up to four purposes: controlling, proving, improving, learning. The purpose drives the process. Focusing evaluation of a program on participants only addresses the control and proving purposes but fails to address the improving purpose for the organization. Such evaluation is inconclusive because it ignores that organizations invest in the development of their managers so that they can achieve their objectives of enhancing productivity using the expertise gained by the managers.


Mighty and Ashton (2003), found high levels of satisfaction with a management development program in terms of relevance, instruction and methodology. The managers reported that it positively impacted on them as well as on their organizations. They perceived it had enormous effects on their career advancement and professional development. However, many did not think it helped their organizations with management succession planning but it enhanced the organizations capacity to remain relevant to their changing environments and to deal with future management challenges including management of change. This study conducted in Canada was to explore the effectiveness of development program from the perspective of managers who attended the program. The study was a descriptive cross-sectional survey using questionnaires administered by e-mail.
and surface mail. The questions were based on a five point Likert Scale to measure perceptions of 373 managers who had taken the course over a period of 12 years. Although only 90(30%) responses were received, the study demonstrated the need for evaluating management development programs to certify their relevance to the practice of management. Many of the respondents did not think that the program was useful to their work.

**Critique**

Involvement of learners in evaluation is very critical and should consider even issues of equity. Summative evaluation is not a good indicator of success of a development initiative. It does not enhance understanding of what happened during the program in order to be able to place the outcomes in the context of their contribution to improving the program or policy (Weiss, 1999). Satisfaction with a program by participants does not translate to satisfying the purpose for which the organization sponsored the participants to the program. According to Baldwin & Ford (1988), the conceptual framework of the learning transfer process is fundamental to the evaluation process since transfer is the degree to which trainees effectively apply the knowledge and skills gained in a training context to the job (Newstrom, 1984).

The participants felt their learnt skills were not utilized hence this evaluation was inconclusive since it did not include all the stakeholders. This study investigated whether management development equipped managers with required technical, conceptual and people skills; manager’s perceptions of the role of management development in enhancing the efficiency and effectiveness of their Ministry and manager’s perceptions of
contribution of management development to achievement of goals and objectives, management of change and efficient use of resources.

2.6. SUMMARY

Brown (2005), Antwi et al. (2008) and Blackman et.al (2006) found little evidence that management development and strategy were linked even where there was a documented policy and plans for management development. Agnaia (1996), Ruck et.al (1999), Vijayarag et.al, (2011) established that there was poor involvement of managers in identifying needs for development which also had poor linkage to job descriptions. According to Heraty & Morley (2001), Bolden (2007) managers have a preference for the non-formal (Burke& McKeen, 1994, Longenecker & Fink, 2001, Newell, 2004). Involvement with professional associations and challenging assignments were also found to be beneficial.

Buchanan (2008) recognized that politics is an important aspect of organizational life. According to Vigoda-gadot and Talmud (2003), perceptions of organizational politics had an impact on management development and transfer of knowledge to the workplace. Kim (2004) argued that learners’ relationship with supervisors who hold power, and the power derived from their own role status within the organization signal their capacity to transfer what they have been trained in. According to Wouters, Buyens and Dewettinck (2001) effective HRD strategies should be innovative. Lack of understanding of the HRD role, goals, task responsibilities and objectives were inhibitors at organizational level. Practice distance between managers and HRD function, lack of practical information regarding need for learning, lack of information on learning processes and lack of information on learning opportunities hindered strategic positioning of HRD. Abdulla (2009) observed that many
HRD practitioners lacked knowledge and skills to carry out the HRD functions especially training needs analyses, evaluation and follow-up assessments.

According to Katou, (2009) organizational performance is measures the bottom line result on which development has an impact. Currie (1994) argued that effectiveness can only be gauged on the extent to which it meets the goals and objectives of stakeholders. It must therefore maintain relevance to the environment of the organization. Mighty & Ashton (2003) found that effectiveness should help organizations with management succession planning, enhance the organizations capacity to remain relevant to their changing environments and to deal with future management challenges including management of change.

2.7. RESEARCH GAPS

From the empirical studies, this study identified various research gaps for investigation in the study. On management development policy, the study sought to determine if there was top level management commitment to management development; if ministries developed plans and projections for management development guided by a systematic identification of needs and whether there was linkage between management development and implementation of strategy. On Organizational Politics, the study sought to determine managers perceptions on politics; supervisor support; and fairness and equity in distribution of opportunities for development. On Management development activities, the study sought to find out what formal and informal management development activities are undertaken and managers perceptions of their usefulness. On Human Resource development expertise, the study sought to find out manager’s perceptions of HRD professionals expertise in facilitating their
development. On Effectiveness of Management development, the study sought to find out if management development equipped managers with required technical, conceptual and people skills; was considered satisfactory by managers and helped in improving performance of ministries.

2.8. CONCEPTUAL FRAMEWORK

A conceptual framework outlines possible courses of action and may present a preferred approach to an idea or thought (Mugenda, 2008). It is a hypothesized model identifying the concepts under study and proposed relationship and it helps a researcher put to test the significance of the proposed relationships (Babbie, 1990). It permits evaluation of the explicit statements of the theoretical assumptions while allowing for generalization about various aspects of a phenomenon under investigation and specifying which key variables influence the phenomenon (Mugenda, 2008). The Conceptual framework for this study was derived from the theories of management development especially those on learning of adults, learning from experience and from the social contexts (Bandura (1977), Kolb (1984), Knowles’ (1990) and also borrows from the various models of management development.

The independent variables in this study are management development policy, organizational politics, management development activities undertaken and expertise of Human Resource Development professionals. Effectiveness of management development at individual and organizational level is the dependent variable.

Fig.2.5 below depicts the relationship between variables that are perceived to have a great impact on management development in organizations.
Independent variables

Management development policy
- Systematic TNA
- Top level commitment
- Dev of plans & projections
- Integration with Strategic plan implementation
- Adequate financial resources allocated

Organizational politics
- Effect on social relationships
- Clarity of roles and expectations
- Opportunities to attend MD
- Encouragement to apply knowledge

Management development activities:
- formal/ informal activities
- Frequency

HRD Professional expertise:
- Vision for the function
- Skillfulness in implementing HRD
- effective communication
- capacity to plan training based on identified needs
- Proficiency in TNA

Dependent variable

Effectiveness of management Development:
- Individual:
  - Technical/ people/ conceptual skills & Competences
  - satisfaction with MD
- Organizational:
  - achievement of goals
  - capacity for change management
  - efficient use of resources
  - ability to face future challenges

Figure 2.5. Conceptual Framework
Management Development Policy

According to Mabey (2003) management development represents a choice by an organization to give management development priority and to devote resources and take responsibility for it. Constable & McCormick (1987) recommended that management development should be an integral part of strategic plans and strategic change and Garavan et.al (2001) argued that effective development of managers should be characterized by an on-going consistency in decision making in this area. Such consistency can only be achieved through development and application of a policy that is coherent and appropriate and which provides a framework within which all planned interventions take place. To be effective, strategic management development should be one component of a bigger embedded Strategic Human Resource management philosophy to provide vertical linkages between management development, strategic Human Resource Management and business strategy (Grattan, Hope, Stiles, Truss (eds), 1999). It would also provide horizontal linkages to coherently connect strategic management development to other Human Resource policies and systems like appraisal and reward and ensure that such links are mutually reinforcing.

Management development gains purpose by having a link to organizational strategy and the policy explicitly translates the requirements into activities. Thomson et.al (2001) found in the UK that organizations that had formal management development policies were likely to provide more management development than those without. Margerison (1991) cautions that management development may fail if there is no clear policy statement. Such a policy statement should emphasize a holistic approach
which links to the reality of what managers do. The existence of a training and development Policy as an independent variable reflects the priority given to Management Development in the organization. To be valid, it should be accompanied by a Policy framework and structures for implementation and procedures detailed in a plan or plans for management development.

Burgoyne (1988) argued that the way an organization responds to management development is a clear indication of its maturity and a reflection of the extent to which managers influence corporate policy decision making processes and therefore the extent the organization values their views. The amount of time and money invested in management development indicates the importance attached to this activity. However, the largest expense in human resource development can be attributed to time spent by participants in training programs, career development and other developmental activities. In training alone, costs due to lost production and travel time could be as much as 90-95% of the total program costs. Direct and indirect costs for delivery of training amounted to 6% and design and delivery only 1-2%. Realistically, it makes sense to invest in assessment of needs to make sure of wise investment in the training interventions undertaken (Rouda & Kussy, 1995).

Identification of training and development needs is critical to designing any management development initiative. According to Boydell (1979) and Stanley (1987) assessment of needs at organizational, operational and individual levels using appropriate techniques ensured the contents of development programs took account of the identified needs to be relevant. The future of effective employee development depends on successful needs assessment without which managers will find they waste
valuable resources and time training in irrelevant areas. Yet, despite the increased
frequency of management development efforts, many do not include some type of
needs assessment (Reyna & Sims, 1995). A study in USA by Gray (1997) found that
only 27% of state agencies used needs assessment to plan their training programs and
the rest used less formal methods in deciding which training programs to implement.

Organizational Politics

Organizational politics and power have been regarded as critical factors affecting
various organizational practices (Kim, 2004). The premise that every organization is
composed of people who have varied task, career, and personal interests allows us to
understand an organization as a political entity (Morgan, 1998). Organizational
politics can be understood in terms of what people think of it rather than what it
actually represents and therefore politics in organizations reflect the organizational
climate. The idea of politics stems from the view that, where interests are divergent,
society should provide a means of allowing individuals to reconcile their differences
through consultation and negotiation.

According to Vigoda (2003), organizational politics is a critical factor that affects
training because politics often interferes with organizational processes such as
decision making, promotion, and rewards. Learners’ relationship with supervisors
who hold power, and the power derived from their own role status within the
organization signal their capacity to transfer what they have been trained in (Kim,
2004). Accordingly, training transfer emerges as a crucial issue when performance is
the reason managers are sponsored for training (Holton & Baldwin, 2003). Organizational norms and values lead learners to control the aspect of transfer for
themselves. Internalized in learners’ minds, these norms and values reflecting managerial interests repress transfer of training in a hidden way.

Voges, Priem, Shook and Shaffer (2004), in a study of public sector managers in Hong Kong reported that the uncertainty faced by managers was compounded by tension between local and central governments and the impact of international politics and competition on the society and economy. In the face of uncertainty and ambiguity, public sector managers had to develop work strategies to remain effective in their jobs. Noordegraaf (2000) observed that Dutch public sector managers had to optimise the use of their time, firstly, by identifying signals that might trigger media and political attention or their ‘interpretive competency’. Secondly, by defining and initiating action at meetings through appropriate framing of issues to garner political support or their ‘institutional competency’ and, finally, by producing appropriate papers in a timely way for consideration or their ‘textual competency.

Management Development Activities

Management development activities as an independent variable influencing management development depend on whether they are in-house versus away from work, the average number of days per year spent by a manager on formal training and what formal training activities are undertaken. It is also about informal training activities undertaken and membership to Professional Associations. Studies done in the developed world (Cheit, 1985; Ulrich, 1977; Mintzberg, 1989) suggest that there is little evidence that a management qualification improves organizational performance though it is likely to be beneficial to individual managers and their careers. Pfeffer & Fong (2002) criticized MBA programs as being too much oriented
towards skills of analysis rather than skills of implementation and Porter & McKibbin (1988) questioned whether the business education offered in Universities enhanced the quality of management in organizations.

A great deal of management development is not planned and deliberate and even more significantly probably cannot be. Informal one to one attention has been used especially in leadership development along with other approaches that allow managers to share knowledge and to explore their personal issues in non-threatening settings outside the office. According to McCall et al (1988), managers develop primarily through confrontations with novel situations and problems where their existing repertoire of behaviors is inadequate and where they have to develop new ways of dealing with these situations.

Davies and Easterby-Smith (1984) highlighted that managers who have to face new situations and difficulties will need to cope through learning. Studies by Raelin (2000), Revans (1998) and Mintzberg (1998) all confirmed that managers learn most from experience. The totality of management development must therefore include formal and non-formal learning experiences in the organisation (Mumford & Gold, 2004). According to Kolb (1984), learning is a process whereby knowledge is created through the transformation of experience. Smith & Dodd (1993) examined the value of project-based learning and concluded that it is beneficial as a development tools because it often involve managers in looking at a wider range of issues in greater depth, across a wider range of functions than otherwise may be encountered.
**Human Resource Development expertise**

Effective learning is not something that will just happen; it certainly is not something that can be left to training courses or to a training department. It is diverse, less structured and a more challenging process. There is a range of actions and interventions that can be taken to promote learning and this calls for professional input and expertise. A changing world requires that HRD managers create a framework through which individuals can identify their needs and also suggest how they want them addressed (Harrisson & Kessels, 2004). Human Resource Development managers should be able to undertake many initiatives to facilitate employees learning on a continuous basis and thus support the strategic learning processes of the organization (Tjepkema, Hors, Mulder & Schereens, 2000).

The Chartered Institute of Personnel and Development (CIPD, 2002) gives six imperatives for effective Human resource development in any organization: a focus on the performance challenges for individuals and teams; seeing performance challenges as encompassing tomorrow’s employability as well as today’s work; recognizing that most development is the result of social interaction; seeing development needs and pathways as contingent; assuming that everyone has rights as well as responsibilities; and collaboration to develop capabilities.

Human Resource Development (HRD) practitioners should avoid pre-occupation with prescribing instructional academic content and heavy reliance on planning and delivering formal training events. Rather they should seek ways to promote operationally valuable learning within the workplace communities of practice. Aluto
(1999) and Bigelow (1991) urged management educators and trainers to re-examine and revise their programs, curricula and delivery methodologies to ensure relevance to the needs of new forms of organizing and managing. Sharma & Steir (1990) found out that in Germany and Japan, many organizations were trying to solve the problem of relevance by providing a wide range of management education and development activities in-house on-the-job and also through consultants and business schools in universities. Anthony (1988) argued that management educators should avoid any prescriptive educational endeavour but rather look to the employees to guide them by helping them to draw out and learn from real work based issues.

Critten (1998) proposed that HRD professional should support teams through training their supervisors in the art of coaching and providing them with logistical support to help them grasp the concept of dialogue and search for identity in the locus of real work. Whitmore (2002), argued that they should use the art of listening and asking empowering and interesting questions to encourage people to highlight what has worked as a way to focus on future possibilities together (Whitmore, 2002). Trainers can help learners to choose goals, resources and methods of learning but they can no longer assume they know best to define other’s needs or directly teach others what they need to know (Pedler, Burgoyne & Boydell, 1988).

**Effectiveness of Management Development**

According to Redding (1990) managerial effectiveness is gauged by the results a manager achieves or how well the manager applies their skills and abilities in guiding and directing others to achieve those results. It is the extent to which a manager
achieves the output requirements of their position. Bennet & Langford (1983) argued that it is the relationship between what a manager achieves (performance) and what he/she is expected to achieve (aims and objectives) within constraints imposed by organizational and Socio-Economic environment. Boyatzis (1982) extended the term to include qualities, intrinsic abilities or personality strengths and Analoui (1997) identified parameters to explore effectiveness of senior managers that included managerial skills and concluded that Managerial effectiveness is a consequence of effective management development.

Effective managerial performance requires appropriate skills and behaviour. Acquisition of appropriate skills and behaviour is facilitated through appropriate development activities. Managerial skills assessment and planning is an important part of development and activities outside work are also equally important inclusions (Dreyfuss, 2008). A conventional focus of attention is the development of measurable competences (McKenna, Lorenzo&Bridgman, 2010) and the emphasis is to identify measurable and developable managerial competences that would lead to sustainable improvements in the set of desirable behaviour that can lead to desirable performance (Alvesson &Wilmont, 2002).

A manager’s effectiveness is determined by possession of technical, people and conceptual skills. Technical skills include specialized training in their field, skilled performance of specific tasks, expertise in a specified field and ability to apply specialized knowledge to tasks and objectives. People skills include ability to work well with others, motivate, resolve conflicts, delegate roles and communicate objectives clearly. Conceptual skills include ability to see the organization in the
context of its industry to understand how parts of the organization function as a whole; ability to visualize a future course of action based on current organizational/industry trends; ability to analyze and diagnose complex situations and ability to understand interrelationships at work in the organization.

