

# The Practice of Planning Supervisory Function in Ethiopian Management Institute: Mixed Approach

Mulatu Dea Lerra

Wolaita Sodo University, Department of Educational Planning and Management

## Abstract

The main objective of this study examines the practice of planning at the Ethiopian management institute to pin point the interface between theoretical and actual practice. Since the paper is dealing with assessing the existing planning practice and evaluating its effective implementation in light of the scientific approaches, the researcher primarily opted to apply descriptive research design method. The researcher implements open ended type questionnaire, interview and document analytical data gathering tools. 22 sample respondents were selected, out of the total 80 sample frame, to fill the questionnaire from each department based on the following quota. 10 for management development process, 2 for information and knowledge management process, 5 for property and service management process, 3 for plan, finance and report process, and 2 for human resource development process. Meanwhile, the researcher used judgmental sampling method to select the five process's owners since they have the required information for the issue under investigation. The result reveals that, the implementation trend on the other hand is multifaceted in the institute. Information and knowledge management functions are said to be better at translating strategic goals into reality. However, human resource development and management development process have their own limitations in successfully implementing the plan. The deviations of actual and planned performances will open the gate to further develop internal staffs and plan accurately for the coming time, as per the EMI planning practice. Along with this, the institute doesn't have a separate standard to measure plans' implementation effectiveness. Rather, they use the plan itself to see their performance. Spiraling merits and amplifying remedies for weaknesses is the key to walk in success track. As its current state of operation, it's possible to say that the Ethiopian Management Institute has good planning practice. The attention given to be directed at the planned spectrum, the effort exerted to introduce and practice recent management developments like that of Balanced Score Card and the like are the best qualities to be raised and escalated further in future engagements. Policies, particularly in the management development process, have to get proper attention

**Keywords:** Supervision, supervisory planning, Plan, Strategy, Organization, Policy

## 1. Introduction

It is the consensus among educationalists that planning has been validated in education since the late 1960's (Hetland and Ishumi, 1984:23; Coombs, 1970:16). Since then, taking the label educational planning has been recognized as the central function of educational managers of all levels ranging from school to national ministries (Coombs, 1970:15). It should be noted from the outset that the term educational planning and planning are used interchangeably in this paper for the purpose of convenience. Devising a sound educational plan is the true measure of an effective educational manager (Davies and Ellison, 1992:1; Mbamba, 1992:63). This way of thinking is acceptable in view of the increasing recognition that planning is the core of management.

Planning makes educational objectives more concert and tangible enough to be achieved, and hence effective planning could mean effective educational management. Another important fact worth mentioning here is that planning is premier to and logically precedes other managerial functions. Efficacy in the other managerial functions is a subsequent product of sound planning system. Furthermore, organization theorist equates the strength and future fate of an organization with its planning system (Dannelly, Gibson and Ivancevich, 1992:146). These all bear witness to the indispensability of this critical function of educational management. Accordingly, formulating the plan will not guarantee ultimate triumph and doesn't totally mean that the organization is running on the success track. Effective implementation is the key to translate what already visualized into the real work environment. Meanwhile, the plan is to be compatible with the policy guidelines of the organization. Considerate plan of all stakeholders and customer's intention is the key to guide any effort in acceptable path. These and other related facts, with the primary objective of being acquainted and learnt more about planning in the process of conducting this assessment, dictate the producers of this report to examine the planning practice of Ethiopian management institute.

## 2. Background of Ethiopian Management Institute

The history of the Ethiopian Management Institute (EMI) goes back to the 1950s where by the need to introduce modern management systems in the country was recognized by that time government. Cognizant of this, Economic Development and Public Administration Institute was established in 1954 to shoulder the responsibility.

However, as change in government organs, economic policies, development of skilled man power, and external environments kept on, the demand of managerial capability was also changing. To correspond to these changes, the aforementioned Institute did not end up with the same purpose, status and name.

Coming from its predecessors EMI was created in 1984 as a management institution initially to enhance the management development capabilities of government Institutions. It was transformed later in 1994 into a full-fledged National and specialized human resources and management development organization extending its scope of operation to serve the private sector and NGOs as well. EMI then, since established itself with the mandate “to enhance the performance and management effectiveness” of the public sector, the private sector, civil Institutions and Development Agencies as a major governmental management development institution dedicated to improving managerial performance and organizational effectiveness through Research, training, and consultancy interventions.

