

An Assessment on Leadership Training and Development Practices: The Case of Ethiopian Federal Police Commission

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Abstract

This study tried to assess the leadership training and development practices in Ethiopian Federal Police Commission. To achieve the intended objectives of the study, explanatory concurrent research design with mixed research approach were employed. The primary data were gathered through questionnaire, interview, and document analysis. The quantitative data were analyzed by using descriptive statistics (mean, standard deviation and frequency distribution) and inferential statistics (correlation), while the qualitative data were analyzed by using thematic content analysis technique. The study revealed that at the institution in question, training and development activities are carried out for leadership development purposes. The types of training mostly rendered for police leaders was short-leadership courses, as well extended leadership opportunities were sometimes offered to senior leaders. The status of current practices on leadership training and development were inadequate. As compared to the sample mean for training and development strategies, the study indicated that experiences and learning strategies had the highest mean value. The strategies for leadership training and development are not integrated and well-performed. Those practices of leadership were restrained by various factors like personal and organizational. The study also pointed out that the Police Commission provided inconsistent leadership training and development philosophy that did not properly support and promote leadership development. This led to poor performance on the leaders in training and the organization as well. Therefore, the Federal Police Commission should improve and develop leaders through an integrated leadership training scheme and development strategies.

Keywords: Leadership, Leadership Development, Leadership Training, Police, Ethiopia.

1. Introduction

Leadership is a process that involves influence, entails working with others, and is concerned with effective accomplishment/ performance of the organization goal. Leadership quality depends on the personal qualities or interpersonal influence to the others (Wright, 2022). Leadership development initiatives include formal programs and policies instituted by an organization to improve the quality of leader performance. These initiatives can be structured training programs targeted at cultivating leadership skills, or experiential-learning that presents

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leaders with novel challenges to overcome. Leadership development involves a wide range of practices for maximizing the potential of an organization's leadership skills, knowledge and growth opportunities (Kraus & Wilson, 2014).

On other hands, leadership training has a complementary role to play in accelerating learning: It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution. Armstrong also commented that the conventional training model tends to emphasize subject-specific knowledge, rather than trying to build core learning abilities (Armstrong, 2009). Further, the 70/20/10 model for learning [training] and development, explains that in leader development, about 70 percent of the learning comes from work experience, about 20 percent from social learning (through leaders by example and feedback and from fellow workers), and about 10 percent from courses and reading. In other words, by far the largest portion of learning takes place in the workplace (Armstrong, 2014).

Regarding Leadership training and development for law enforcement body [police] are vital to maintaining a professional police. Police organizations should not underestimate the long-term value of providing comprehensive and continuing leadership development and training programs for their leaders. The proper training of managers and [leaders] are critical to building and maintaining a strong professional police and retaining them in the organization (Wedlick, 2012). In order to achieve the intended goal of the organization, developing the competency, knowledge, skills, and ability of leaders and employees is pivotal. Organizations are expected to cope with the current situation by adapting themselves with constant change. This allows them to satisfy customers and achieve their objectives. A leader in a complex organization must meet the challenges of a society that is diverse, pragmatic, and questioning of authoritative stances. Such a leader also has to deal with global events that can create resulting organizational demands due to the influence of globalization on such a society (Adams, 2010).

Leadership training and development are a continuous effort designed to improve employees' competence and organize performance as a goal to improve the employees' capacity and performance. Unfortunately, many organizations never make the connection between their strategic objectives and their training programs. As a result, much of an organization's investment can be skewed. Training programs are often misdirected, poorly designed, inadequately evaluated and these programs directly affect organizational performance (Birhane, 2016). Therefore, this study was to assess the leadership training and development practice in the case of Federal Police Commission.

Statement of the problem

It is obvious that for a rapid and dynamic environment to flourish, a competent, capable and adaptable manpower is very essential for the firm to remain competitive. As Wright (2022) indicated that leaders can use effective leadership strategies to guide the organization toward accomplishing the overall organization vision, mission, and goals. The study shows that leadership training and development are the key factors in the success of the organization. Various studies also have concluded that 60-70 percent of all strategies on leadership training fail

to be successfully implemented (Weiss & Molinaro, 2006).

There are studies that show that there is a well-recognized leadership development and training problem in Ethiopia, a study conducted by Tewoldberhan (2018) entitled as practice and challenges of leadership development, indicated that the study identified a number of challenges for the leadership programs based on findings among these are limited focus on leadership development, lack of long term leadership development plans, lack of performance standards for leadership development, and lack of clear guidance on leadership development. Tewoldberhan's did not address leadership training and development contribution for organization performance. Sharon (2021) conducted a study entitled as the effect of leadership styles on organizational commitment in the Case of Ethiopia Red Cross society. Her study mainly focused on transformational, transactional and laissez faire leadership styles relationship with organizational commitment. Sharon's did not attempt to verify the effect of leadership training and development on organization performance.