According to Mumford and Gold (2004) effective management development should be based on three considerations: a contingent definition of what constitutes effective managerial behaviour; a development process which emphasizes activities that increase managerial effectiveness and identification of learning processes which are effective for managers as individuals and in groups. The definition of what constitutes effective behaviour is a factor of what the organization hopes to achieve; what objectives and what goals. It also implies definition of performance indicators and how they would be measured (Knowles, 1990, Goldstein, 1993). The development activities to bring out effective managerial behaviour depend on proper identification of needs for skills, attitudes and competences required in the short term and in the future. Proper identification of what needs to be done depend on the expertise of Human resource Development professionals in the organization, the priority given to Management development, the support provided to the professionals and also the involvement of the managers. The activities should facilitate managers to learn.

According to Burning (1992), managers learn in three predominant ways; theoretically, practically and experientially. Formal training courses and on the job skills training often achieves the ‘knowing’ and ‘doing’ types of learning. Effective management development however, must also operate on the third level of ‘being’ which involves learning from experience. Studies by Raelin (2000), Revans (1998)
and Mintzberg (1998) all confirmed that managers learn most from experience. The totality of management development must therefore include formal and non-formal learning experiences in the organization (Mumford & Gold, 2004).
CHAPTER THREE

3.0 METHODOLOGY

3.1. INTRODUCTION

This chapter describes the methodology that was used in the study. It begins with the study philosophy and research design, then the target population and the sampling frame. The sample and sampling technique are discussed as well as data collection methods and data analysis procedures used in the study.

Study Philosophy

This study adopted a positivism philosophy that there can be a quantitative and qualitative approach to investigating a phenomenon. Positivism is based upon values of reason, truth and validity and focuses purely on facts, discovered through direct observation, experience or measured empirically using methods like surveys (Paton, 2002). The philosophy assumes that an objective reality exists independent of human behaviour and is therefore not a creation of the human mind (Kothari, 2004). Predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. This position presumes that the social world exists objectively and externally, that knowledge is valid only if it based on observations of this external reality. Universal or general laws and theoretical models can be developed that are generalisable and which lend themselves to predicting outcomes to explain this cause and effect relationships.
3.2. RESEARCH DESIGN

This was an exploratory study using descriptive survey design. Descriptive survey design is flexible enough to provide opportunity for considering different aspects of a problem under study (Kothari, 2004). According to Creswell (2003), descriptive survey designs allow a researcher to gather information, summarize, present data, and interpret it for the purpose of clarification. Mugenda (2008) argues that descriptive studies tend to be exploratory and provide the foundation upon which comparisons can be made while allowing for correlations to emerge. Descriptive survey design involves large numbers and describes a population characteristics by selection of unbiased sample. It involves questionnaires and other tools and tends to generalize results of the sample to the population from which it is drawn (Osman, 1984).

In the study, descriptive survey design was used to obtain information from a sample of managers in the civil service of Kenya. The design was appropriate for this study since according to Neuman (2000), it would allow for gathering information, summarize, present data, and interpret it for the purpose of clarification. The study covered all Ministries in the civil service and this made the survey method the most appropriate method to cover such a large population with ease (Wiggins & Stevens, 1999). The study investigated how four specific variables affect effectiveness of management development using questionnaires and clarification through purposeful sampling when necessary.
3.3. STUDY POPULATION

This study population was management cadre staff in the civil service of Kenya. Management cadre staff are defined in the Public Pay Review and Remuneration Board report (PPRRB, 2005) as those in job groups P, Q and R. There are 3,482 civil servants in the management cadres of who 2,335 are deployed in Nairobi in the Ministries headquarters (MSPS, 2011). The distribution of the target population by job group is as shown in table 3.1.

Table 3.1 Target population by job group

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Target population</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>1,090</td>
</tr>
<tr>
<td>Q</td>
<td>670</td>
</tr>
<tr>
<td>R</td>
<td>575</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,335</strong></td>
</tr>
</tbody>
</table>

Source: Integrated Payroll and Personnel Database (MSPS, 2011)

3.4. SAMPLING FRAME AND SAMPLE SIZE

Sampling Frame

Fowler (1994) proposed that a sampling frame operationally defines the target population from which the sample is drawn and to which data will be generalized. Ritchie & Lewis (2003) defined it as the source of information from which a sample
is selected. They argued that a good sampling frame should be able to provide details required to inform selection; a comprehensive and inclusive basis from which the sample can be drawn and a sufficient number of potential participants to allow for high quality selection. The general rule of thumb is that the sampling frame will need to generate a group of potential participants 3 to 4 times the size of the required sample. Again the sampling frame should be easily ordered to allow for easy selection of the sample. The sampling frame for this study was the Integrated Pay and Personnel Database (IPPD) of the civil service. From IPPD, the study used information on management cadre staff in job groups: P, Q and R. It was the ideal source of information about officers in the management cadre in the civil service.

**Sample size**

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Francis (2004) and Russel (1995) argued that there is no uniform formula for calculating the sample size. However, the theory of statistics provides that the larger the size of the sample, the more precise the information given about the population. Yet, above a certain size, little extra information is given by increasing the size of the sample. Russel (1995) proposed that the proper size of a sample depends on the heterogeneity of the study population; the number of sub groups to be dealt with simultaneously; the accuracy required in the sample statistics; the size of the phenomenon under investigation; cost and time available to the researcher. He argued
that the practical limit for the sample when the researcher is to collect the data themselves is around 400.

**Sampling**

The sample for this study was drawn from all the (42) Ministries/Departments in the civil service. Sampling was through stratified random sampling and simple random sampling to achieve desired representation from the three job groups of the population. This study obtained a random list of all civil servants in each of the job groups P, Q and R from the IPPD using a computer based random number generator and random number tables (stattreck.com/tables/random.aspx). The numbers obtained in each job group was proportional to the total numbers of civil servants in the target population as shown in appendix 4.

Within each job group, a representative number of officers were drawn using simple random sampling. The use of this method was to reduce bias and achieve high levels of representation ((Mugenda & Mugenda, 2004, Saunders, Lewis & Thornhill, 2007) (See Appendix 4). According to Salkind (2000), simple random sampling is the most common type of probability sampling procedure since it allows each member of a population an equal and independent chance of being selected to be part of the sample.

According to Gay (1981), ten percent of accessible population is enough for a survey but the study investigated 205 managers drawn from the target population randomly using statistical methods. In order to determine the sample size of the management staff to be drawn from the 2,335 in job groups P, Q and R, this study adopted a
formula from Neuman (2000) using the co-efficient of variation for estimating a sample size, n, from a known population size N.

\[ n = \frac{NC^2}{C^2 + (N-1)e^2} \quad \text{Where } n = \text{Sample Size} \]

N = Population, 2335 in this case

C = Co-efficient of Variation, assumed to be 30 percent for survey research

e = Standard error, assumed to be 0.02 in this case

Substituting these values in the equation, estimated sample size (n) was:

\[ n = \frac{2335 \times 0.3^2}{0.3^2 + (2335-1)0.02^2} = 205 \]

3.5 RESEARCH INSTRUMENTS

The study collected data using a structured questionnaire that included open ended and Likert scale questions. Likert type questionnaires have been used widely to measure perceptions and attitudes of respondents towards an object and its impact (Crompton, 1993, Lankford, 1993, McCool & Martin, 1994). The use of a questionnaire makes it easy to collect qualitative and quantitative data from a large sample within a reasonably short time (Mugenda & Mugenda, 1999). This kind of instrument also made it possible for participants to freely express their opinions and ideas on their experiences of management development. According to Babbie (1990), questionnaires avoid the embarrassment of direct questioning and so enhance validity of the responses. The questionnaire was designed on the basis of thorough literature.
review to identify key constructs of the study variables. Section 1 had questions on management development policy; section 2 had questions on organization politics, section 3 on management development activities, section 4 on Human Resource development expertise and section 5 on effectiveness of management development.

**The questionnaire**

The questionnaire had target questions designed with alternative answers expressed in Likert scale and also unstructured parts. The unstructured parts of the questionnaire were used to collect qualitative data often to cross check responses on the structured part and to provide a more detailed description of the respondent’s opinions, perceptions and experiences in management development. For the Likert type questions, the study assigned a numerical value to each answer ranging from 1 to 5 with 5 denoting ‘strongly agree’/very important, 4 denoting agree/important, 3 for neutral, 2 for disagree/ fairly important and 1 for strongly disagree/ not important for specific aspects of the study. The assumption was that respondents will perceive “very important” as expressing greater favour towards the attitude statement than just ‘important’ (Likert, 1967, Lankford, 1994). The questions were to gauge manager’s perceptions about their development in relation to their performance and that of the organization.

The Likert scale allowed managers to choose the option they felt best described their opinion on the issues under each variable. Likert scale questions are reliable and allow the data collected to be evaluated easily through standard techniques like principal factor analysis and regression analysis (Montgomery, Peck & Vining, 2001). Although
Likert scales contain ordinal data, they are often used with interval techniques for scales containing at least five items (Mukherji & Rustagi, 2008). Individual items were analyzed by counting the number of respondents that gave a particular response to the item. The sum of numerical values of answers to all questions gave the subject’s score (Jennings, 2001, Ramchander, 2004). For each variable, an overall score for all items combined together was obtained.

**Use of secondary data and interviews**

The study also used secondary information collected from various policy documents and circulars issued by the Public Service Commission and the Ministry of State for Public service on training and development in the civil service. The author also sought clarification on various issues from purposively selected HRD officers in Ministries and from managers visiting the Public Service Commission to assist in conducting interviews for management cadre staff.

**3.6. PILOT TESTING**

Pilot testing is used to test design or instruments prior to carrying out research (Saleemi, 2009, Gupta, 2007). It helps to show the adequacy of research instruments and whether research protocol is realistic and workable (Mugenda, 2008), Saleemi (2009), Gupta (2007). It helps to ascertain the validity (extent to which data produced truly measures what is purports to measure and reliability (consistency of data collected) according to Barnett, Kirman & Salmon (1996) and Johnson & Harris (2002). It also helps to establish if the sampling frame and techniques are effective and to identify logistical problems that might occur in the course of a study.
According to Baker (1988) the size of pilot sample varies according to time, cost and practicability.

A pilot study was carried out on the questionnaire to ensure that all the items were clearly understood by the respondents, tested the relevance, ease of interpretation and ability to address the study objectives. The aim of the pilot test was also to give an idea of approximately how long it took to complete the questionnaire for purposes of planning on the administration of the questionnaire. The pilot was done on 10% equivalent of the study sample (20 respondents) to managers attending a management development program at Strathmore university (The researcher was attending the course) that were drawn from the Public and private sector.

The respondents indicated the need to diversify the questionnaires from the predominant Likert type questions in order to allow for managers to express their opinion on various issues. This led to inclusion of unstructured questions in the questionnaire. Each question was made more specific to reduce ambiguity, avoid any bias. The questions were sequenced to allow for a more logical flow of information about the issue in question. Questions that enabled the detection of response differences across the demographic characteristics were included (Cooper & Schindler, 2003).

**Validity and Reliability of Questionnaire**

The questionnaire was tested for reliability to ensure issues such as biased or inaccurate questions were eliminated and to establish the extent to which questions were consistent with what was being tested. Content validity measures the degree to
which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. Content validity was verified through use of expert opinion who reviewed the instrument and gave advise. It was also derived from pilot testing. A component Factor analysis was done to confirm consistency of items in each section. The researcher then improved the instrument by reviewing or deleting items from the instrument on the basis of the advice, component factor analysis and the pilot test.

To test for reliability, the study used Cronbach Coefficient alpha test for testing the research tools (Santos, 1999). Cronbach Coefficient alpha has a value between -1 and 1. The coefficient is high when its absolute value is greater than or equal to 0.7 (Mugenda & Mugenda, 1999). A high coefficient implies high correlation between the items which means there is high consistency among the items in the tools. This study correlated items in the instruments to determine the coefficient and retained only those that had appropriate alpha values (more than 0.7).

3.7. DATA COLLECTION PROCEDURE

The researcher recruited and trained data collectors to follow up and administer the questionnaires on the targeted managers in the civil service face to face, through telephone or’ leave and collect later’ methods. The use of a variety of methods allowed for flexibility to suit busy schedules of management staff. The researcher obtained the necessary documentation required to conduct the study including a permit to commence the study from JKUAT and an introductory letter from the Public Service Commission to the relevant ministries.
The researcher conducted unstructured interviews with ten managers to clarify issues about training and development of managers in the civil service. The selection of the managers was on adhoc basis over a period of two months in May and June 2012 as they came to help the Public service Commission in interview panels. The interviews would be scheduled between 8-8.30am at the Public service Commission offices.

3.8. DATA PROCESSING AND ANALYSIS

The study used statistical methods to analyze the data. Both qualitative and quantitative data analysis was done using SPSS for windows. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was undertaken. The Kaiser-Meyer-Olkin (KMO) measure is an index used to examine the appropriateness of factor analysis. High values (between 0.5 and 1.0) indicate factor analysis is appropriate. Values below 0.5 imply that factor analysis may not be appropriate (Paton, 2002). Factor analysis was done on the sub-components of the variables to rank them in order of importance.

Qualitative analysis

Qualitative analysis involved descriptive statistics to determine frequencies and percentages using SPSS. McLeod (1998) suggested that qualitative data provides a description and interpretation of what things mean to people. This study used qualitative data in the interpretation of perceptions of managers on management development policy, organization politics, management development activities and Human Resource Development Expertise and how they contribute to their effective development and their ministries’ performance.
Quantitative analysis

Quantitative analysis was through use of descriptive statistics. According to Kent (2001), descriptive statistics provide methods of reducing large amounts of data to manageable summaries permitting easy understanding and interpretation. The study used SPSS to determine the means, standard deviation values for the key variables in the study. Correlation analysis was done using Pearson’s correlation to determine the strength and direction of relationships between the variables. The coefficient of correlation ($r$), determine the degree (strength) of relationship and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship (Neuman, 2000).

Regression analysis was used to determine the statistical significance of the relationships between the independent and the dependent variables. An absolute value of R between 0.5 and less than 1 implies a strong relationship between the variables. The relationship is weak if the value of R is less than 0.3. Regression was used to obtain an equation which describes the dependent variable in terms of the independent variable based on the regression model, (regression is used to determine the type of relationship). The regression model was as shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

(i) Where $X$ = the independent variable.

$Y$ = the dependent variable.
Where

\[ e = \text{error term} \]

\[ X_1 = \text{Management Development Policy} \]

\[ X_2 = \text{Organization Politics} \]

\[ X_3 = \text{Management Development Activities} \]

\[ X_4 = \text{HRD Expertise} \]

\[ Y = \text{Management Development} \]

\( B_0 \) is a constant which is the value of dependent variable when all the independent variables are 0.

\( \beta_{1-n} \) is the regression coefficients or change induced by \( X_1, X_2, X_3 \) and \( X_4 \) on \( Y \). It determines how much each (i.e. \( X_1, X_2, X_3 \) and \( X_4 \)) contribute to \( Y \).

\( e \) is the error of prediction.

**Measurement of variables**

According to the conceptual framework, there are four independent variables and one dependent variable in this study. The independent variables include: management development policy, organizational politics, management development activities and Human resource development expertise. A fifth independent variable combines all the four to give an overall picture of what
may influence effectiveness of management development which is the dependent variable.

Qualitative measures took into account the feelings, attitudes and opinions of managers on their development. Quantitative measurements involved statistical inference through application of inductive reasoning (Cooper & Schindler, 2003). This is usually applied when one dependent variable is presumed to be a function of more than one independent variables (Kothari, 2004). The responses by managers was coded to enable them to be processes by computer. The Statistical packages for Social Scientists (SPSS) was used to analyse the data to show the relationships between the variables.
### Table 3.2 Data analysis tools per objective

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Independent variable</th>
<th>Dependent variable</th>
<th>Descriptive test</th>
<th>Inferential test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To establish whether management development policy affects effectiveness of management development in the civil service of Kenya;</td>
<td>Management development policy</td>
<td>Effectiveness of Management development</td>
<td>Mean</td>
<td>Pearson’s correlation</td>
</tr>
<tr>
<td>2. To determine if organizational politics affect effectiveness of management development in the civil service of Kenya.</td>
<td>Organizational politics</td>
<td></td>
<td>Frequencies</td>
<td>R coefficient</td>
</tr>
<tr>
<td>3. To investigate whether the management development activities undertaken affect effectiveness of management development in the civil service of Kenya;</td>
<td>Management development activities</td>
<td></td>
<td>Percentages</td>
<td>F statistic R square t-test beta coefficient</td>
</tr>
<tr>
<td>4. To establish if Human Resource Development expertise affects management development in the civil service of Kenya.</td>
<td>HRD expertise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To determine how all the variables together affect effectiveness of management development in the civil service of Kenya.</td>
<td>Management development policy, Organizational politics, Management development activities and HRD expertise</td>
<td>Management development</td>
<td>Mean</td>
<td>Pearson’s correlation coefficient R statistic F statistic R square T statistic Beta coefficient</td>
</tr>
</tbody>
</table>
CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the profile of the respondents and then the results for each of the five study objectives on the basis of descriptive and inferential statistical analysis. The results form the basis for discussion on how each of the factors influence effectiveness of management development in the civil service of Kenya. The study considered manager’s opinions, perceptions and experiences on their development as the basis for discussing factors affecting effectiveness of management development in the civil service.