Over the years, EMI has moved from concentrating on training of supervisors, middle-and top-level management cadres of the public sector to private sector and NGOs. It has been providing training in different management courses through regular/open training programs. It has also been undertaking consultancy services for various organizations in the country.

Among the national capacity building programs, the government has given priority to build capacity of the public sector, based on this priority the civil service reform program is being widely exercised in civil service organizations. As a result, EMI is currently in the process of transforming itself to this policy direction provided by the government.

### ***2.1 Mission, Vision and Values of the Institute***

According to the strategic management, document of the institute, 2000 E.C, on the basis of its mandate and stakeholder expectations the institute has determined its envisioned future, how of a strategic intent and values that govern its performance as portrayed here below.

#### **Vision**

EMI’s vision is to be a leading management development center that enables the civil service and other institutions to provide efficient and effective services.

#### **Mission**

It has also a mission of building managerial capacity of the civil service and other organizations through need based and result oriented training, consultancy, research and other interventions.

#### **Values**

EMI considers the following values as its guiding principles:

- ⊙ EMI devotes itself to create competent leaders and effective organizations;
- ⊙ EMI’s existence bases on the customers
- ⊙ Continual learning is the root of our development
- ⊙ EMI stands for continuous change
- ⊙ EMI achieve greater results through limited resources

### **3. Statement of the Problem**

It is the contention of most authors in the field of management that effective plan preparation is not out of reach of a successful organization. In this connection, the process of planning is said to be the “key” factor by which the likely condition for effective realization of institutional goals can be enhanced. The planning process involves rational sequential stages which in turn reflect the scientific approach to forecast and see the coming future in planning glass. Beside to its formulation, technically sound and internally coherent plans may not sometimes be implemented at all. The social, economic and other factors are to be there and most likely impede the successful realization of what has been intended before. However, less elegant plans with stronger backing may show the high rate of execution.

Devising plans seems to be the subsequent production of sound management practice. This effort is expected to match with organizational policies. But in some cases, organizations may fail to stick with their policy guideline while planning daily routines. This on the other hand may put its own hindrance on organization effectiveness in their planning endeavor. Similarly, planning should involve an open approach through which one can secure the power of motivation of the target group to carry it out. Traditional style of planning, top-down approach, most likely devastates employees’ commitment and moral to execute what other craft on behalf of them. It is therefore that, though the plan preparation is a complex and formidable task, it needs insight and forward looking to tackle unforeseen challenges before happening.

In light of these hypothetical frameworks, this study is therefore conducted to examine the practice of planning at the Ethiopian management institute to pin point the interface between theoretical and actual practice. Accordingly, the following basic questions are formulated to be answered in the subsequent part of the report:

1. How frequently were the scientific, educational planning approaches being utilized in Ethiopian

- management institute planning process?
2. Did educational plans address the right needs of the institute? How often employees were involved in the planning process?
  3. To what extent were the characteristics and features of good plans exists in the Ethiopian management institute?
  4. To what extent the Ethiopian management institute is effective in implementation of its plan?
  5. How the planning practice and the existing policies match in the institute?

#### **4. Delimitation of the study**

As it is known, supervisory functions are five in number. However, given time and resource limitations, this paper primarily focuses on assessing the planning practice of the Ethiopian management institute.

#### **5. Objective of the study**

The primary objective of this paper is to examine the practice of educational planning and point out the interface between theoretical principles and the actual practice in the Ethiopian management institute. Specifically, it aims to

- ✚ Assess the link between the planning processes with guiding organizational policies
- ✚ Investigate the participation rate of employees in planning, formulation stages
- ✚ Evaluate the institute's plans with the theoretical characteristics of good plans

#### **6. Methodology, source of data, and procedures of the study**

Since the paper is dealing with assessing the existing planning practice and evaluating its effective implementation in light of the scientific approaches, the researcher primarily opted to apply descriptive research design method.

So as to accomplish the desired objective, the researcher used both primary and secondary data sources. The Ethiopian management institute, department managers and employees with the official institutional planning and policy documents are used as primary sources of information. Other researches, books and journals referenced for the study endeavor are also the secondary data sources for the paper.