Other researchers (Ephrem, 2010; Bahilu, 2012; Birhane, 2016) made studies, and their findings show that citizens complain constantly that it has crippled the civil service system and the poor implementation of leadership development. This problem is more serious in the case of Ethiopian Federal Police Commission, which shares a systematic problem of inadequate leadership training and development practices. Nonetheless, some efforts have been made to achieve the proposed objectives of the leadership training and development. Oftentimes, after a police was assigned to a position of leadership, the strategy or programs the organization implements to develop the leaders were not effective because they failed to bring about the desired outcome (Ethiopian Federal Police Commission, 2015).

Therefore, the researcher believes that conducting a study on leadership training and development practices is essential and should not be ignored because the Federal Police Commission is in grim need of a well thought out training and leadership strategy. Lack of a strong program leads to poor performance both on leadership and organization. Scholars and researchers have thus far devoted little attention to the practice of leadership training and development practices at Ethiopian Federal Police Commission.

Therefore, the main objective of the study was to assess the leadership training and development practices in the Ethiopian Federal Police Commission. The study had the following specific objectives. First objective is to investigate the status of leadership training and development strategies at the Ethiopia Federal Police Commission. Second objective is to ascertain the types of leadership training and development employed in the Federal Police Commission. Third objective is to identify the contribution of leadership training and development to enhance organizational performance. And fourth objective is to find out the challenges that influence leadership training and development practices in the Federal Police Commission.

2. Literature Review

Leadership is not a place, it is a process. Leadership, like the inner workings of a computer, is a complex set of relationships, systems, and processes that few fully master (Kolzow, 2014). The essence of leadership development is how the individual in a learning organization enhances awareness of the self and personal development, embedded in experience. Building leadership capacity within a learning organization should include key activities, such as selecting individuals who have special competencies in leading the organization; aligning the vision with activities to achieve the goals; ensuring that the leader inspires others to work towards the goals and objectives (inspirational, empowering); and striving to solve problems and overcome challenges that may be faced/problem-solver (Adams, 2010).

Armstrong (2009) indicated that formal learning is planned and systematic. It makes use of structured training programs consisting of instruction and practice that may be conducted on- or off-the-job. Experience may be planned to provide opportunities for continuous learning and development. Formal learning and developmental activities may be used such as action learning, coaching, mentoring, and outdoor learning. On the other hand, informal learning is experiential learning. It takes place while people are learning on-the-job as they go along. Most learning does not take place in formal training programs (Armstrong, 2009).

Current understanding of police leadership training places emphasis on leader behaviors. Leadership behaviors such as trustworthiness, integrity, and decision and innovation are endorsed. Desirable leadership behavior becomes abstract, unattainable 'wish list' reflecting what 'ought to be' (Davis, 2017). Leaders must provide an inspirational vision of the organizational goals to help employees establish goals, ignite their enthusiasm, and enhance their hope, allowing employees to maintain a positive mindset and optimistic mood to perform the organization objective (Wright, 2022).

Leadership development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge, and competencies are required (Armstrong, 2009).

In today's increasingly complex world, the challenges and opportunities for leaders, and those in charge of developing them, have never before been greater. This has led to an increasing recognition of leadership as a dynamic development concept. As a result, organizations have come to rely on leadership development as a remedy (Tewoldebrhan, 2018).

Weiss and Molinaro (2006) posit that that organizations must implement an "integrated-solution" approach to leadership development. This approach as one that brings together and unites an array of development options so that they add value to one another. The integrated-solution approach is more comprehensive, rigorous and long-term in focus.

Owen (2011) indicated that the factors contribute to the failure of leadership development and training are; fails to build a team environment, a mismatch for the organization culture, flack of appropriate training, limited leadership skills, and lack of consistent leadership training and

development philosophy. To overcome the abovementioned factors/challenges, the multiple solutions approach represents a more evolving-approach to leadership development and training. Since leaders are exposed to a greater number of development options, organizations are more effective at building their leadership capacity. As researcher knowledge concerned, unfortunately, Federal Police Commission in particular, these options are often implemented in a fragmented manner, thereby limiting the potential value.

3. Research Methods

Research approach and design of this study was mixed research approach. Due to the nature of the proposed study, the mixed approach is utilized, so that the researcher used explanatory concurrent research design. Throughout the study quantitative research data collected through structured questions, as it is appropriate to obtain relevant information from a wide range of respondents. On the other hand, qualitative research data collected through interviews and then described based its contents, themes and contexts. In this study, both qualitative and quantitative research data were employed through explanatory concurrent research design methods. As to the time dimension, the cross-sectional design was used to help the researcher gather data at a particular point in time.

Sampling of the study was employed both probability (random) and non-probability sampling design. Probability sampling is representative and respondents have an equal chance of being selected. From probability sampling, a simple random sampling technique was used to be able to select respondents through computer generator methods. Purposive sampling technique was a non-random sample that the researcher used for possible cases of highly specific and detailed work. This study used purposive sampling to select police leaders who had more know-how and more experience on training and development practices.

Sample size determination, as Kothari (2004) developed, for large populations (more than 10,000); the researcher used the following formula:

$$n = (z^2 p(1-p)) / e^2 = ([1.96]^2 0.5 \times 0.5) / [0.05]^2 = 384$$

The Confidence Interval level is 95% .e (α)=probability of error.