Response rate

A total 211 questionnaire were administered and 177 usable questionnaires were returned translating to 86% response rate. Kaiser-Meyer Oikin test gave a value of 0.779 which was higher than the recommended minimum value of 0.6 showing the sample was adequate for drawing inferences from the study. According to Babbie (1990), a response rate of 60% is good, 70% very good and 50% adequate for analysis and reporting from manual surveys. Bailey (1996) sets the adequacy bar at 75% and Chen (1996) argues that the larger the response rate, the smaller the non-response erro

Profile of Respondents

This section presents the key characteristics of the respondents in this in terms of highest education levels, number of years served in management and the number of officers they supervised.
i) **Highest Education Level**

As shown in figure 4.1, majority (74%) of the respondents had a Masters degree, 24.2% had a Bachelors degree and 1.2% had PhD’s. Only a small proportion (0.6%) of the respondents had only diploma or certificate qualifications. The results showed that on average, managers in the civil service are well educated with high academic qualifications. Majority (98.4%) had at least a Masters degree. The study also established that schemes of service in the civil service provide that a master’s degree is a requirement for promotion to job group ‘P’ and above (PSCK circular, 2010) and therefore acquisition of the masters’ degrees is related to career progression of the managers.

![Figure 4.1 Highest education levels](image)

**Figure 4.1 Highest education levels**

ii) **Experience in management**

The study revealed that 38.1% of the respondents had worked in either job group P or Q or R for 6-10 years, 26.3% for over 10 years, 18.1% for 2-5 years and 17.5% for less than 2 years. The results showed that on average the respondents had experiences ranging from 6 to 10 years as managers in the civil service. According to Broderick

Kolb’s experiential theory (Kolb, 1984) emphasized that managers learn through concrete experiences, observations, reflection, abstract conceptualization and active experimentation. According to Revans (1998) lasting behaviour change resulting in improved performance is likely to result from interpretation of past experiences rather than acquisition of new knowledge. The study concludes that experience of managers in the civil service provide a way for them to improve performance on the basis of what has worked in the past.

![Figure 4. 2  Years in Management](image)

### iii) Number of staff supervised

The study found that majority of the managers (43.4%) supervised less than 10 employees, 35.8% supervised between 10-30 employees, 8.7% supervised between 31 to 50 employees and 12.1% had more than 50 employees under their supervision. These results clearly show that the span of control of each manager was reasonable at
an average of 10 to 30 staff supervised by each manager. The standard deviation of .986 showed considerable homogeneity in the number supervised by each manager across the service.

The results collaborates findings by Stewart (1994), Mintzberg (1989), and Kotter (1982) about the nature of management. They argued that effective management is not about a particular job. What a manager does is spend time interacting with those they supervise and others identifying and addressing their needs for effective performance of the assigned tasks. The number supervised should therefore not be so large as to impede this interaction of a manager with those they supervise. The study concluded that managers in the civil service have reasonable supervision workload to allow them to be effective as managers.

Figure 4.3  Number of staff supervised
4.2 RESEARCH FINDINGS

This section focused on management development policy, organization politics, management development activities and Human Resource development expertise and their impact on effectiveness of management development.

4.2.1 POLICY AND EFFECTIVENESS OF MANAGEMENT DEVELOPMENT

This section analyses how management development policy affects effectiveness of management development. The study analyses the key predictors (Table 4.2) of management development policy using descriptive statistics including the mean, frequency, standard deviation and percentages and discusses the results in terms of the impact on management development.

Distribution of Responses for Management Development Policy

The results shown in table 4.2 indicate that the mean values for key predictors of policy were around four (4) except for satisfaction with allocation of resources (mean=2.3). According to Vogt (1993) the standard deviation is a measure of how heterogeneous or homogeneous the study population is and the average distance from the mean. A low standard deviation shows clustering around the mean (Ramchander, 2004).

The standard deviation ranging from .7 to .9 showed that the population was fairly homogeneous and the respondents were relatively consistent in the way they responded to the items. Overall the respondents agreed on the predictors of
management development policy except they were dissatisfied with allocation of financial resources to management development. Only 43% of the respondents expressed satisfaction with resources allocated. The implication was that top level management commitment to management development was not matched with allocation of adequate financial resources as proposed by Mabey (2003), Mumford & Gold (2004). Management development cannot be effective if adequate resources are not allocated to allow the ministries to undertake planned activities.

### Table 4.1 Distribution of Responses for Policy

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic identification of managers needs</td>
<td>177</td>
<td>3.9</td>
<td>.88</td>
<td>Agree</td>
<td>45.1%</td>
</tr>
<tr>
<td>Top level commitment to MD</td>
<td>177</td>
<td>3.8</td>
<td>.79</td>
<td>Agree</td>
<td>59.8</td>
</tr>
<tr>
<td>Development of plans &amp; projections for MD</td>
<td>177</td>
<td>3.8</td>
<td>.88</td>
<td>Agree</td>
<td>52</td>
</tr>
<tr>
<td>Integration with strategic plan implementation</td>
<td>177</td>
<td>3.7</td>
<td>.99</td>
<td>Agree</td>
<td>36.7</td>
</tr>
<tr>
<td>Satisfaction with finances allocated to MD</td>
<td>177</td>
<td>2.3</td>
<td>.69</td>
<td>Satisfied</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

### i) Existence of a management Development policy

According to the findings shown in Figure 4.4, over eighty percent of the respondents agreed that their ministries had a management development policy. Of these respondents, 52.7% reported that it was documented and the other 47.3% that it was only implied from the action of trainers. Majority of the respondents (73.3%) reported that the policy had been developed through participative processes spearheaded by the

According to Mabey (2003), the existence of a policy reflects the priority given to management development. The results also agree with Kaufman (2001) who supported participation of managers in decision making about issues affecting their development. Mabey (2003) argued that participation enabled feedback on the effectiveness of the policy. According to Mumford & Gold (2004), the existence of a policy is evidence of the priority given to management development in an organization and this is consistent with findings by Garavan et al (2001) that organizations with a management development policy had more consistency in the development of their managers. The study concludes that existence of a policy on management development is evidence that the Government of Kenya recognizes that managers are important in the delivery of its development agenda and therefore is committed to their development.
ii) Linkage of MD to Reality of Manager’s Work

When asked whether management development was linked to the reality of managers’ work, the study established (see figure 4.5) that only slightly more than half of the respondents (52.2%) agreed there was a clear link but only 11.3% thought the link was very clear. 34.8% said that it was not clear and 1.7% said it was very unclear. Margerison (1991) argued that the policy gives management development a holistic approach linked to the reality of what managers did in their work. The results contradict the theory of andragogy (Knowles et al, 1990) that adults learn best what they perceive as useful to their performance. Longenecker & Finck (2001) and Mumford & Gold (2004) found that management development is more effective when it addresses manager’s expectations since it helps them deal with their day to day problems. The study concludes that management development in the civil service has no clear linkage with what managers do on a day to day basis and there is need to
ensure that it is focused to address managers needs based on identified needs for performance.

**Figure 4.5 Management Development and Reality of Managers Work**

**iii) Average number of training days**

The study established that while the training policy in the civil service specified that a civil servant should spend five days per year in development activities this was exceeded in many instances as shown in the table below. The findings collaborate those by Ruth (2007), Rouda & Kusy (1995) that the amount of time invested in management development indicates the importance given to that activity. The study therefore concludes that the Government is committed to train managers and therefore allocates time for them to attend to management development activities.
Table 4.2  Number of days/Year for Formal Training

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1-5days</th>
<th>6-10 days</th>
<th>More than 10days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>8</td>
<td>69</td>
<td>52</td>
<td>48</td>
<td>177</td>
</tr>
<tr>
<td>Percent</td>
<td>4.5</td>
<td>52.0</td>
<td>27.4</td>
<td>16.1</td>
<td>100</td>
</tr>
</tbody>
</table>

iv) Other perceptions on Policy

When asked whether the policy focuses management development to address needs of the ministry’s performance contract majority of the respondents (64.9%) felt that it did. This could be interpreted to mean that management development is aligned to the strategy of the civil service which is a good indicator of effectiveness. Most respondents (67.2%) strongly agreed that management development in their Ministry was in line with the goals and objectives of the ministry which further confirms the strategic role of management development. But it is worthy of note that 27.0% of the respondents were not sure whether the policy focused management development to address needs of the ministry’s performance. These findings are consistent with Redding(1974), Bennet & Langford (1983) and Analoui(1997) that managerial effectiveness is gauged on how well managers achieved desired results.

The study concludes that the management development in the civil service is geared towards achieving objectives and targets in the performance contract or as specified in the mandates of their Ministries. These findings collaborate similar findings from a survey by the Chartered Institute of Personnel and Development (CIPD, 2002) that managers believe integrating management development with goals and objectives is
priority in terms of improving commitment to organizational performance. Brown (2005) also argued that objectives and design of strategic management development should match the level of commitment to strategic management. Early roots of cognitism (Piaget & Gagne, 1930’s) explained goal directed behaviour as very important for learning and this means that management development is geared towards achievement of goals and objectives of ministries in the civil service.

Table 4.3 Perceptions on Management Development Policy

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current training policy addresses MD adequately</td>
<td>25.6%</td>
<td>52.8%</td>
<td>13.1%</td>
<td>7.4%</td>
<td>1.1%</td>
<td>2.06</td>
<td>.886</td>
</tr>
<tr>
<td>Policy focuses MD to needs of performance contract</td>
<td>14.9%</td>
<td>50%</td>
<td>27.1%</td>
<td>5.7%</td>
<td>2.3%</td>
<td>2.2</td>
<td>.876</td>
</tr>
<tr>
<td>MD is in line with goals and objectives</td>
<td>20.1%</td>
<td>47.3%</td>
<td>26.4%</td>
<td>4.6%</td>
<td>1.7%</td>
<td>2.2</td>
<td>.875</td>
</tr>
</tbody>
</table>

v) Commitment of Top Level Management

As shown in figure 4.6, more than half (59.8%) of the respondents agreed that there was top level management commitment to management development. 17.8% of the respondents were not sure, 15.6% strongly agreed and 6.8% felt strongly that there was no commitment. These findings are consistent with those by Antwi & Analoui (2008) and Mabey’s (2003) that commitment by top level management ensures support for
management development. The study concludes that the Government values its managers for their contribution to decision making in the organization and is committed to their development.

Figure 4.6 Commitment of Top Level Management

vi) Integration with strategic planning

Majority (89.3%) of the managers either strongly agreed or just agreed and only a small proportion (2.3%) disagreed that their ministries involved managers in strategic planning as part of their development. In response to whether management development was integrated to implementation of strategic plans, 24.3% strongly agreed and 36.7% agreed that management development was integrated with implementation of strategic plans. These findings collaborate those by Brown (2005) that the mode of strategy making influences potential for management development. According to Constable & McCormick (1987), management development should be an integral part of strategic planning and strategic change. Holbeche (1999) argued that
strategic planning can be used to identify the number and skills of managers required for achievement of goals. However, the researcher correlating strategic planning to management development obtained a negative correlation with managers capacity for strategic planning (-.015 at p=.845). This would seem to suggest that exposure to strategic planning in the civil service of Kenya does not necessarily build capacity of managers to undertake strategic planning. The study concludes that there is need for manager’s capacity for strategic planning to be improved.

Table 4.4 Integration with Strategic Plan Implementation

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>43</td>
<td>70</td>
<td>44</td>
<td>16</td>
<td>4</td>
<td>177</td>
</tr>
</tbody>
</table>

| Percent%        | 24.3          | 36.7  | 26.9    | 9.8      | 2.3              | 100   |

vii) Development of Plans and Projections for management development

According to the findings, 26.7% strongly agreed and 52% agreed that their ministries developed plans and projections annually for management development. Only 6.3% disagreed and 14.9% were not sure. These findings collaborate Lave & Wenger’s (1991) Social approach theory that managers learn from participation in everyday activities and through practice at work situations and planned activities. Swanson’s (1995) ADDIE model of management development supports planning of activities to be undertaken as part of management training and development. The study concludes that the Government encourages development of annual training projections and plans for its staff including managers to enhance capacity for budgeting of resources.
viii) **Systematic identification of Training needs**

As shown in figure 4.7, only 25.7% of the respondents strongly agreed, 45.2% agreed while 19.4% were neutral, 8% disagreed and 1.7% strongly disagreed that their ministries had systematic identification of managers needs in order to relate training with needs for skills and knowledge. The results collaborate those by Burgoyne & Jackson (1997), Robinson (1981), Boydell (1979) and Stanley (1987), that conducting training needs assessment helps in effective design of appropriate programs to develop managers.

According to Agnaia (1996) and O'Keefe (2011), training needs assessment helps to focus training to needs for performance. The study concludes that training needs assessment takes place in the civil service but managers do not see the link with the development activities undertaken. Training needs assessment is an important component of Human Resource development but it is only useful if it is subsequently related to the design and delivery of training interventions. Correlating systematic TNA to capacity of HRD professionals to conduct TNA, the study established that there was no significant correlation (.098 at p=0.194) between frequency of Performance reviews and appraisal meetings and systematic training needs assessment indicating that the civil service does not use these to identify development needs of managers.
ix) Satisfaction with Allocation of Financial Resources for Management Development

The study revealed that only 43% of the respondents were satisfied with the financial resources allocated by their ministries for management development. 42.4% were dissatisfied and 12.7% were very dissatisfied. Only a small proportion (1.8%) was very satisfied. These findings contradict those by Mabey’s (2003), that management development cannot be effective without adequate investment of financial resources to facilitate the activities. However, the results collaborate those by Antwi & Analoui’s (2008) findings in Ghana that in spite of having a policy, inadequate funds were allocated to management development. In New Zealand, Ruth (2007) found that only 20% of the training budget was spent on management development.

Thus, although Ministries were allocated huge amounts of money for training, managers were dissatisfied with financial resources allocated to management development and there is need to address this. The study concludes that there is need
to prioritise management development at Ministry level and to allocate adequate resources for it.

![Figure 4.8 Satisfation with Financial Resources allocated for MD](image)

**Figure 4.8 Satisfaction with Financial Resources allocated for MD**

**Inferential Statistics**

This section investigated the relationship between management development policy and effectiveness of management development using the scatter plot to show the nature of the relationship, Pearson’s correlation to show the direction and strength of the relationship and regression analysis to find out the statistical significance of the relationships. The section addresses the research question number 1.
Research Question 1: Does management development policy affect Effectiveness of management development?

The Scatter plot

As shown in figure 4.9, there is a positive linear relationship between management development policy and effectiveness of management development. The relationship is positive and fairly strong as shown by the scatter of the observations.

![Scatter Plot for Management Development Policy](image)

**Figure 4.9** Scatter Plot for Management Development Policy

Pearson’s correlation

As shown in table 4.6, Pearson’s correlation showed that a significant relationship exists between management development policy and effectiveness of management development at .475** p<.001. This correlation is significant at probability below .001.
p<0.05 which is the conventional threshold and validated that there is a significant relationship between management development policy and effective management development.