The researcher implements open ended type questionnaire, interview and document analytical data gathering tools. The study population is comprised of two groups, the management and the employee. The total number of employees in the institute is 250. For the sake of convenience, and to grasp relevant information for the study those lower level employees (like janitors, security staffs, and guardians) and contract workers, which account about 170, are not considered in the sample selection procedure. Thus 22 sample respondents were selected, out of the total 80 sample frame, to fill the questionnaire from each department based on the following quota. 10 for management development process, 2 for information and knowledge management process, 5 for property and service management process, 3 for plan, finance and report process, and 2 for human resource development process. The base for assigning this quota is the number of employees found in each department. Out of which 18 Questionnaires were returned. Meanwhile, the researcher used judgmental sampling method to select the five process's owners since they have the required information for the issue under investigation.

After having the permission of the organization, the team has distributed the questionnaire and at the same time conducted the interview with higher officials. Finally the required documents were borrowed for analysis. The collected information is presented and analyzed thematically in relation to the theoretical explanations given in different sources. Triangulation of the study is kept via the information gathered using different sources and methods so as to make the paper somehow reliable and valid.

#### **7. Analysis and Interpretation**

##### ***7.1 Rationales of the Planning***

As it has been mentioned earlier, the Ethiopian management institute is established to fill administrative capacity gaps of client organizations through different developmental interventions. Out of its different units; management development is the core process stands for this basic purpose. Taking the capacity gap of customers into account, it seeks to pinpoint the management development need of the nation via six interventions namely, tailor made training, consultancy, management contract, focused executive development, consultant's development, and short term training. Besides, other divisions of the institute continuously strive to sever this process in attaining its objective using different machineries. Therefore, the institutes' primary focus of intention is providing quality service for client organizations, it seems mandatory to plan proactively and address its customers demand satisfaction.

As the interview conducted by the process owners revealed, the organizational planning endeavor is grounded in the very purpose of guiding the institute on perpetual success track. Proactive out looking of external developments and adoption of overall strategies with changing environmental conditions is achieved

through the planning effort. Coordination of different units and collaborative effort of all members towards satisfying customers is best done having the futuristic tool of planning to forecast unforeseen circumstances and avoid futile issues in a canny manner. Specifically, the process owners state the following uses as they have gained in their effort of planning:

- ✓ The institute is able to estimate the number of trainees that the management development process expects to capacitate fully in the budget year
- ✓ Provide direction on resource allocation for different working units and at the same time it avoids potential destructive conflicts might arise due to resource distribution.
- ✓ Every employee specifically consultants and trainers are aware of their assignment on different projects prior to service delivery
- ✓ Open the gate for discussion with the ministry of capacity building on the number and level of engagements in organizational transformation of client entities in order to facilitate the implementation of the civil service reform program
- ✓ Provide a ground for the barely effort of reporting on the overall performance of the departments and used to indulge much attention for monitoring and evaluation processes.
- ✓ Provide a start up point to budget carefully, whatever the budgeting mechanism is, and monitor and evaluate actual performances at the final phase of managerial functions.

All the planning effort of the organization is primarily based on the general Institutional strategic plan. As all process owners said, the planning task is built in the very interest of the organization and can fully address its needs.

### **7.2 Approaches of Planning**

Both the interview questions designed for the process owners and the issue raised in the questionnaire for employees had a component to see the approach that the institute is currently practicing to formulate a plan. According to the process owners, their respective department is currently using multifaceted planning approach. Since it is not as such a long to go in implementing BPR in the institute, specifically the human resource development process is to be engaged in developmental planning approach in order to incorporate the changing atmosphere of the institute in daily routines. For instance, planning to conduct continuous needs assessment of employees, arrange learning and discussion forums, and provide training for members are part of the department's effort to direct its planning endeavor in developmental direction.

Meanwhile, all heads of the process's state as they are implementing a participatory planning approach to grasp the ideas, suggestions and opinions of employees in the coming scheduled performance. Particularly the new strategic management tool, Balanced Score Card, permits the departments to get all of its members in the planning task. Similarly from the answers given on the questionnaire, eighteen employees (90%) have agreed that their respective department is planning participatory in collaboration with its members. Only two respondents (2%) say that even though the department provides the plan for discussion after its formulation, objectives, activities and the like components of planning are primarily done by top level officials. Though such disagreements were inferred in the collected information, it would primarily because of the strategic and performance planning approach, Balanced Score Card, that the institute is presently implementing. All in all, these features may characterize the planning approach of the institute as a flexible type.

On the other hand, 12 (60%) respondents out of 20 said that, though the planning practice of the institute is participatory in nature, it almost gather the professional group of the organization for discussion. This may lead someone to say as the planning practice of the organization is for a certain group of employees.