**Table 4.5 Pearson’s Correlation Coefficients for Policy**

<table>
<thead>
<tr>
<th>Management development policy</th>
<th>MD policy</th>
<th>Effectiveness of MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>1</td>
<td>.475**</td>
</tr>
<tr>
<td>Sig(2tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>177</td>
<td>177</td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.01 level (2-tailed)

**Correlation with acquisition of core skills**

However, when management development policy was correlated to acquisition of key managerial skills, the results showed no significant correlation with management of finances, partnership working and strategic planning. The correlation with project management was negative. This collaborates findings by Ruck et al (1999), Vijayagavan et al (2011), and Doleh (2004) that many organizations have no systematic needs assessment link to manager’s job descriptions or performance appraisals. Assessment of managers needs helps in establishing plans for development and is evidence of commitment to management development (Mumford & Gold, 2004, Thomson et al 2001). The results were also consistent with the result that only 25.7% of the respondents strongly agreed that there was systematic identification of managers needs and only 15.7% had rated HRD professionals good at designing and conducting training needs assessment.
Table 4.6 Correlating Policy to Managerial Skills

<table>
<thead>
<tr>
<th></th>
<th>MD policy</th>
<th>Mgt of finance</th>
<th>Mgt of staff</th>
<th>Partner working</th>
<th>Project mgt</th>
<th>Strategic</th>
<th>Info mgt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td></td>
<td>.136</td>
<td>.153*</td>
<td>.146</td>
<td>-.081</td>
<td>.037</td>
<td>.197**</td>
</tr>
<tr>
<td>Sig(2 tailed)</td>
<td>.072</td>
<td>.042</td>
<td>.052</td>
<td>.286</td>
<td>.620</td>
<td>.009</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>177</td>
<td>177</td>
<td>177</td>
<td>177</td>
<td>177</td>
<td>177</td>
<td>177</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**

Regression model

\[ y = \beta_0 + \beta_1 x_1 + e' \]

where \( y \) = effectiveness of management development; \( x_1 \) = management development policy; \( e' \) = other factors; \( \beta \) = constant

As shown in Table 4.8, Regression analysis using SPSS yielded coefficients \( R \) equal to .475 showing a strong relationship between management development policy and effectiveness of management development. The \( R^2 \) value of .226 showed that the regression model could only explain up 22.6% variation. The rest of the variation could be explained by variables not included in this model. The F test gave a value of 51.016 sig at P<.001 which was large enough to support the goodness of fit of the model to explain the variations in the dependent variable. It was also large enough (sig at p< 0.005) to validate that management development policy is a useful predictor for effectiveness of management development. The \( t \) test value of 7.143 p< .001 confirmed that policy is a significant predictor of effectiveness of management development. According to the findings, the beta coefficient of .475 at
p<.001 shows the importance of policy as a predictor of effectiveness of management development.

These findings support studies by Brown (2004), Thomson et al (2001), Burgoyne (1988) and Mabey (2003) that management development policy reflects top level management commitment to management development and to take responsibility for it and reflects maturity of strategic management processes.

**Table 4. 7  Summary of Regression model for MD Policy**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.475</td>
<td>.226</td>
<td>.221</td>
<td>9.75</td>
</tr>
</tbody>
</table>

Predictors: (Constant), management development policy

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>4853.212</td>
<td>51.016</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>16647.817</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21501.029</td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), management development policy

Dependent Variable: effectiveness of management development
Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>28.455</td>
<td>3.209</td>
</tr>
<tr>
<td>Management development policy</td>
<td>.652</td>
<td>.091</td>
</tr>
</tbody>
</table>

Dependent Variable: effectiveness of management development

The findings also support other studies by Antwi and Analoui (2008) and Yawson (2009) that a policy for management development provides guidelines for effective development of managers. Magerison (1991) argued that effective management development may fail if there is no policy. According to Blackman & Kelly (2006), development of plans does not reflect strategic management development unless the plans are aligned to strategy through needs assessment. The study therefore concludes that management development policy affects effectiveness of management development but there is need to enhance capacity to conduct training needs assessment of managers in order to relate it to their effective development and align it to strategy.

4.2.2 POLITICS AND EFFECTIVENESS OF MANAGEMENT DEVELOPMENT

This section investigated the relationship between organization politics and effectiveness of management development. In particular, it focused on perceptions of politics (POPS), clarity of expectations on the manager, opportunities for development, encouragement to use knowledge learnt in development at work, social relationships. and distribution of resources for development.
Distribution of Responses for Organization Politics

According to the findings the mean value of 4 for key predictors of organization politics showed that majority of the respondents agreed with the issues except for social relationships whose mean was equal to 3.05. The respondents thought that politics affected social relationships to a less extent. The standard deviation ranged from .6 to 1 showing that the study population was fairly homogeneous in the way they responded to the issues.

Table 4.8 Distribution of Responses for Organization Politics

<table>
<thead>
<tr>
<th>Perception</th>
<th>Mean</th>
<th>SD</th>
<th>Median Perception</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent of effect on social relationships</td>
<td>177</td>
<td>3.13</td>
<td>.654</td>
<td>59.9%</td>
</tr>
<tr>
<td>Am sure of what is expected on me</td>
<td>177</td>
<td>4.38</td>
<td>.606</td>
<td>46.7</td>
</tr>
<tr>
<td>Opportunities to attend MD activities</td>
<td>177</td>
<td>4.17</td>
<td>.772</td>
<td>52</td>
</tr>
<tr>
<td>Encouragement to apply knowledge</td>
<td>177</td>
<td>3.92</td>
<td>.772</td>
<td>55</td>
</tr>
<tr>
<td>Relatively free of organizational politics</td>
<td>177</td>
<td>3.05</td>
<td>1.169</td>
<td>27.5</td>
</tr>
</tbody>
</table>

i) Perceptions of organizational politics

According to the results of the study, 14.6 % of the managers strongly agreed and 22.2% agreed that their ministries were relatively free of organization politics. Twenty six percent (26.9%) of the respondents remained neutral, 27.5% disagreed and only 8.8% strongly disagreed. Majority (83%) of the respondents also thought it was important for managers in
the civil service to recognize politics as an important aspect of their work (Figure 4.10). The findings collaborate those by Buchanan (1999) who in a similar study in the UK found that only 12% of the managers agreed that their organizations were relatively free of politics, 17% did not see much political behaviour, 87% agreed that politics is a natural part of management jobs and 83% agreed that politics played at all levels.

![Perceptions of Organization Politics](image)

**Figure 4.10 Perceptions of Organization Politics**

**Other perceptions on organization politics**

The study found that 74.1% of the respondents thought that management development should also include political skills but only 29.9% of the respondents thought that it was important to play politics to succeed as a manager. Majority of the respondents (67.5%) did not think organization politics affected their ability to acquire skills they needed as managers. These results agree with findings by Bacharach (1989) that politics is an essential skill in managers who wish to get things done. The findings also agree with Kim (2004) that politics and power are critical factors in organizational processes. Valle & Perrewe (2000) argued that management
development should include political skills because organization politics can build or destroy careers.

The art of how to get them on your side is crucial at any rank and has human resource management implications (Vigoda, 2003). The study concludes that managers in the civil service are aware of the political environment they operate in but did not think it had much impact on their work which is surprising considering that organization politics is a natural phenomenon in any organization.

**Table 4.9 Perceptions of Organization Politics**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Mean</th>
<th>% saying Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD should include political skills</td>
<td>117</td>
<td>1.74</td>
<td>74.1</td>
</tr>
<tr>
<td>Playing politics is important for success as</td>
<td>52</td>
<td>1.32</td>
<td>29.9</td>
</tr>
<tr>
<td>a manager</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ii) Areas of Management Affected by Organization Politics**

Although some respondents wanted organization politics to be included in the management development, they did not think it had significant impact on major management processes. Only 27.5% of the respondents thought it affected decision making, 21.1% said it affected staffing of different departments, 20.6% said that organization politics affected relationship with supervisors, 18.6% said it affected organization of project teams while 12.2% said that it affected promotion and
rewards. The findings do not agree with findings by Vigoda (2003) and Kim (2004), that organization politics is a critical factor that often interfere with organizational processes such as decision making, promotion and rewards.

It was not clear from the findings if the managers in the civil service conceptualized the term organization politics as being distinct from the political system to which the civil service belongs. The study concludes that there is need to investigate further the role of organization politics on manager’s work in the civil service.

Figure 4.11 Areas of Management Affected by Organization Politics

iii) Clarity of expectations on the manager

As shown in Figure 4.12, majority of the managers (92.2%) agreed that their supervisors ensured they were clear about their roles and were sure of what was expected of them as managers. This agrees with the general paradigm of adult learning that clarity of roles and expectations ensure it is self directed and work based. According to McCleland (1994), Maslow (1954) and Aldefer (1972) adults are driven
by an intrinsic desire for personal development, achievement and the need to take responsibility to find solutions to problems and to be successful.

The findings contradict those by Voges, Priem, Shook and Shaffer (2004) that managers in the public sector face uncertainty about what was expected of them which was compounded by tension. In the face of uncertainty and ambiguity, the managers had to develop working strategies to remain effective in their jobs. Noordegraaf (2000) had observed that public service managers had to optimize the use of their time in the face of this uncertainty.

According to Ferris and Kacmar (1992), Valle and Perrewe (2000) and Vigoda-Gadot (2003), perceptions of politics have an effect on the relationships that potentially mediate or moderate supervisor-employee relation. The introduction of performance contracting in the civil service of Kenya helped to ensure that managers were sure of what was expected of them in terms of targets to achieve as collaborated by 64.9% of the respondents that the management development policy focused management development to the needs of the performance contact.
iv) Opportunities for development

As shown in figure 4.13, 35% of the respondents strongly agreed and 52% agreed that their supervisors gave them opportunities to attend management development activities. Only a small proportion (2%) disagreed or strongly disagreed (1%). The results agree with Dipboye (1995) who argued that at times decision makers resort to political behaviour to deconstruct Human Resource procedures like appraisal, training and compensation to provide support, justice and empowerment. The results also collaborate findings by Vigoda & Talmud (2003), Farrel & Peterson (1982) that politics reflect organizational climate and perceptions of supervisor support and that politically motivated behaviour influences distribution of advantages within the organization.

The study concludes that introduction of training committees and Human Resource Development units and oversight function by the Ministry of State for Public Service has reduced the impact of organization politics on distribution of opportunities for
development. The results however are not consistent with the study findings that 51% of the respondents said they are required to impress their supervisors sometimes to get development opportunities. The study concludes that there is need for further investigation on how decisions to award development opportunities are taken in the civil service.

![Graph showing the distribution of responses to whether supervisors encouraged the use of knowledge gained from training and development activities.](image)

**Figure 4.13 Opportunities for Development**

v) **Encouragement to use knowledge gained in training and development activities**

According to the findings shown in table 4.11, only 21.5% of the managers strongly agreed and 55% agreed that their supervisors encouraged them to use knowledge they had gained from management development activities at work. Only a small proportion (6.2%) of the respondents disagreed. These findings agree with those by Kim’s (2004), French & Raven (2001), Holton et.al (1997), Rouiller & Goldsten (1993),
Tannenbaum & Yukl (1992) that supervisor’s support is a critical factor affecting positive transfer of training.

According to Vigoda (2003), manager’s relationship with supervisors who hold power signal capacity to transfer knowledge from training. Effectiveness of management development can only be gauged on the basis of knowledge and skills applied on the job to improve performance. The study concludes that managers in the civil service are well supported by their supervisors to transfer knowledge gained in management development to the work place.

Table 4.10 Encouraged to use Knowledge Gained in Training

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>38</td>
<td>93</td>
<td>31</td>
<td>11</td>
<td>2</td>
<td>177</td>
</tr>
<tr>
<td>Percent%</td>
<td>21.5</td>
<td>55</td>
<td>16.3</td>
<td>5.1</td>
<td>2.1</td>
<td>100</td>
</tr>
</tbody>
</table>

vi) Effect on Social Relationships

As shown in Figure 4.14, slightly more than half (59.9%) of the respondents agreed that politics affected social relationships to a medium extent, 27.3% to a great extent and 11% to a smaller extent. Only a small proportion (1.7%) said it was to a very small extent. These findings agree with those by Nahapiet & Goshal (1998) and Vigoda & Talmud (2003) on the centrality of social capital and the tight connection between social relationships, intellectual capital and sustained competitive advantage.
According to Kacmar and Ferris (1991) organization politics is an elusive type of power relations at the workplace characterized by direct or indirect engagement of people in influence tactics and power struggles. Mintzberg (1989) stressed that organization politics reflected illegitimate force relations between members of an organization. The study concludes that work is a social activity and any factor affecting social relationships will affect work performance and learning through networking at the workplace. Perhaps the ‘silo’ effect quite evident in the civil service may be attributed to organization politics.

![Figure 4.14 Effects of Organization Politics on Social Relationships](image)

**vii) Distribution of opportunities for development**

According to the findings of the study, 69.6% of the managers thought that distribution of development opportunities was fair and equitable and 30.4% thought it was unfair and inequitable. The findings disagree with those by Kacmar & Ferris (1991) that self interest results in decisions that affect equity and justice in the distribution of resources and opportunities. According to Zanzi, Arthur & Shamir (1991) resource distribution is one of the influence tactics used by employers in
organizational politics. Vigoda & Talmud (2003) found that perceptions of fairness and equity affect job performance. The study concludes that preparation of annual training projections and plans agreed upon by the training committees ensure there is parity of treatment in distribution of opportunities for development.

![Figure 4.15 Distribution of Opportunities for Development](image)

**Inferential statistics**

**Research Question 2: Do organization politics affect effectiveness of Management development in the civil service?**

**Scatter plot**

As shown in figure 4.16, there is a positive linear relationship between organization politics and effectiveness of management development. The relationship is weak as shown by the spread of the observations.
organisation politics

Figure 4.16  Scatter Plot for Organization Politics

Pearson’s correlation

As shown in table 4.11, Pearson’s correlation coefficient of .341** p< .001 confirms there is a relationship but it is weak

Table 4.11  Pearson’s Correlation for Organization Politics

<table>
<thead>
<tr>
<th></th>
<th>Organization Politics</th>
<th>Effectiveness MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson’s correlation</td>
<td>1</td>
<td>.341**</td>
</tr>
<tr>
<td>Sig (2tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>177</td>
<td>177</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)
**Regression model:**

\[ y = \beta_0 + \beta_1 x_2 + e' \]

where \( y \) = effectiveness of management development; \( x_2 \) = Organization Politics; \( e' \) = other factors; \( \beta = \) constant

Regression analysis using SPSS yielded coefficient \( R \) equal to 0.341 that confirmed a weak positive relationship between organization politics and effectiveness of management development. The R\(^2\) value of .116 showed that only a maximum 11.6% of the variation in effectiveness of management development could be explained by organization politics. The F statistic of 22.975 \( p < .001 \) showed the model’s goodness of fit to explain the variations and validates that Organization politics affects effectiveness of management development.

The Beta values of .341 confirmed the weak relationship between the variables. The value of \( t = 4.793 \) at \( p < .001 \) showed that organization politics is a significant predictor of effectiveness of management development.

These findings support similar findings by Vigoda and Talmud (2003) Kim (2004), Buchanan (1999) and Kacmar and Ferris (1991) that perceptions of politics has an impact on Human Resource management and development as well as transfer of knowledge to the workplace. Organization politics reflect organization climate and encompasses individual perceptions of supervisor support, opportunities to use knowledge and peer support (Social relationships) thus enhancing the outcomes of management development (Holton et al 2001). Harvey & Mills (1970), Pettigrew (1973) and Pfeffer (1981) found close association between political activity in organizations and distribution of resources. Mintzberg (1989) proposed that there is a positive relationship between interpersonal
relationships, performance and productivity and politics in organizations and Morgan (1998) argued that power determines who gets what, when and how.

Table 4.12 Regression model for organization politics:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.341</td>
<td>.116</td>
<td>.111</td>
<td>10.42</td>
</tr>
</tbody>
</table>

Predictors: (Constant), organization politics

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2495.2</td>
<td>22.975</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>19005.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21501.1</td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), organization politics; Dependent Variable: effectiveness of management development

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>30.731</td>
</tr>
<tr>
<td></td>
<td>Organization politics</td>
<td>.916</td>
</tr>
</tbody>
</table>

Dependent Variable: effectiveness of management development
4.2.3 DEVELOPMENT ACTIVITIES AND EFFECTIVENESS OF MD

This section investigated the relationship between management development activities and the effectiveness of management development. It focused on the formal and non-formal development activities undertaken in the civil service and the frequency with which they are undertaken to foster management development.

**Distribution of Responses for Management Development Activities**

As shown in table 4.14, the mean values for development activities like strategic leadership courses and experience as managers were on average equal to four (4) showing that the managers thought these activities important for their development. The mean for frequency of mentoring/coaching by seniors was on average equal to two (2) meaning that this was not frequently used as a development activity. The mean value for frequency of Performance reviews was only 2.4, showing that the frequency of appraisal meetings was low only happening sometimes. The standard deviation values ranged from 0.6-0.9 which indicated homogeneity in the way the respondents addressed the issues. These findings collaborate those by Burke et.al (1994), Heraty & Morley (2000) and Newell (2004) that management development in organizations was dominated by planned formal and infrequent non-formal activities.
Table 4. 13 Distribution of Responses for Development Activities

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Median Perception</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you undertake performance reviews and appraisal meetings with your supervisor?</td>
<td>177</td>
<td>2.60</td>
<td>.68</td>
<td>Often</td>
</tr>
<tr>
<td>Frequency of Mentoring/coaching by my seniors</td>
<td>177</td>
<td>2.42</td>
<td>.87</td>
<td>sometimes</td>
</tr>
<tr>
<td>Membership of a professional association</td>
<td>177</td>
<td>3.14</td>
<td>.85</td>
<td>important</td>
</tr>
<tr>
<td>Strategic leadership/ Senior management courses</td>
<td>177</td>
<td>3.55</td>
<td>.58</td>
<td>Very important</td>
</tr>
<tr>
<td>Experience as a manager/ HOD</td>
<td>177</td>
<td>3.51</td>
<td>.62</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

Non Formal Development Activities

This section investigated the various non formal development activities undertaken and their impact on the effectiveness of management development.

i) Frequency of appraisals and Performance reviews

According to the findings of the study, 6.9% of respondents agreed that they held performance review and appraisal meetings with supervisors very often, 50.6% said it was often, 37.9% said sometimes and only 4.6% said they never held such meetings. This means that only about 57% of the respondents received regular feedback about their performance from their supervisors. According to Megison & Pedler’s (1982), managers learn best when they receive regular feedback. Watts (2010) argued that
feedback helps managers to understand what skills they require now and in the future for their effective performance. According to Ruck, Hafeez, Manzur, Nasir, Rivers & Prozesky (1999), Iles (1992) and Gupta (2009) reviews and appraisal meetings provide feedback on training needs. The study concludes that lack of regular feedback means that development of managers in the civil service is not aligned to needs for performance. This contradicts provisions of the training policy that development activities should be guided by identified needs for effectiveness and efficiency in service delivery (GOK, 2005). The Government should ensure there is a monitoring and evaluation system in place to ensure compliance with set guidelines.

![Frequency of Performance reviews and appraisal](image)

**Figure 4. 17 Frequency of Performance reviews and appraisal**

ii) **Frequency of Mentoring and coaching**

As shown in figure 4.18, only 14.8% of the respondents said they were mentored/coached by their seniors very frequently, 24.9% said it was frequent, 47.9% sometimes and 12.4% said they were never coached. The findings do not support
studies done elsewhere (Burke & Mckeen, 1994) that having mentors and sponsors is most useful in terms of development of managers. Newell (2004) found that the topmost ranked development initiatives in terms of effectiveness in developing managers include wide experiences of challenging assignments as well as having a mentor or coach.

The Social learning theory (Bandura, 1977), proposed that socialization allows managers to be shown the ‘ropes on the job’ and is the basis for learning from others through coaching and mentoring. The study concludes that although managers are aware that mentoring and coaching by their seniors is important, it is not frequently availed to them as part of their development.

**Figure 4.18  Frequency of Mentoring/ Coaching by Seniors**

iii)  **Membership to Professional associations**

As shown in table 4.15 below, 36.2% strongly agreed and 48.6% agreed that membership to Professional Associations was important for their effective
development. Only 7.3% thought that it was not important. The results collaborate findings by Fox (1997) that the elements of situated learning include people who perform work and belong to a community of practice since it is within a community that learning occurs. According to Knowles (1990), Coggan (2010), Kolb (1984) and Revans (1998), management development should be focused on Continuing Professional Development founded on reflection and action learning and learning from and with others as happens through Professional Associations. Longenecker & Finck (2001) found that manager’s involvement with Professional Associations had substantial benefits and Critten (1998) argued that capacity to learn with others is the defining characteristic of Continuing Professional Development. The study concludes that managers value their affiliation to their Professional Associations for Continuing Professional Development (CPD).

Table 4.14 Membership to a Professional Association

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>important</th>
<th>Fairly important</th>
<th>Not important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>64</td>
<td>86</td>
<td>14</td>
<td>13</td>
<td>177</td>
</tr>
<tr>
<td><strong>Percent (%)</strong></td>
<td>36.2</td>
<td>48.6</td>
<td>7.9</td>
<td>7.3</td>
<td>100</td>
</tr>
</tbody>
</table>

iv) Experience as a manager.

As shown in figure 4.19, majority of the respondents (94%) thought that their experience as managers /heads of department was important to their effective
development. The findings collaborate those by Mintzberg (2004), Raelin (2000) and Revans (1998) that managers learn most from work based experience. Self directed learning and much career development are grounded in the theory of humanism (Rodgers, 1980) and in the andragogical view of learning (Knowles et al, 1990).

The experiential learning theory (Kolbs, 1984) argues that ownership of learning processes by learners is very important and that experience allows this to happen. The study concludes that managers value learning on the job as a result of their experience as managers in the civil service.

![Experience as a Manager](image)

**Figure 4.19   Experience as a Manager**

v) **Other Types of Non Formal Management Development Activities**

When asked how frequently they were involved in project work, 34.7% of the respondents said it was very frequent, 22.7% frequent, 33.5% sometimes and about
9.1% said never. With regard to special assignments like taskforces and problem solving teams, 23.8% responded it was used very frequently, 43.5% frequently and 29.8% sometimes. Only a small proportion (3%) said it was never used. Interactions with public/customers happened very frequently according to 35.3%, frequently according to a similar proportion and sometimes by 25.4% of the respondents. Only 4% said it never happened.

The results agree with findings by Smith & Dodd (1993) that project based learning is beneficial as a development tool. Easterby-Smith (1984) and McCall et al (1988) found that managers learn best in action-learning and in dealing with new situations/problems and in learning to cope. The study showed that the civil service uses a variety of non formal development activities for management development but the frequency of use for most of these initiatives is low. The study concludes that there is need for the civil service to increase the frequency of learning from non-formal work based activities.
Table 4. 15 Other Non-Formal Development Activities

<table>
<thead>
<tr>
<th></th>
<th>Project work</th>
<th>Special assignments (task forces/ problem solving teams)</th>
<th>Interaction with public/ customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>34.7%</td>
<td>23.8%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Frequently</td>
<td>22.7%</td>
<td>43.5%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>33.5%</td>
<td>29.8%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Never</td>
<td>9.1%</td>
<td>3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>2.17</td>
<td>2.12</td>
<td>1.98</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>1.01</td>
<td>.803</td>
<td>.879</td>
</tr>
<tr>
<td>Perception</td>
<td>Positive</td>
<td>Positive</td>
<td>Positive</td>
</tr>
</tbody>
</table>

**Formal Development Activities**

This section investigated the formal development activities that managers are involved in and the impact on effectiveness of their development.

vi) **Where most development activities took place**

According to the findings, slightly more than half (57.1%) of the respondents reported that most management development occurs in seminars and workshops held outside the ministry whereas 42.9% said that they were held in house. Studies have shown that on average, there is preference for formal development activities which take place away from the workplace (Bolden, 2007, Mintzberg, 1998 and Raelin, 2000). This
seems to be the case too with the civil service of Kenya and as established by the study, majority of the seminars are conducted by trainers sourced from outside the service.

![Diagram showing percentages of seminars and workshops]

**Figure 4.20  Location of Management Development Training**

vii) **Leadership and management development programmes**

As shown in figure 4.21 below, majority (94.7%) of the managers thought that strategic leadership and management development programmes were important for their effective development. The findings agree with those by Bolden (2007), Mabey & Ramirez (2005) Burke & McKeen (1994) that managers preferred formal training programs. The findings however negate findings by Cheit (1985), Ulrich (1977) and Mintzberg (1989) that participation in management development programs does not translate into effective learning.

According to Carter (1991) attendance to management development program does not lead to improved performance unless the knowledge is transferred back to the workplace. This study concludes that there is over reliance on formal management
development programs to develop managers in the civil service. Indeed attendance to strategic leadership program and senior management course are compulsory for progression to management level positions.

![Graph showing importance of education]

**Figure 4.21  Leadership/Senior MD Programs**

viii) **Pursuing further college/ University education**

The study revealed that majority of the respondents (64.9%) were not pursuing any further education as part of their management development. Only 35.1% of the respondents were found to be pursuing additional education as part of their management development. Out of 35.1% who said that they were pursuing further education, 52.5% were pursuing PhD and 44.3% Master’s degrees. It was interesting to note that there were respondents who were pursuing bachelors’ degree (1.6%) and diplomas (1.6%).

According to studies by Cheit (1985), Ulrich (1977) and Mintzberg (1989) there is little evidence that academic qualifications improve organizational performance though it is likely to be beneficial to individual managers and their careers. The study
concludes that managers in the civil service were pursuing additional college/university education in order to meet set requirements for further promotion but not to improve performance.

Figure 4.22  Pursuing further College/University Education  Inferential statistics

Research Question 3: Do management development activities affect effectiveness of management development?

Scatter plot for management development activities

As shown in figure 4.23, there is a positive linear relationship between management development activities and effectiveness of management development. The relationship was fairly strong as shown by the scatter of the observations.
 Pearson’s correlation

As shown in table 4.17, Pearson’s Correlation analysis showed a significant positive correlation between management development activities and effective management development (.490** at p<.00)

**Table 4.16 Pearson’s Correlation for MD Activities**

<table>
<thead>
<tr>
<th>MD activities</th>
<th>Effectiveness of MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Development Activities</td>
<td>Pearson correlation 1</td>
</tr>
<tr>
<td>Sig (2tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>177</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**

Regression model

\[ y = \beta_0 + \beta_3 x_3 + e \]

Where \( y \) = effectiveness of management development; \( x_3 \) = Management development activities; \( e \) = other factors; \( \beta \) = constant

Regression analysis yielded coefficient \( R \) equal to .490 confirming a positive relationship between management development activities and effectiveness of management development. The value of \( R^2 \) at .240 showed that the model explains only up to 24% of the variations. The rest is explained by variables not included in the model.
However, the F statistic of 55.311 sig at p<.001, showed the models goodness of fit in explaining the variations. This validated that management development activities affect effectiveness of management development. The Beta value of .490 and t equal to 7.347 p<.001 confirmed that management development activities are important predictors of effectiveness of management development.

These findings support studies by Burke and Mckeen (1994) Cheit(1985), Ulrich (1977) and Mintzberg (1998), CELM(2002) Critten (1998), Raelin(2000), Heraty & Morley (2000) and Revans(1998) that various development activities are useful to managers for career development and performance. Longenecker & Finck (2001) found that the top rated management development practices included clarification of goals, clarification of expectations, performance reviews and appraisals and special assignments. Involvement with professional associations and attending workshops and seminars were not rated highly.

Meggison and Pedler (1992) found that managers learn best when they are sure about the organizations expectations on them, receive regular feedback and take responsibility for their own learning in deciding what, when and how to learn. However, participation in management development programs does not translate into learning. However, Bolden (2007), Mabey & Ramirez (2005) found low preference for on-the-job training and high preference for qualification based development.
Table 4. 17    Regression model for MD Activities

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adj. R Square</th>
<th>Std. Error of Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.490</td>
<td>.240</td>
<td>.236</td>
<td>9.66</td>
</tr>
</tbody>
</table>

Predictors: (Constant), management development activities

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Regression</td>
<td>5163.6</td>
<td>55.311</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>16337.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21501.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), management development activities: Dependent Variable: effectiveness of management development

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>20.451</td>
<td>4.1</td>
</tr>
<tr>
<td>Management development activities</td>
<td>.855</td>
<td>.12</td>
</tr>
</tbody>
</table>

Dependent Variable: effectiveness of management development
4.2.4 HRD EXPERTISE AND EFFECTIVENESS OF MD

This section investigated the relationship between Human Resource Development expertise and the effectiveness of management development in the civil service. In particular, it focuses on the characteristics of Human Resource development professionals and the techniques they used in developing managers. As shown in table 4.19, the mean values were all around four (4) showing that most respondents rated HRD professionals as generally good in their work. The standard deviations values ranged from 0.7-0.9 showing considerable homogeneity in the responses to issues.

According to Chalofsky and Reinhart (1988) an effective HRD function is a subsystem of an organization and should have highly trained professional staff demonstrating close working relationships with managers. They should develop a track record of delivering high quality services and this meant they should have capacity to acquire, utilize, train develop, retain and displace needed competences for the organization. Knowles (1990) argued that HRD professionals should demonstrate that what they do correlates with performance and productivity of the organization.
As shown in table 4.20, some 34.5% of the managers thought that the Human resource development professionals were very good and 40.1% thought them good at having a vision for the function. Only a small proportion (1.7%) thought they were poor at having a vision for the function. Empirical findings by Nadler & Wiggs (1986) showed that a vision for HRD function is an essential framework for the professionals that allows them establish
goal priorities over a period of time and to have a futuristic approach to learning. Swanson & Holton (2000) and Knowles(1990) argued that HRD professional’s vision must demonstrate correlation of HRD activities with improved performance and productivity. The study concludes that managers are not fully aware of HRD professional’s vision for their function and it is imperative that professionals ensure that theirs is a shared vision.

**Table 4.19  Vision for the Human Resource Development Function**

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>Good</th>
<th>average</th>
<th>Poor</th>
<th>Very poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>63</td>
<td>68</td>
<td>42</td>
<td>3</td>
<td>1</td>
<td>177</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>34.5</td>
<td>40.1</td>
<td>23.2</td>
<td>1.7</td>
<td>.6</td>
<td>100</td>
</tr>
</tbody>
</table>

**ii) Skilfulness in implementing HRD activities**

As shown in figure 4.24, some 23.2% of respondents rated HRD professionals’ capacity for skilful implementation of HRD activities as very good, 55.4% rated them as good and 19.2% rated them average. About 1.7% rated them as poor and only a very small proportion (0.6%) rated them as very poor. The results negate findings by Abdulla (2009) and Bing et al (2003) that HRD managers lacked knowledge and skills to carry out the HRD function effectively and that there is usually a shortage of HRD professionals skilled and experienced with ability to manage the training and development function and to foster learning and development at work. They argued that many lacked knowledge and skills in training needs assessment, evaluation and follow up assessments.
According to Nadler and Nadler (1989), Harrison and Kessels (2004), HRD managers are required to be knowledgeable and skilful if they are to facilitate others to learn. The study concludes that managers have insufficient confidence in the HRD professional’s skilfulness in implementing the training and development activities. This lack of confidence contributes to the practice distance that reduces effectiveness of development initiatives.

![Figure 4. 24  Skilfulness of HRD Professionals](image)

iii) Capacity for effective communication

As shown in table 4.15, only 26.6% of the respondents rated HRD professionals very good while 36.7% rated them as good in capacity for effective communication. Only a small proportion (7.3%) rated them poor or very poor. The findings do not support empirical findings by Nadler & Wiggs (1986) that HRD professionals must possess effective communication skills which they use to direct the staff, communicate with organizational leaders and helps to position HRD as a serious and vital component of the organizations strategic future.
Critten’s (2002) argued that HRD professionals should be able to embrace dialogue and the art of listening and asking empowering questions to encourage managers to seek solutions to their problems in the locus of real work. According to Sambrook’s (2002), Sambrook & Stewart (1999), Garavan (1991), Watkins & Ellinger (1998) Horst et. al (1999), the importance given to HRD depends on how it is perceived by the managers and effective communication helps position HRD in a strategic position. Perceptions of Human Resource Development as a support function and role ambiguity inhibit practice distance between HRD professionals and managers (Bing et al (2003) are due to poor communication. Lack of information on needs, processes and opportunities as well as uncertainty of what HRD can provide are all a result of ineffective communication. The study concludes that HRD professionals require to improve their capacity for effective communication in order to be more effective in their work.