### **7.3 Type of Planning**

From the other point of analysis, the process owners were asked to classify the plans being carried-out in the institute using different dimensions. Accordingly, the overall plans of the organization are type of strategic, tactical, and functional by their nature.

Strategic plans are to determine major objectives, and strategies designed to acquire and use resources to achieve organizational missions, vision and set of goals. When the team analyzes EMI strategic plan, prepared in the year 2000 E.C for three consecutive years, the plan satisfies almost all criteria of the theoretical strategic plan. For point of reference, the plan contains major objectives like: full automation of the whole EMI work units, recalibration of the implemented business process reengineering, and working in collaboration with other organization found in abroad. Along with this, the plan also comprises of strategies designed to acquire and use resources through the provision of different management development services. The mission of the institute which is stated as the building management capacity of the civil service and other organizations through need based and result oriented training, consultancy, research and other interventions is also included in the plan.

Likewise tactical (departmental) plan is the intermediate one originates from functional areas of an organization like production, marketing, finance, and personnel. Tactics deals with efficiency and it addresses

such questions as what is the best pricing pattern, what are the best distribution channel and the like. In this respect, those different units of the institute have translated the EMI's strategic plan into various functional concerns. For instance, according to the knowledge and information management section of the institute, full automation or computerization of the whole organizational system, which was one of the major goals in the strategic plan, is translated into the intermediate plan (objectives) by the department in the following manner:

- Designing a multi featured web site (in the first year)
- System development and automation of the whole organizational functions (in the second year)
- Implementation of the systems and training of employees (in the third year)

Other departments have also translated the long term strategic plan into their own intermediate one given their work nature and responsibility in the institute.

An operational plan is concerned with the day to day activities of an organization and are made and/or developed by lower level managers. In this regard, some of the departments of EMI have a short term plan. As the interview result with the property and service administration sections of the institute revealed, the department has a continuous practice of planning its day to day operation. Specifically, those transportation and procurement teams, which are under this process, are required to plan for a week and month period of time. Similarly Management development process has also a practice of planning operationally in its consultancy projects. Particularly, the program managers of those engagements are there to produce a sketch of action for short term trainings, coaching, follow-up and other consultancy interventions if they deem necessary. These lower-level plans of each and every project manager have a time horizon of one month.

A customary way of classifying plans is based on time perspective. This refers to how far the planning process forces the future in terms of the days, weeks, and months and years. Based on these standpoint plans can be classified as long, medium and short range plan.

Ethiopian management institute's process owners have all agreed with the point that the institute is currently practicing both long and short range plans. As per their response given concerning their respective department, the long range plan coincides with the strategic plan of the organization and focuses on the major tasks that each department wishes to accomplish in the given time frame. Most of the cases, these plans of the department are formulated for three year span. The short term plan concerns about the implementation detail of the broader goals stated in long term plans and involved in coordinating and improving current operations of the departments.

#### ***7.4 The Planning Steps in the Organization***

According to the process owners, the institute is currently using Balanced Score Card strategic management tool to cascade the institutional themes, objectives, strategies and action to departmental and individual level. Here as a general guideline, every department state its activities and goals in light of the organization overall score card. Then all the issues raised will be presented for discussion with other member of the work units. The final departmental score will then be given to each individual to cascade their own portion and plan their performance in the given time frame. The detailed procedure of planning in the institute, as per the summarized explanation of all process owners, is presented as follows:

##### **7.4.1 Strategic Plan /Organizational Plan**

The organization is using Balanced Score Card as a strategic management tool to plan its activities proactively. The plan, finance, and report process are the responsible organ in the organization to facilitate the overall task of strategic planning. As a planning step, the process starts from establishment of a team to handle the task. The team then will prepare its own term of reference and charter. After the team establishes authority relationship among members, it will be directly engaged in the actual process of crafting Balanced Score Card. Here are the technical steps to be taken in the process, according to the plan, finance, and report process owner.

**Organizational assessment:** at this step the assigned team will assess the existing plan and collect data to construct the organizational SWOT matrix with due consideration of customers and stakeholder interest. Meanwhile, mission, vision, and core values of the institute will be prepared at this stage.

**Strategy:** by focusing on customers and stakeholders need, the institute will determine those critical issues for future success. Strategic themes (what the management believes must be done to succeed) and their respective results (the expected end state to be achieved after taking the initiatives) are going to be crafted at this stage.