### Table 4.20 HRD Capacity for Effective Communication

<table>
<thead>
<tr>
<th>Frequency</th>
<th>very good</th>
<th>Good</th>
<th>average</th>
<th>Poor</th>
<th>Very poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>65</td>
<td>51</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>177</td>
</tr>
<tr>
<td>Percent (%)</td>
<td>26.6</td>
<td>36.7</td>
<td>29.4</td>
<td>6.7</td>
<td>.6</td>
<td>100</td>
</tr>
</tbody>
</table>

iv) **Proficiency in designing and conducting needs assessment of managers**

As shown in figure 4.25, only 15.7% of the respondents rated HRD professionals as very good at designing and conducting training needs assessment of managers. Majority (52.9%) thought they were just good while 20.3% rated them average and
11% rated them poor or very poor. The results collaborate Harrison and Kessels (2004) argument that a changing world of work requires HRD professionals who can create a framework through which managers can identify their needs and suggest how they want them addressed. The results also agree with those by Wouters, Buyens & Dewettinck (2001) that HRD professionals should use strategies that were effective in adding value to organizational learning. According to Boydell (1979) and Stanley (1987) assessment of training needs ensures that the contents of development programmes are relevant to the needs of managers. The study concludes that training of managers in the civil service is not fully aligned to needs of managers for skills and knowledge to perform effectively.

Figure 4.25  Proficiency in Designing and Conducting TNA

v)  Capacity to plan development targeted at identified needs

As shown in Figure 4.26, 27.2% of the respondents rated HRD professionals as very good, 42.2% as good, 24.3% as average and 6.3% as poor in capacity for planning training and development targeted at identified needs. The findings contradict Nadler
& Wiggs (1986), Abdulla (2009), Sambrook (2002) and Bing et al (2003) who argued that one of the characteristics of effective HRD managers include expertise to diagnose needs and ability to plan HRD activities that foster training education and development. The results do not agree with Chalofsky & Reinharts (1988) empirical research findings that HRD should be able to plan training geared towards developing the competences and skills needed by managers for effective performance. The philosophy of HRD is that it should make a major contribution to successful attainment of an organization’s goals and objectives. To do this, it should be integrated with and support HRM strategies, be performance related and address individual, team and organizational aspirations (Armstrong, 2008). The study concludes that there is need to address the poor perception of managers that HRD professionals are not very good at their roles.

Figure 4.26 Capacity to Plan Training Targeted at Identified Needs
vi) Rating HRD professionals on their other roles

As shown in Figure 4.22 below, 31.5% of the respondents rated HRD professionals as very good and 32.1% as good in planning activities to foster development for effective performance. Another 23.7% thought they were good and 40% said they were good. Only a minimum 0.6% thought they were very poor. With regard to networking with managers, only 19.5% thought them very good while 23% said they were good. It is worth noting that 16.6% thought them poor or very poor and 40.8% thought them just average and thus collaborating findings on their capacity for effective communication. These results indicate lack of confidence in the HRD professionals by managers who are their clients contrary to Chalofsky & Renharts (1988), Wouters, Buyens & Dewettinck (2001), Critten (2002) that HRD managers should be proficient in using strategies that are effective in adding value to the learning of their clients.
Table 4.21  Rating HRD Professionals on their Roles

<table>
<thead>
<tr>
<th></th>
<th>Clear on their roles</th>
<th>Able to prioritise in annual training projections</th>
<th>Can plan activities to foster effective performance</th>
<th>Actively network with Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very good</strong></td>
<td>31.5%</td>
<td>23.7%</td>
<td>29.2%</td>
<td>19.6%</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>32.1%</td>
<td>40.2%</td>
<td>39.7%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>34.5%</td>
<td>29.6%</td>
<td>25.3%</td>
<td>40.8%</td>
</tr>
<tr>
<td><strong>Poor/very poor</strong></td>
<td>1.9%</td>
<td>6.5%</td>
<td>5.8%</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>2.07</td>
<td>2.19</td>
<td>2.08</td>
<td>2.59</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>.873</td>
<td>.873</td>
<td>.896</td>
<td>1.07</td>
</tr>
</tbody>
</table>

vii)  **HRD expertise vs. Managerial core competences**

On correlating HRD expertise with development of core skills for management, the study found there was a negative correlation with project management (Pearson’s correlation -.096 at p=.204) and insignificant though positive correlation with management of finances (.093 at p=.216), strategic planning (.090 at p=.236) and management of information (.073 at p=.332). The study concludes that this lack of correlation between HRD expertise and the development of these skills in the civil service is a critical challenge that Human Resource Development (HRD) professionals require to address in order to help managers learn to learn especially in Project management and Strategic Planning.
viii) Techniques frequently used by HRD professionals

In regard to the techniques frequently used by HRD professionals for management development, 9.9% of the respondents said dialogue was used very frequently while a majority 41% said it was used only sometimes. It is worth noting that 17.7% said it was never used in their ministries. In regard to encouraging benchmarking of successes in service delivery, 18.9% said it was done very frequently but 29.1% said sometimes while 25.7% said it was never used. As shown in table 4.16 below, only 6.4% of the respondents said the HRD managers helped them identify their goals for learning and to choose appropriate resources and methods for their self development.

It is worth noting that 18.5% said it was never done, 42.2% said it was frequent and 32.9% said it was done sometimes. With regard to counselling for careers, 5.5% said it was done very frequently, 24.8% said it was frequent but a majority 38.2% said it was never done. Computer supported learning was done very frequently according to 14.6% of the respondents, 34.8% said it was frequent, 37.2% said sometimes and 13.4% said it was never done. The study concludes that overall most management development activities in the civil service are formal and the more appropriate non-formal work based development techniques are not used frequently.
Table 4.22 Techniques frequently used by HRD Professionals

<table>
<thead>
<tr>
<th></th>
<th>Very Frequent</th>
<th>Frequent</th>
<th>sometimes</th>
<th>Never</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help managers to dialogue with peers in the ministry</td>
<td>9.9%</td>
<td>31.2%</td>
<td>41.1%</td>
<td>14.1%</td>
<td>2.67</td>
<td>.884</td>
</tr>
<tr>
<td>Publicise initiatives that have worked for internal benchmark</td>
<td>18.9%</td>
<td>26.3%</td>
<td>29.1%</td>
<td>25.7%</td>
<td>2.62</td>
<td>1.07</td>
</tr>
<tr>
<td>Help managers identify goals, choose resources and methods of learning</td>
<td>6.4%</td>
<td>42.2%</td>
<td>32.9%</td>
<td>18.5%</td>
<td>2.64</td>
<td>.86</td>
</tr>
<tr>
<td>Career counselling</td>
<td>5.5%</td>
<td>24.8%</td>
<td>31.5%</td>
<td>38.2%</td>
<td>3.02</td>
<td>.92</td>
</tr>
<tr>
<td>computer supported/e-learning</td>
<td>14.6%</td>
<td>34.8%</td>
<td>37.2%</td>
<td>13.4%</td>
<td>2.49</td>
<td>.90</td>
</tr>
</tbody>
</table>

Inferential statistics

Research Question 4: Does Human Resource Development expertise affect effectiveness of management development?

Scatter plot

As shown in figure 4.27, there is a linear relationship between HRD expertise and effective management development. The relationship however is fairly strong as the shown by the scatter of observations.
As shown in table 4.24, Pearson’s correlation coefficient of .421** $p<.001$ confirmed that there is a positive strong relationship between HRD expertise and effectiveness of management development.

**Figure 4.27 Scatter Plot for HRD Expertise**

**Pearson’s correlation**

Table 4.23 Pearson’s Correlations for HRD Expertise

<table>
<thead>
<tr>
<th>Human Resource Development expertise</th>
<th>Pearson correlation</th>
<th>Sig (2tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRD expertise</td>
<td>Effectiveness of MD</td>
<td>.421**</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.000</td>
<td>177</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**
Regression

\[ y = \beta_0 + \beta_4 x_4 + e \]

Where \( y \) = effectiveness of management development; \( x_4 \) = Human Resource Development Expertise; \( e \)' = other factors; \( \beta \) = constant

Regression analysis using SPSS gave coefficient R equal to .421 \( p<.001 \) confirming there was a moderate to strong relationship between HRD expertise and effectiveness of management development. The \( R^2 \) values of .177 showed that the model could explain only up to a maximum of 17.7% of variation in effectiveness of management development.

However, the F statistic of 37.685 significant at \( p<.001 \), showed the models goodness of fit in explaining the variations. This validated that Human Resource Development Expertise affects effectiveness of management development. The Beta value of .421 and the \( t \) value equal to 6.139 \( p<.001 \) confirmed that Human Resource Development Expertise is an important predictor of effectiveness of management development.

These findings support those of Becker (1993), Schmidt and Lines (2002) and Harrison and Kessels (2004) and Bing et.al. (2003) that HRD professionals are the driving force for success of organizations due to their skills, competences, knowledge and experience. Literature has shown that there is a shortage of HRD professionals who are skilled and experienced systemic thinkers who have ability to manage the specialized function of HRD in Organizations especially learning at work, training needs analysis, evaluation and follow up assessments (Bing et al (2003), Eidgahy (1995), Buyens et. Al. (2001) Garavan et al (2001), Abdulla (2009).
The way HRD professionals position themselves strategically determines how effective they are in their function. Distance between HRD professionals and managers created by ineffective communication, lack of information on managers needs, lack of information on HRD processes and opportunities as well as uncertainty about what HRD can provide affect its effectiveness (Sambrook(2002), Horst et al(1999), Sambrook & Stewart (1999), Watkins & Ellinger(1998) and Garavan et al (2001). According to Knowles (1990) HRD professionals should be able to demonstrate that what they do correlates with performance and productivity of the organization.

Table 4.24 Regression model for HRD Expertise

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.421</td>
<td>.177</td>
<td>.172</td>
<td>10.054</td>
</tr>
</tbody>
</table>

Predictors: (Constant), human resource development expertise

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>3809.675</td>
<td>37.685</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>17691.354</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21501.029</td>
<td></td>
</tr>
</tbody>
</table>

Predictors: (Constant), HRD expertise: Dependent Variable: effectiveness of management development
Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>35.746</td>
<td>2.561</td>
</tr>
<tr>
<td>HRD expertise</td>
<td>.433</td>
<td>.071</td>
</tr>
</tbody>
</table>

Dependent Variable: effectiveness of management development

4.2.5 EFFECTIVENESS OF MANAGEMENT DEVELOPMENT

This section describes the responses on the dependent variable; effectiveness of management development. The variable had three constructs: acquisition of core competences required by a manager, satisfaction by managers with their development and organizational performance.

i) Skills required by managers

As shown in table 4.26, the mean values had a fairly close range between 4.0 and 4.2 and standard deviation between 0.6 and 0.8 showing that the population was rather homogeneous in addressing the issues. The greatest impact was on capacity to manage staff with 58.2% of the respondents agreeing that they developed this capacity through management development. The lowest impact was on management of information at 44.1%. These findings collaborate those by Mathis & Jackson (1998), Garavan et al (2001) and Lepak & Snell (1999) that management development can be defined in terms of acquisition of knowledge, skills, experience and attitudes by managers in order to perform their jobs well and to help them to achieve organizational goals. The findings also agree with those by Alverson and
Wilmont (2002) that effectiveness of management development is determined by manager’s possession of technical, people and conceptual skills. Analoui (1999) identified managerial skills as one parameter to explore effectiveness of management development and according to Dreyfus (2008), Boyatzis & McKee (2005), Palethorpe (2006) effective managers are characterized by possession of technical, people and conceptual skills. The study concludes that management development must seek to improve capacity of managers to acquire skills they require to improve performance.

Table 4. 25  Skills Required by Managers

<table>
<thead>
<tr>
<th>Skill</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Perception</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of financial resources</td>
<td>177</td>
<td>4.05</td>
<td>.807</td>
<td>Good</td>
<td>49.2</td>
</tr>
<tr>
<td>Management of staff</td>
<td>177</td>
<td>4.27</td>
<td>.632</td>
<td>Good</td>
<td>58.2</td>
</tr>
<tr>
<td>Partnership working</td>
<td>177</td>
<td>4.08</td>
<td>.746</td>
<td>Good</td>
<td>55.9</td>
</tr>
<tr>
<td>Project management</td>
<td>177</td>
<td>3.81</td>
<td>.830</td>
<td>Good</td>
<td>50.3</td>
</tr>
<tr>
<td>Strategic planning</td>
<td>177</td>
<td>4.03</td>
<td>.694</td>
<td>Good</td>
<td>57</td>
</tr>
<tr>
<td>Information management</td>
<td>177</td>
<td>3.89</td>
<td>.819</td>
<td>Good</td>
<td>44.1</td>
</tr>
<tr>
<td>Managing conflict at the work place</td>
<td>177</td>
<td>4.03</td>
<td>.749</td>
<td>Good</td>
<td>49.2</td>
</tr>
<tr>
<td>Change management</td>
<td>177</td>
<td>4.04</td>
<td>.771</td>
<td>Good</td>
<td>52.5</td>
</tr>
</tbody>
</table>
ii) Manager’s satisfaction with their development

As shown in table 4.27, the mean values of the responses to various issues were within a narrow range of 1.6 and 1.9 and standard deviations ranged between 0.7 and 1.0. These were narrow ranges showing that the respondents were fairly homogeneous in their responses. The managers on average agreed that they were satisfied with management development but only 49% agreed it improved their skills for management of finances and 44% agreed it improved management of information. Managers agreed they were satisfied with management development except with regard to their capacity to improve capacity to learn well with other managers (43.3%), ability to communicate objectives, see role in achievement of objectives and of Kenya Vision 2030. The findings agree with those by Mighty and Ashton (2003) and Wrightman & Kelly (1996) that the measure for effectiveness of management development depended on the extent it concurred with the manager’s perceptions of its relevance to their needs. Redding (1974) found that managerial effectiveness was evident in how well managers applied their skills and abilities in guiding and directing others to achieve desired results. Pineda, Belvis, Moreno & Ucar (2011) found that managers considered training effective if it met their needs to update knowledge and had a positive effect on their personal development. The study concludes that management development in the civil service is effective with regard to achieving manager’s satisfaction with their development.
### Table 4.26 Manager’s Satisfaction with their Development

<table>
<thead>
<tr>
<th>Perception</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved job performance</td>
<td>177</td>
<td>4.32</td>
<td>.745</td>
<td>Agree</td>
<td>47.5</td>
</tr>
<tr>
<td>Increased chances of promotion</td>
<td>177</td>
<td>4.07</td>
<td>.980</td>
<td>Agree</td>
<td>46.9</td>
</tr>
<tr>
<td>To establish targets for career development</td>
<td>177</td>
<td>4.16</td>
<td>.793</td>
<td>Agree</td>
<td>52</td>
</tr>
<tr>
<td>Learnt to work well with other managers</td>
<td>177</td>
<td>4.39</td>
<td>.712</td>
<td>Agree</td>
<td>43.5</td>
</tr>
<tr>
<td>Learnt to motivate people achieve targets</td>
<td>177</td>
<td>4.20</td>
<td>.782</td>
<td>Agree</td>
<td>55.9</td>
</tr>
<tr>
<td>Learnt to delegate effectively</td>
<td>177</td>
<td>4.25</td>
<td>.714</td>
<td>Agree</td>
<td>57.1</td>
</tr>
<tr>
<td>Able to communicate objectives of department</td>
<td>177</td>
<td>4.25</td>
<td>.803</td>
<td>Agree</td>
<td>48.5</td>
</tr>
<tr>
<td>Can see role in achievement of objectives</td>
<td>177</td>
<td>4.40</td>
<td>.736</td>
<td>Agree</td>
<td>42.3</td>
</tr>
<tr>
<td>Can visualize how to achieve Vision 2030</td>
<td>177</td>
<td>4.35</td>
<td>.851</td>
<td>Agree</td>
<td>33.4</td>
</tr>
</tbody>
</table>

#### iii) Organization performance

As shown in table 4.28, the mean values ranged from about 4.0 to 4.4 and standard deviation was between 0.6 and 0.9 showing that the population was fairly
homogeneous in responding to the issues. The respondents agreed that management development contributed to organizational performance positively. This supports theories by Watson (1994) and Skinner (1974) and findings by Goldstein (1993) that development of managers is about influencing their behaviour in a goal directed way to achieve organizational goals. The findings collaborate those by Wrightman & Kelly (1960), Mighty & Ashton (2003) that success of management development can only be gauged on the extent to which it meets organizational goals and objectives. Wang et al (2002) argued that effective management development has a significant impact on effectiveness (achievement of goals) and efficiency (cost effectiveness) of organizations as well as change management.