**Objectives:** Strategic objectives define what actions must be taken to reach the strategic goals (themes). These are critical to future success and accomplish the stated strategic results. As per the theoretical guideline of Balanced scorecard, the institute at this stage will set objective in light of the four balanced organizational perspective: customer, finance, internal business process and learning and growth.

**Strategic map:** particularly as the plan, finance and report process owner stated, strategic map is prepared for each strategic theme at this stage of the process. This is just a graphical picture of the customer/stakeholder value. It shows how value is created through the four perspectives of the strategy. Each part of the organization and each individual link their strategic objectives to the strategy map.

**Performance measures & Targets:** this is the step to put achievement measures and targets to be attained after performance for each strategic objective. According to the process owners, measurement provides them with feedback on meeting the strategic objective.

**Initiatives:** Strategic Initiatives are programs or projects that must be undertaken in order to meet one or more strategic objectives. This here will be the point of departure for the team to finally put what have to be done from the organizational side to fully realize its vision.

#### **7.4.2 Departmental Plans**

Departmental plans are to be devised on the bases of the overall strategic plan of the organization. As a procedure, every department at EMI is required to establish a team of experts. Analyzing the functional environments and cascading what has been planned in the strategic plan into departmental level will be the next task. As the strategic themes stated, every department will craft their own strategic objectives and strategic initiatives to attain those objectives. Above all, as the process owners said, discussions with departmental members are the major task and consume great time since it seems mandatory to inculcate the opinions of implementing and plan performers in the formulation stage.

#### **7.4.3 Operational Plan**

Particularly operational plans are carried out by managing development and property and service administration processes of the institute. Those permanent teams like the transport administration, restaurant management and procurement section of the property and service administration process specifically are always in the continuous process of operational planning. In the management process section, project managers in the constancy assignments are required to plan operationally for their specific task. As that of the departmental plans, operational plans are also cascaded from strategic plans and the departmental plans. It focuses on duties under the supervisor for a week or month period of time. Discussion with down lines is also part of this planning step. Action plans enlisted all activities to be performed with their time span is also to be carried-out here.

#### **7.4.4. Individual Plans**

The good part of Balanced Score Card, as per the interview result, is that every individual is required to plan its activities in detail. This has in return two advantages; first the individual will be forced to think proactively about their performance. Besides, it will allow the heads of the departments to monitor progressive performances and finally evaluate actions after things get wound up.

### **7.5 The Organization's Policies and Planning**

Policies are one component of planning that the organization devise on its major activities prior to the actual performance. As the literature review covers, policies are in part of the company's standing use plan to guide decision making in certain productive direction. The interview session with EMI higher level officials has also revealed this basic fact. As the process owners said, the institute has policies at organizational and departmental level. The newly installed engineered business processes shape the way that these policies crafted with due consideration of providing quality and satisfactory service for client entities. According to their response, the policies in the organization are designed with due emphasis of the theoretical explanations and the actual demand of the work environment.

The researcher has also got the chance to view the management development process and the plan, finance and report process policy manuals. Both guidelines have a dictating paradigm of decision making and spell precisely out what the performers needs to do when they face similar situation with the stated one in the policy manual. All statements are affirmed in the conventional method of policy writing (like use of active voice rather than passive structure, maintaining of parallel construction of sentences, and application of futuristic wordings in the format) and the documents are structurally well organized with attractive formatting and presentation scheme.

As the interview result shows also, the policy statements are comprehensive to indulge every aspect of work to be done. The questionnaire result also manifest that 16 (80%) respondents have stated as they have good policy manuals. They have also said that they didn't face as such huge difficulty regarding the implementation of the policy manuals yet.

It seems customary that organizations usually take their written policies into account when they plan specifically at operational and departmental level. This was one of the issues raised for discussion with EMI higher officials. Their response has indicated that departments and lower level supervisors plan their daily routine in light of the policy guideline. The analyzed documents have also matched the word of the process owners. For instance the annual training plan of the management development process puts forth the total number of trainees that the department will capacitate in a given time span. Though the calculation of this trainee number emanates of the number and frequency of trainings to be given in that period, the base of operation, trainees number per each class, is stated in the policy manual. Similarly, critical decision guiding issues regarding consultancy, management contract and other services are stated in the policy statement of the department. In addition, the plan, finance and report process has also its own policy statements like the following

one: “the process shall establish a team of five to ten consultants to prepare the institute’s Balanced Score Card (strategic plan) in every three years”.