According to the findings, management development does not significantly improve organization performance except for efficient use of resources. Katou (2009) argued that effective management development should develop capacity of the organization to address future challenges. According to Bertalanffy (1972), Swanson & Graduous (1988), Bennet & Langford (1983), organizations invest in development of its managers in return for improved performance and productivity. There is a relationship between what a manager achieves (performance) and what they are expected to achieve (aims and objectives) within the constraints imposed by organizational and socio-economic environment.
### Table 4.27  Effect on Organization Performance

<table>
<thead>
<tr>
<th>Perception</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Median</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of goals and objectives</td>
<td>177</td>
<td>4.41</td>
<td>.623</td>
<td>Median</td>
<td>44.6</td>
</tr>
<tr>
<td>Efficient use of resources</td>
<td>177</td>
<td>4.14</td>
<td>.687</td>
<td>Agree</td>
<td>51.4</td>
</tr>
<tr>
<td>capacity to address future challenges</td>
<td>177</td>
<td>4.08</td>
<td>.826</td>
<td>Agree</td>
<td>43.5</td>
</tr>
<tr>
<td>capacity to remain relevant with change</td>
<td>177</td>
<td>4.20</td>
<td>.763</td>
<td>Agree</td>
<td>43.5</td>
</tr>
<tr>
<td>Help in succession management</td>
<td>177</td>
<td>3.95</td>
<td>.858</td>
<td>Agree</td>
<td>41.8</td>
</tr>
<tr>
<td>Help in management of change</td>
<td>177</td>
<td>3.97</td>
<td>.849</td>
<td>agree</td>
<td>40.1</td>
</tr>
</tbody>
</table>
Inferential statistics

Research question 5: Do all the variables (management development policy, organization politics, management development activities and human resource development expertise) together affect the effectiveness of management development in the civil service of Kenya?

Pearson’s correlation

As shown in table 4.29, all variables have a positive relationship with effectiveness of management development but of varying strengths. The strongest relationship was between management development activities at .490** followed by Policy at .475**, HRD expertise at .421 and the weakest was organization politics at .341** (all of them significant at p<.001)

Table 4. 28 Correlation For all Variables

<table>
<thead>
<tr>
<th>Effectiveness of MD</th>
<th>HRD expertise</th>
<th>MD activities</th>
<th>Organizational politics</th>
<th>MD Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.421**</td>
<td>.490**</td>
<td>.341**</td>
</tr>
<tr>
<td>Sig(2tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>177</td>
<td>177</td>
<td>177</td>
<td>177</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)

Regression model

\[ y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \epsilon \]
Where $x_1$ is management development policy, $x_2$ is organization politics, $x_3$ is management development activities, $x_4$ is Human Resource Development Expertise, and $\beta$ is constant.

Regression analysis using SPSS gave coefficient R equal to .595 showing a strong relationship between the variables and effectiveness of management development. The R2 value of .354 showed that the model could explain up to 35.4% of the variation in the dependent variable. Other factors accounted for the rest of the variation. The F statistic values of 23.587 $p<.001$ was big enough to confirm the model’s goodness of fit to explain the variations and validate that the independent variables affect the dependent variable differently. The beta values confirmed the relative importance of each variable as a predictor of effectiveness of management development. The t values confirmed that management development activities are the most useful predictor of effectiveness of management development ($t=4.160$), then Policy ($t=3.148$), organization politics ($t=1.186$) and then HRD expertise ($t=2.126$). The beta coefficients confirmed the relative strength of each variable as a predictor of effectiveness of management development.

Effective management development should be based on the following considerations: a contingent definition of what constitutes effective managerial behaviour; a development process which emphasizes activities that increase managerial effectiveness and identification of learning processes which are effective for managers as individuals and in groups (Mumford & Gold, 2004). There is need to investigate what other factors affect effectiveness of management development in the civil service of Kenya since the factors investigated in this study contribute only 35.4% of the variation.
Table 4.29  Regression Model for all variables

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.595</td>
<td>.354</td>
<td>23.587</td>
<td>.000</td>
</tr>
</tbody>
</table>

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Un-standardized coefficients</th>
<th>Standardized coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>10.609</td>
<td>4.560</td>
</tr>
<tr>
<td>MD Policy</td>
<td>.328</td>
<td>.103</td>
</tr>
<tr>
<td>MD activities</td>
<td>.521</td>
<td>.125</td>
</tr>
<tr>
<td>Organization politics</td>
<td>.221</td>
<td>.187</td>
</tr>
<tr>
<td>HRD expertise</td>
<td>.162</td>
<td>.076</td>
</tr>
</tbody>
</table>

Chapter Summary

According to the findings, each of the independent variables had a significant effect on effectiveness of management development. Management development activities undertaken had the greatest effect followed by the management development policy, then human Resource Development Expertise and organization Politics had the least effect. The regression equation for the relationships can be re-modelled as shown below:

\[ Y = 10.609 + .521 \times x_1 + .328 \times x_2 + .221 \times x_3 + .162 \times x_4 + e' \]  

Where:

\( Y = \) effectiveness of management development
\( x_1 = \text{Management Development activities} \)

\( x_2 = \text{management development Policy; } x_3 = \text{HRD expertise} \)

\( X_4 = \text{Organization Politics and } e' = \text{other factors.} \)

The Conceptual framework could be remodelled as shown below.

![Remodelled Conceptual Framework](image-url)

**Independent variables**

- **Management development activities**: formal/ informal/ involvement with Professional associations/coaching/mentoring/performance reviews/appraisal
- **Management development policy**: Existence of a policy/ Written plans & projections/ commitment of top level mgmt/ needs assessment/ allocation of time/ financial resources
- **HRD expertise**: Vision/ skillfulness/ capacity for TNA/ Ability to plan training based on identified needs/ Plan for MD/ work effectively with managers/ communicate effectively
- **Organizational politics**: Perceptions of politics/ Clarity of roles and expectations/ fairness in distribution of finances/ time allocation/ support by supervisor/ opportunity to use learned skills

**Dependent variable**

- **Effectiveness of management Development**:
  - **Individual**: Technical/ people/ conceptual skills & Competences/ satisfaction with MD
  - **Organizational**: achievement of goals/ change management/ Relevance to mandate/ succession management/ address future needs

**Other intervening variables**

- Organizational culture
- Motivation
- Social relationships
- Work based development

**Figure 4.28** Remodelled Conceptual Framework
CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarises the findings of the study. It describes how Management Development Policy, Management Development activities, Organization Politics and Human Resource Development expertise affect effectiveness of management development in the civil service of Kenya. The study then draws conclusions from the findings and makes recommendations on how management development in the civil service could be made more meaningful to managers and more effective in contributing to economic development of the country. The chapter ends with recommendations for further research.

5.2 SUMMARY OF FINDINGS

This section summarizes the key findings of the study on the basis of the Research questions.

Research Question 1:

Does Management Development Policy affect Effectiveness of Management Development in the Civil Service of Kenya?

The study established a positive linear relationship between management development policy and effectiveness of management development but the relationship was weak. Majority of the respondents did not see a very clear link between management development activities undertaken and their needs for performance. They also did not see the link between management development and what managers did on a day to day basis. Majority
respondents expressed dissatisfaction with financial resources allocated to management development and they did not think that their participation in Strategic planning enhanced their capacity for strategic planning. They also did not relate their acquisition of skills in management of finances and partnership working to the development activities undertaken.

**Research Question 2:**

**Do Organization Politics Affect Effectiveness of Management Development in the Civil Service of Kenya?**

The study established there was a positive linear relationship between Organization Politics and effectiveness of management development. The relationship was weak but statistically significant. The managers agreed that they had their supervisors support to develop themselves and to transfer knowledge gained to their workplace. They thought that organization Politics affected the key management areas of decision making, staffing, promotion and rewards, organization of project teams and relationship with supervisors only to a small or moderate extent. However, they thought Organization politics affected social relationships at work but had no effect on distribution of opportunities for their development which they thought were fair and equitable.

**Research Question 3:**

**Do Management Development Activities affect Effectiveness of Management Development in the Civil Service of Kenya?**

The study established there was a positive linear relationship between management development activities and effectiveness of management development and the relationship
was fairly strong. The study found there was bias towards formal development activities like outside seminars, workshops and strategic leadership/senior management development programs. Only slightly more than half of the respondents had regular appraisals and performance reviews. Informal development activities like coaching/mentoring, dialogue were not used frequently though the managers thought they were important for their effective development.

Research Question 4:

Does Human Resource Development Expertise affect Effectiveness Of Management Development in the Civil Service of Kenya?

The study established there was a positive linear relationship between HRD expertise and effectiveness of management development. The relationship was strong and statistically significant. However, the study showed no correlation between Human Resource development expertise and manager’s development of Technical, People and Conceptual skills. Managers did not think the HRD professionals were very skilful in implementing HRD initiatives nor did they have capacity for effective communication. They also did not think they were very good in planning and conducting training needs assessments or planning training and development targeted at identified needs. They did not find them good at networking with managers or in use of work based development techniques like dialogue, internal benchmarking and use of e-learning and career counselling. They also did not encourage managers to develop themselves.
Research Question 5:

Do all the Variables (Management Development Policy, Organization Politics, Management Development Activities and HRD Expertise) together affect Effectiveness of Management Development in the Civil Service of Kenya?

The study established that all the four variables had positive correlation with effectiveness of management development. However, the strength of the relationship was strongest with Management development activities, then Management Development policy, Human resource Development expertise and Organization Politics in that order. All the variables together had a stronger correlation with effective management development than any one of them.

5.3 CONCLUSIONS

Based on the findings, the study concludes as follows:

i) The Government of Kenya is committed to Management Development and has a policy to guide the development. However, the policy is not very closely linked to nor is it derived from a strategy aimed to influence acquisition of core managerial skills for effective performance. The managers also said that they were dissatisfied with financial resources allocated to management development. There is need to link management development to the reality of manager’s work.

ii) The Government should ensure that there is compliance with the policy provisions especially linkage of management development activities to identifies needs for performance.
iii) Managers are aware of the political environment they work in but are not aware of organization politics at play within their ministries. Perhaps the impact of organization politics has been tempered with practices that reduce its negative impacts like introduction of performance contracting that has ensured that managers are clear on their roles and what is expected of them.

iv) The study contradicts findings in other studies about the role of Organization Politics in decision making and other management areas. It is possible that existence of institutions like the Public Service Commission that takes decisions on career progression and promotion, the Pay Review Board (now Salaries and Remuneration Commission) that takes decisions on rewards and the Ministry of State for public service that takes decisions on staffing and Human Resource management have significantly reduced the impact of organization politics on key management areas at Ministry level.

v) The effect of politics on social relationships in the civil service could be the reason for the ‘silo mentality’ pervading individual ministries and the entire civil service. This interferes with learning from each other and limits benchmarking of successful interventions in service delivery. It may also be the reason for duplication of effort that interferes with effective service delivery.

vi) Domination of Management Development in the civil service by formal development activities mainly seminars and workshops outside the workplace and Senior Management / Strategic Leadership development program has reduced management development to a series of events that have little or no relevance to needs of managers for effective service delivery.
vii) Informal development processes like coaching and mentoring, membership to Professional Associations and use of feedback from performance reviews and appraisals were not considered very important and probably not viewed as development processes. Majority (94%) agreed that experience was important for their effective development. This has interfered with proper identification of performance related needs and reduces effectiveness of management development by failing to encourage learning from one another and from experiences of others.

viii) The Government should address the practice of HRD in the civil service to ensure there is capacity to carry out the function effectively. The Government should pay attention to recruitment and development of HRD professionals to ensure they are able to act as good facilitators of management development. The professionals should also pay attention to their capacity for effective communication and to effectively conduct Training Needs Assessment for managers.

ix) Perception of the managers that HRD professionals were not very good in their work is of great concern and there is need for the Professionals to get buy in through learning to network in order to effectively involve managers in their development.

5.4 RECOMMENDATIONS

Based on the findings, the study recommends the following:

i) The Government of Kenya should develop a Policy monitoring and evaluation framework to ensure training needs assessments are used to guide the design of
development activities in order to match development with the reality of what managers do and to address needs for performance improvement.

ii) The core Civil service Ministries should match commitment to management development with action by ensuring that adequate financial resources are allocated to management development and that there is a systematic identification of managers needs in order to match development to needs for improved performance.

iii) The Government should pay attention to recruitment and developments of HRD professionals to ensure those in the service have capacity for strategic management development if it will improve service delivery and ensure the civil service contributes effectively to economic development.

iv) There is need to diversify management development activities in the civil service and avoid over reliance on planned formal development. Mentoring and coaching by seniors should be integrated in management development and performance reviews and appraisal meetings used to provide feedback on performance and identify development needs.

v) HRD professionals should seek to improve manager’s perception of their role by increasing their capacity for effective communication. This way, they will be able to market HRD function and reduce the practice distance with managers. They will also contribute to positioning the HRD function strategically to add value to the achievement of goals and objectives.
5.5 SCOPE FOR FURTHER RESEARCH

The study recommends further research to:

i) Establish what other factors affect effectiveness of management development in the civil service.

ii) Investigate the practice of Human Resource Development in the civil service to establish how it can be made more efficient and effective to address Government aspirations in Kenya Vision 2030.

iii) Establish the role of organizational politics on work in the civil service of Kenya.
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APPENDICES

Appendix 1  Ministries in the Civil service of Kenya

1. State Law Office
2. Ministry of Agriculture
3. OOP - Cabinet Office
4. Ministry of Cooperative Dev. And Marketing
5. Ministry of State for Public Service
6. Ministry of East African Community
7. Ministry of Energy
9. Ministry of Fisheries Development
10. Ministry of Finance
11. Ministry of Forestry and Wildlife
12. Ministry of Gender and Children
13. Ministry of Immigration and Registration of Persons
14. Ministry of Industrialization
15. Ministry of Justice& Const. Affairs
16. Ministry of Labour
17. Ministry of Livestock Dev.
18. Ministry of Foreign Affairs
19. Ministry of Home Affairs
20. Ministry of Housing
22. Ministry of Local Government
23. Ministry of National Heritage
24. Ministry of Education
25. Ministry of Medical Services
26. Ministry of Lands
27. Ministry of Roads
28. Ministry of Higher Education
29. Ministry of Tourism
30. Ministry of Planning and National Dev.
31. Ministry of Public Health
32. Ministry of Special Programmes
33. Ministry of Water and Irrigation
34. Ministry of Youth Affairs
35. Ministry of Development of Northern Kenya
36. Ministry of Nairobi Metropolitan Dev.
37. Office of the Prime Minister
38. Public Service Commission
40. Ministry of Regional Development
41. Ministry of Transport
42. Ministry of Trade

(Government Circular No.1/ 2008)
## Appendix 2 Distribution of Civil Servants by Job Groups

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>400</td>
<td>288</td>
<td>688</td>
</tr>
<tr>
<td>B</td>
<td>122</td>
<td>77</td>
<td>199</td>
</tr>
<tr>
<td>C</td>
<td>608</td>
<td>325</td>
<td>933</td>
</tr>
<tr>
<td>D</td>
<td>5,351</td>
<td>2,691</td>
<td>8,042</td>
</tr>
<tr>
<td>E</td>
<td>2,658</td>
<td>1,637</td>
<td>4,295</td>
</tr>
<tr>
<td>F</td>
<td>72,803</td>
<td>14,019</td>
<td>86,822</td>
</tr>
<tr>
<td>G</td>
<td>17,807</td>
<td>7,366</td>
<td>25,173</td>
</tr>
<tr>
<td>H</td>
<td>13,839</td>
<td>6,549</td>
<td>20,388</td>
</tr>
<tr>
<td>J</td>
<td>11,901</td>
<td>7,432</td>
<td>19,341</td>
</tr>
<tr>
<td>K</td>
<td>15,245</td>
<td>11,841</td>
<td>27,086</td>
</tr>
<tr>
<td>L</td>
<td>7,198</td>
<td>3,755</td>
<td>10,953</td>
</tr>
<tr>
<td>M</td>
<td>3,592</td>
<td>1,169</td>
<td>4,761</td>
</tr>
<tr>
<td>N</td>
<td>1,934</td>
<td>759</td>
<td>2,693</td>
</tr>
<tr>
<td>P</td>
<td>1,508</td>
<td>483</td>
<td>1,991</td>
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<tr>
<td>Q</td>
<td>756</td>
<td>260</td>
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<tr>
<td>R</td>
<td>352</td>
<td>123</td>
<td>475</td>
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<tr>
<td>S</td>
<td>136</td>
<td>35</td>
<td>171</td>
</tr>
<tr>
<td>T</td>
<td>133</td>
<td>34</td>
<td>167</td>
</tr>
<tr>
<td>U</td>
<td>48</td>
<td>9</td>
<td>57</td>
</tr>
<tr>
<td>V</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156,394</strong></td>
<td><strong>58,852</strong></td>
<td><strong>215,254</strong></td>
</tr>
</tbody>
</table>

(MSPS, 2010)
Appendix 3  Features of the Banding System in the civil service

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BAND</th>
<th>CURRENT JOB</th>
<th>GROUP EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. POLICY MAKERS</td>
<td>A1</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A2</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A3</td>
<td>T&amp;S</td>
<td></td>
</tr>
<tr>
<td>II. SENIOR MANAGERS</td>
<td>B1</td>
<td>P-R</td>
<td></td>
</tr>
<tr>
<td>TECHNICAL STAFF</td>
<td>B2</td>
<td>K-N</td>
<td></td>
</tr>
<tr>
<td>III. SUPPORT STAFF</td>
<td>C</td>
<td>G-J</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>A-F</td>
<td></td>
</tr>
</tbody>
</table>

(Pay Policy for the Public service, GOK, 2006)
Appendix 4  Distribution of the target population

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Number in Nairobi</th>
<th>Proportionate Contribution to Sample</th>
<th>Approximate number to be Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>1257</td>
<td>0.5</td>
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</tr>
<tr>
<td>Q</td>
<td>643</td>
<td>0.3</td>
<td>60</td>
</tr>
<tr>
<td>R</td>
<td>435</td>
<td>0.2</td>
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</tr>
<tr>
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</tbody>
</table>

Adapted from IPPD data (MSPS, 2011)
## Appendix 5  The Sample By Ministry

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>MINISTRY</th>
<th>NUMBER TO BE SAMPLED</th>
<th>Questionnaires administered</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>Q</td>
<td>R</td>
</tr>
<tr>
<td>1</td>
<td>State Law Office</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Office of the President and Cabinet Affairs</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Co-operative Development</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>State for Public Service</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Energy</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Environment and Mineral Resources</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Fisheries Development</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Ministry of Finance</td>
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<td>0</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Forestry and Wildlife</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Gender and Children</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Immigration and Registration of persons</td>
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<td>2</td>
<td>0</td>
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<tr>
<td>13</td>
<td>Industrialization</td>
<td>4</td>
<td>0</td>
<td>1</td>
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<tr>
<td>14</td>
<td>Justice and Constitutional Affairs</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>15</td>
<td>Labour and Human Resource Development</td>
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<td>2</td>
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<tr>
<td>16</td>
<td>Livestock Development</td>
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<td>8</td>
<td>5</td>
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<tr>
<td>17</td>
<td>Foreign Affairs</td>
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<td>1</td>
</tr>
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<td>18</td>
<td>Ministry of Home Affairs</td>
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<td>Housing</td>
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<td>Information and Communication</td>
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<td>2</td>
<td>1</td>
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<td>21</td>
<td>Ministry of Local Government</td>
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<td>1</td>
</tr>
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<td>22</td>
<td>National Heritage and Culture</td>
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<td>1</td>
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<td>23</td>
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<td>7</td>
<td>6</td>
<td>0</td>
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<td>24</td>
<td>Medical services</td>
<td>8</td>
<td>9</td>
<td>8</td>
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<tr>
<td>25</td>
<td>Lands</td>
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<td>1</td>
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<td>26</td>
<td>Roads</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<td>27</td>
<td>Higher Education, Science and Technology</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>28</td>
<td>Tourism</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
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<td>29</td>
<td>Planning, National Development &amp; Vision 2030</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>30</td>
<td>Public Health</td>
<td>8</td>
<td>5</td>
<td>1</td>
</tr>
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<td>31</td>
<td>Ministry of State for Special Programmes</td>
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<td>0</td>
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<td>32</td>
<td>Water and Irrigation</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>Youth Affairs &amp; Sports</td>
<td>1</td>
<td>2</td>
<td>4</td>
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<td>Northern Kenya</td>
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<td>1</td>
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<td>Nairobi Metropolitan</td>
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<td>3</td>
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<td>2</td>
<td>2</td>
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<td>38</td>
<td>Transport</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>39</td>
<td>Trade</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>88</strong></td>
<td><strong>72</strong></td>
<td><strong>51</strong></td>
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</table>
Appendix 6  Theoretical Orientations

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Behaviorism</th>
<th>Cognitivism</th>
<th>Humanism</th>
<th>Social/situational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning theorists</td>
<td>Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner</td>
<td>Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne</td>
<td>Maslow, Rogers</td>
<td>Bandura, Lave and Wenger, Salomon</td>
</tr>
<tr>
<td>View of the learning process</td>
<td>Change in behaviour</td>
<td>Internal mental process (including insight, information processing, memory, perception)</td>
<td>A personal act to fulfil potential.</td>
<td>Interaction /observation in social contexts. Movement from the periphery to the centre of a community of practice</td>
</tr>
<tr>
<td>Locus of learning</td>
<td>Stimuli in external environment</td>
<td>Internal cognitive structuring</td>
<td>Affective and cognitive needs</td>
<td>Learning is in relationship between people and environment.</td>
</tr>
<tr>
<td>Purpose in management education</td>
<td>Produce behavioural change in desired direction</td>
<td>Develop capacity and skills to learn better</td>
<td>Become self-actualized, autonomous</td>
<td>Full participation in communities of practice and utilization of resources</td>
</tr>
<tr>
<td>Educator's role</td>
<td>Arranges environment to elicit desired response</td>
<td>Structures content of learning activity</td>
<td>Facilitates development of the whole person</td>
<td>Works to establish communities of practice in which conversation and participation can occur.</td>
</tr>
<tr>
<td>Manifestation s in adult learning</td>
<td>Behavioural objectives</td>
<td>Cognitive development</td>
<td>Andragogy</td>
<td>Socialization</td>
</tr>
<tr>
<td></td>
<td>Competency-based education</td>
<td>Intelligence, learning and memory as function of age Learning how to learn</td>
<td>Self-directed learning</td>
<td>Social participation</td>
</tr>
<tr>
<td></td>
<td>Skill development and training</td>
<td></td>
<td></td>
<td>Associationalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conversation</td>
</tr>
</tbody>
</table>
Appendix 7  Introduction letter to Respondents

Dear ………………………………………..

I am a student of Jomo Kenyatta University of Agriculture and Technology pursuing a PhD in Human Resource Management. I am interested in finding out how the Government develops its staff in the management cadres. The following questionnaire is designed to gather information on the same.

Kindly assist by taking 10 minutes off your busy schedule to complete the questionnaire with the bearer. The information you provide will be regarded in confidence and used for purposes of this academic study.

Your assistance is highly appreciated.

Regards ………………………………………..
Appendix 8  Questionnaire

Instructions

Kindly indicate by ticking or circling the number that corresponds to your response in the tables provided for each question

SECTION ONE: Characteristics of Respondents

1. Ministry (optional).................................................................

2. Job Group:  P    Q    R

3. Highest educational Qualification
   PhD    Masters    Bachelors    Diploma/Certificate

4. Years worked in management cadres (Job Groups P,Q, R)
   Over 10 years    6-10    2-5    Less than 2

5. Number of employees supervised:
   Less than 10    10-30    31-50    Over 50

SECTION TWO: Management Development Policy:

6. Does your ministry have a policy to develop its management staff?
   Yes 2    No 1

   If yes, is it documented or implied by action?
   Documented 2    implied 1

7. Was the policy developed through an open and fair process involving the managers?
   Yes 2    No 1

233
8. Do you agree that managers in your ministry are involved in strategic planning as part of their development?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>neutral</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

9. There is a systematic identification of managers needs in this ministry in order to relate training with needs for skills and knowledge.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>neutral</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

10. In your opinion how clear is the link between management development and the reality of what managers do?

<table>
<thead>
<tr>
<th>Very clear</th>
<th>Clear</th>
<th>Not sure</th>
<th>Not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

11. How adequately does management development address future needs of managers for effective performance?

<table>
<thead>
<tr>
<th>Very adequate</th>
<th>Adequate</th>
<th>moderate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

12. There is top level commitment to management Development in this ministry.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>neutral</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
13. The management development policy specifies the number of days in a year to be spent on a manager’s development.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

14. To what extent do you agree with each following statement concerning the management development policy of your ministry?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- The current training policy in the civil service adequately addresses management development.
- The policy focuses management development to address needs of the Ministry’s performance contract.
- Management development in the ministry is in line with the goals and objectives of the ministry.
- The ministry develops plans and projections for training and development of managers every year.
- Management development is a component of the bigger ministry’s strategic Human Resource Development.
philosophy.
Management development is integrated with implementation of the Ministry’s strategic plan?

15. How satisfied are you with the financial resources allocated by your ministry for developing its managers?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2</td>
</tr>
</tbody>
</table>

16. In your opinion, does management development promote implementation of the Ministry’s mandate?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

SECTION THREE: ORGANIZATIONAL POLITICS

Perceptions of politics

17. In your opinion, is it important for managers in the civil service to recognize organizational politics as an important aspect of their work?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

Explain……………………………………………………………………………………………………………………………………

18. Should management development also include development of political skills?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
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<tbody>
<tr>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

If Yes, Explain ……………………………………………………………………………………………………………………………

236
19. How would you rate distribution of management development opportunities in your Ministry?


20. In Your opinion, to what extent does organization politics affect social relationships within the ministry?


Very small extent [1]


If Yes, please state how……………………………………………….

22. From your perspective which of the following areas of management are affected by organizational politics in your ministry?

Decision making [5]

promotion and rewards [4]

Relationship with supervisors [3]

Organization of project teams [2]

Staffing of different departments [1]

23. How often are managers in your ministry required to impress supervisors in order to get development opportunities?

24. To what extent do you agree with each of the following statement regarding how relationship with supervisors affects management development in your ministry?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>agree</th>
<th>Neutral</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

My supervisor ensures that I am clear about my roles in the ministry

I am sure about what is expected of me as a manager in this ministry

My supervisor gives me opportunities to attend management development programs and activities.

My supervisor encourages me to apply knowledge I gain from management development programmes

My Ministry is relatively free of organizational politics

25. To what extent does political self interest affect the equitable and just distribution of resources for management development in your ministry?

<table>
<thead>
<tr>
<th>Very high</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
26. Do you consider playing politics an important aspect for your success as a manager in the ministry? Yes [2] No [1]

If Yes, explain why?………………………………………………………………………………

SECTION FOUR: MANAGEMENT DEVELOPMENT ACTIVITIES

27. What is the average number of days per year you spend in formal training per year?


28. Where does most of the management development training take place in your ministry?

In-house seminars and workshops [2]

Outside seminars and workshops [1]

29. How often do you undertake performance reviews and appraisal meeting with your supervisor?


Never [1]

30. Are you pursuing additional college/university education as part of your management development activity?

Yes [2] No [1]
If yes, please specify the level………………………………………………

PHD 5  Masters 4  Degree 3  Diploma 2

31. **How would you rate each of the following in terms of effectiveness in improving your performance as a manager?**

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Fairly important</th>
<th>Not important</th>
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<tr>
<td>wide experiences of</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>challenging assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring/ coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by my seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>membership of a</td>
<td></td>
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<td>professional association</td>
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<td>collaboration and</td>
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<td>consultations with</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>other managers/ HODs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>within and outside the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry</td>
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<td></td>
</tr>
<tr>
<td>Strategic leadership</td>
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<td></td>
</tr>
<tr>
<td>program/ Senior</td>
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<td></td>
<td></td>
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<td>management courses</td>
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<td>Self development</td>
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<td>techniques</td>
<td></td>
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<td>experience as a</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>manager/ HOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
32. **In terms of your aspirations for further development as a manager, how would you rank the following areas in order of priority?**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Further learning in my professional area</td>
<td>6</td>
</tr>
<tr>
<td>Time management and personal organization</td>
<td>5</td>
</tr>
<tr>
<td>Influencing skills</td>
<td>4</td>
</tr>
<tr>
<td>Work-life balance</td>
<td>3</td>
</tr>
<tr>
<td>Customer care</td>
<td>2</td>
</tr>
<tr>
<td>Personal development e.g. reducing stress, confidence building, communication, listening etc.</td>
<td>1</td>
</tr>
</tbody>
</table>
33. How frequently are you involved in each of these activities in your Ministry?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Frequent</th>
<th>Frequent</th>
<th>Neutral</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project work in the ministry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special assignments like taskforces, problem solving teams</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging/difficult job assignment/task forces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions / meetings with customers/public</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring by seniors</td>
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<td></td>
<td></td>
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<tr>
<td>Career planning</td>
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</table>

SECTION FIVE: HRD EXPERTISE

34. Do HRD professionals in your ministry help managers to plan for self driven continuing professional development?

Yes 2  No 1
35. **How frequently do HRD professionals in your Ministry use each of the following techniques to encourage managers develop themselves effectively?**

<table>
<thead>
<tr>
<th>Technique</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Neutral</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help managers to frequently dialogue with their peers in the ministry</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Publicise initiatives that have worked in one department as a way to encourage others to benchmark internally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help managers to identify their goals in learning and choose appropriate resources and methods of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help managers deal with problems related to management of human resources in their departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support managers to institutionalize a culture of continuous learning in their departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying managers’ needs for career development</td>
<td></td>
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</tr>
<tr>
<td>Career counselling</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>computer supported learning/e-learning</td>
<td></td>
<td></td>
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</table>

**Rating of HRD Professionals**

243
36. **How would you rate the HRD professional in your ministry in each of the following areas?**

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>average</th>
<th>poor</th>
<th>very poor</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

- They have a vision for the ministry’s HRD function
- They are skilful in implementing HRD activities
- They are clear about their roles
- Have capacity for effective communication
- Have capacity to plan training and development targeted at identified needs
- Have ability to establish goal priorities in annual training projections
- Have ability to plan activities that foster development of managers for effective performance
- They have Proficiency in designing and conducting needs assessment of managers
- Actively network with managers to identify and seek solutions to problems related to lack of skills and knowledge
37. How would you rate your working knowledge of each of the following technical areas?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>average</th>
<th>poor</th>
<th>very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Management of Financial resources
Management of staff
Partnership working
Project management
Strategic planning
Information management
Managing conflict at the work place
Change management

38. To what extent do you agree with each of the following statement regarding the benefits you have acquired from management development initiatives by your ministry?

<table>
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<tr>
<th>Strongly agree</th>
<th>agree</th>
<th>neutral</th>
<th>disagree</th>
<th>strongly disagree</th>
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<tbody>
<tr>
<td>5</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

I have improved my job performance
I have increased my chances of promotion
I have learnt to define and establish my targets for career and professional development.

I have learnt how to work well with all other heads of department in the ministry.

I have learnt how to motivate people working under me to achieve our target.

I have learnt to effectively delegate various roles to others in my department.

I am able to communicate objectives of my department clearly.

I can see the role of department in the achievement of the ministry’s objectives.

I am able to visualize the course of action my ministry should take to contribute to achievement of Kenya vision 2030.
39. How would you rate the contribution of management development in terms of the following benefits accruing to your ministry?

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<tr>
<th></th>
<th>Very good</th>
<th>Good</th>
<th>average</th>
<th>poor</th>
<th>very poor</th>
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<td>5</td>
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</table>

- It contributes to the achievement of the ministry’s objectives and goals
- It contributes to efficient use of resources
- It helps the ministry develop its capacity to address future challenges
- It builds the ministry’s capacity to remain relevant in a changing environment
- It helps the ministry with succession management
- It helps the ministry in management of change

THANK YOU
## Appendix 9  Principal Component Matrix (Rotated)

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<tr>
<th>Component</th>
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Extraction Method: Principal Component Analysis.
<table>
<thead>
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<th>Variable</th>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
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<td>Management development policy</td>
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<td>Management development activities</td>
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<td>Organization politics</td>
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<td>Effectiveness of management</td>
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