### **7.6 Characteristics of the Plan**

The researcher had the opportunity to see the 2001 annual plans of the management development and plan, finance, and report processes. Given the reference of documents and answers of the interview session, the processes, planning effort is continuous and has certain sequence. Besides, it is comprehensive that it is designed to inculcate various aspects of the departments’ activities. Specifically the management plan development process covers all the intervention areas of the department with due emphasis of detail issues. In the training ward for instance, the trainings to be delivered to their respective calendar, venue of commencement, number of trainees required, and competency of trainees to attain the program has been planned in advance besides two other prominent issues like resource consumption of the tasks, the objective to be attained, and kind of responsibility required to discharge the task successfully.

Flexibility means that the ability of the plan adopt with changes when forced by unexpected events without undue cost. According to the information gathered through interview with higher level officials of the institute, the plans devised in different work units have the characteristics of flexibility. This is due to the fact that the plans are revised quarterly to incorporate changing situations and current developments outside of the organization.

As the questionnaire result revealed concerning the clarity and simplicity of the plans, 17 (85%) respondents have said that specially member of the specific work unit where the plan were prepared can easily understand and implement the plan without much effort. However, as the researcher reviewed the planning documents, it infers that the plans could be simple and clear for internal staff, but they are to be said that they lack such quality of external bodies.

Regarding the issue raised in the interview regarding the stability nature of the plan, the four department heads except with management development process, said that, their plan is not out of the strategic framework and no way to touch the core activity of the department. Regarding the core process, as the institute is currently implementing the organizational transformation assignments of ministry of capacity building side by side with its routines, it has not quite steady plan in its operation. However, it is possible to say that the majority of the EMI plan has the characteristics of stability.

### **7.7 Implementation the Plan**

Formulation doesn’t mean a thing without implementation. Beautiful paper works could only be shelf trinkets in the boss’s office. There must be an effort to be exerted on practically translating what has already been planned in the daily work routine. Having this fact, both employees and officials of EMI have been asked to evaluate their effectiveness in implementing their plan. According to the process owners, the institute is in a good stand in successfully implementing the strategic plan of the organization. Especially that of knowledge and information management process is best in realizing what the strategic plan says regarding information development. Plan, finance and report, and property and service administration department heads on the other hand replied as their respective department is said to be good at particularly functional plan execution. Employees have also agreed with the relative effectiveness of these three departments in practicing what has been intended at the inception stage.

Regarding Human Resource Development department, the process owner has said as the unit is not currently in absolute position to implement what already has stated in the plan. Developing performers in long-term training and education, the major responsibility of the department, is not being carried out as planned. Late decision making, lengthy discussion with the board and labor union are the primary reasons forwarded for this futility in making the institutional strategic plan real. Employees’ reflection has also revealed the same truth. 15 (75%) workers out the total 20 respondents blame the department for such poor performance.

Management Development Process is similarly facing such implementation problems. As the department head witnessed, the institute is now forced to provide training and consultancy services beyond the planned target. Much number of trainings violet the maximum participants limit stated in the policy. Likewise, team-based training, facilitation approach, one of the policy components, is sometimes getting smashed in situation, particularly when all professionals get busy in different assignments. Beside of this, the process owner and all respondents (they are mine) from the department, agree with the point that the department will sometimes be strained to postpone and/or cancel training programs. This could also be cited as one kind of plan implementation impediment.

As the interview result largely shows, the institute doesn’t have a separate standard to measure the effectiveness of plans’ implementation. Rather, it uses the plan itself to gauge the accomplishment in the implementation. As the process owners also said, the deviation that may occur between the planned and actual performances will be used as a point of reference for the next time planning. Besides, it will be used as an input

to diagnosis the employees training and development gap in the future.

## 8. Conclusion

Generally speaking, organizations have to plan and implement it effectively to grasp what they have to gain in their effort. In this regard, the Ethiopian Management Institute has both constructive and futile practices. The following points summarize and conclude what the researcher has got at the assessment.

- The institute is currently seizing the potential benefit of making a plan in daily operation. To make it effective, all departments almost implementing participatory approaches to inculcate employees' input into the overall plan. However, they are focusing much on the professional group of employees.
- Almost all types of plans are being carried out in the organization. Above all the strategic plan takes the highest share in terms of priority, resource consumption, gaining acceptance of all members of the institute. It is also being used as a base for the other plans. As it has been briefly stated in the analysis part, the institute is sticking with the scientific approach to plan effectively.
- Balanced Score Card (BSC) in the strategic management and performance measurement tools that is currently undertaken at the organizational level in the institute. The plan, finance and report process is the one with the responsibility to prepare an overall strategic plan using BSC instrument. The rest members of the institute will then cascade what has already been planned till individual level.
- Consistency, flexibility, clarity, and stability are the major good features stated by both employees and process owners in qualifying their plan. These characteristics have also been found in EMI plans when the team analyzes the documents.
- The planning practice of the institute is referenced by the policy guideline stated in the business process reengineering documents. The implementation trend on the other hand is multifaceted in the institute. Information and knowledge management functions are said to be better at translating strategic goals into reality. However, human resource development and management development process have their own limitations in successfully implementing the plan.
- The deviations of actual and planned performances will open the gate to further develop internal staffs and plan accurately for the coming time, as per the EMI planning practice. Along with this, the institute doesn't have a separate standard to measure plans' implementation effectiveness. Rather, they use the plan itself to see their performance.

## 9. Recommendations

Spiraling merits and amplifying remedies for weaknesses is the key to walk in success track. As its current state of operation, it's possible to say that the Ethiopian Management Institute has good planning practice. The attention given to be directed at the planned spectrum, the effort exerted to introduce and practice recent management developments like that of Balanced Score Card and the like are the best qualities to be raised and escalated further in future engagements. Similarly, the following issues will need further consideration to much broaden the pitch for effective plan.

- Though the findings almost revealed as the institute is planning as per the scientific approach, it is better to stick with it and move extra mile to be an exemplary organization for its fellow trainees.
- Implementation is the key to grasp the fruit of the planning backyard. So as to make a smooth transition from paper to practice, both the attention and devotion of leaders and performers required. Hence, the expected commitment has to be made, particularly in human resource development and management development processes, to see what the beautiful EMI planning documents have in a real work environment.
- Policies, particularly in the management development process, have to get proper attention. Besides, the plans shall have a room for different set of actions to incorporate all the policy issues and such unforeseen situation of the external environment.
- The planning practice of the institute should have participatory nature for both the core, i.e. professional staff, and the support staff to provide a fair ear for all members of the organization.

## References

- Bantie Workie, Meseret Melese, and Yigremew Adal (2004). Introduction to Management, Alem Printing Press, Addis Ababa, Ethiopia
- Carron G, (1984). Educational Planning: Past Approaches and New Prospects, New Delhi
- Coombs, Phillip (1970). *What Is Educational Planning*, Belgium: UNESCO/ITEP. Serial No.1
- Davies, Brent and Ellison, Linda (1992). School Development Planning: Issues In School Management Harlow: Longman Group UK. Ltd
- Donnelley J, Gibson L. And Ivancevich M, (1990). Fundamental of Management, 7<sup>th</sup> Ed. Boston Richard D, Irwin Inc.



- Forojalla, Sibrino, (1993). Educational Planning for Development, New York, St. Martin's Press,  
Hargreaves, David and Hopkins, (1994). Development Planning For School Improvement,, London, Red Wood Books, Trawbridge, Wilts  
Hellriegel Don. And Slocum Jhon, (1982). Management :( 3rd Ed), Massachusetts: Addison Westerly Publishing Company  
Hetland and Ishumi Abel Eds, (1984). Educational Planning In Developing Countries, Stockholm Almqvist and Wikseu International  
Holt, David, (1993). Management: Principles and Practices,(3<sup>rd</sup> Ed), New Jersey, Prentice Hall Inc.  
Ivancevich Jhon and Matteson, Michael, (1992). Organizational Behaviors and Management, Boston: Allyan and Bacon Inc.  
Kinard Jerry, (1988). Management, Toronto: D.C Health And Company  
Koontz H. Cyril O'donnell and Heinz Weihrich, (1980). Management, 7<sup>th</sup> Ed., Auckland: McGraw-Hill Int. Book Company  
Mboama A. Mauno, (1992). Book of Reading in Educational Management, Harare:UNESCO, Sub Regional Office for Southern Africa.  
Melaku Yimam et al.,(2002). School Organization and Management, Addis Ababa University, Distance Education Material, Addis Ababa, Ethiopia  
Terry George and Franklin, Stephen, (1994). Principles of Management, 8<sup>th</sup> Ed, New Delhi: All India Traveler Book Sellers