A chance of error of 5%, $e=0.05$ or $\alpha/2$ $0.05/2=0.025$

Where, "n" is the required sample size, "p" is the degree of variability,"

The letter Z is used to represent the standard normal random variable, known as Z score" Z is the score value of z-table, $Z_{0.025} = 1.96$. On the other hand, the researcher selected 15 police officers purposively in order to get information about the practices of leadership training and development in the Commission.

Data collection tools and methods: the research was mixed research, used for triangulating the study. This method serves as both the quantitative and qualitative data collection tools. Data were collected thru questionnaires, interviews, and document analysis. Quantitative data were collected through questionnaires. Qualitative data also were collected through interviews.

Document analysis was conducted through a thoroughly planned approach using all relevant documents in the Federal Police Commission. The questionnaires were prepared and distributed to sampled respondents. Overall, the questions were designed to achieve the purpose of the study successfully.

Reliability and validity are two key components to be considered when evaluating a particular instrument. Reliability addresses the consistency of the instrument where an instrument is deemed to have high reliability if it can be trusted to give an accurate and consistent measurement of unchanging value. The validity as an instrument refers to how well an instrument measures the particular concept it is supposed to measure (Singh, 2006; Saunders, 2009).

The questionnaire was pre-tested in Federal Police Commission. Forty police respondents properly filled and returned the pilot questionnaire. Using the pre-test results, some improvements were made. The questionnaire has gone through exhaustive revisions to strengthen its validity. Generally, the pilot test has shown that the designed questionnaire is inductive and acceptable to measure practices of leadership training and development.

Researcher-developed questionnaire was used for the study. The questions were based on the objectives of this study and a review of the relevant literature. Cronbach's Alpha Coefficient was used to determine the reliability of the instrument. A score of 0.70 confirms that the instrument is reliable. In this instance, the Cronbach's Alpha Coefficient is 0.80 indicating that the research questions were reliable.

Triangulation primarily is a way of assuring the validity and [reliability] of the research results using different research methods and approaches. It also has the additional advantage of allowing the researcher to cover different aspects of the research objective or research question by employing different sources, data, and research method (Yeraswork, 2010). In checking the results and credibility of qualitative data, it is advisable to use a qualitative data collection instrument. On the other hand, the qualitative dependability is measured by triangulation data collection instruments.

Methods of data analysis and presentation, the researcher analyzed the obtained data based on the following procedures; quantitative data were analyzed by using Software Package for Social Science (SPSS) version 23, by utilizing of descriptive statistics (frequency distribution, mean and Standard deviation) and inferential statistic (correlation). Subsequently, qualitative data were analyzed thematically. Third, the obtained documents were analyzed through content thematic analysis technique.

4. Results and Discussions

This part deals with the analysis, presentation, and interpretation of the data that have been obtained through questionnaires, interviews, and document analysis methods. The analysis part is classified into four sections that deal with the status of leadership training and development practices: (a) types of leadership training and development employed, (b) describing leadership training and development strategies, (c) the contribution of leadership training and development

for organizational performance, and (d) the challenges that influence leadership development and training practices.

4.1 Status of the existing training and development strategies

On the effectiveness of currently strategies and programs, 39.9% of respondents stated that the program was ineffective. The commission strategy was found to be somewhat not effective in producing police leaders. It is possible to conclude that existing programs or strategies are not communicated clearly to the police leadership. Forty-four percent (44%) of respondents said that there was no clear criterion used for recruiting participants for the leadership training and development programs.

The study implies that the participants selected for any training and development program were not selected on the basis of clear criteria; rather the selection is performed through a process that appears to be arbitrarily. Forty-three-point-five percent (43.5%) of respondents disclosed that the training program was not planned and/or systematic.

As key informant indicated, the organization did not give appropriate training to the right people at the right time, with the required quality or quantity as prescribed in the strategies and programs. It must be underscored that as much as training benefits trainees and Commission, to receive the full benefits of training, it is critical that the training be provided by competent and appropriate trainers.

4.2 Types of leadership training and development practices

The finding shows that short-term training was mostly practiced as reported by 48.4 % respondents confirming it. This result suggests that the Commission should work on the next generation of leaders, since without it the Commission cannot sustain its competitive advantage. Forty-five percent of the respondents disclosed that the primary mode of training was done through training conducted outside of the workplace.

On the question of method of training was most appropriate for leaders, 42.1% of respondents indicated that this depends on the particular need of the leader in question. The circumstances and situation of the Commission along with that of the leader in training determine the best method to employ. With respect to who received the most training in the Commission, 62.1 % of the respondent revealed that most of the training opportunities were provided to higher-level police leaders.

As the data show the experience and learning approaches have a high mean score on utilization and the integrated leadership development strategies were found to be in poor implementation. Findings obtained through interviews indicate that there were two types of training sessions: 1. Short-term training for three months or less, and 2. Long-term training sessions that may take three or more months. The training sessions may be delivered using on-the-job and/or off-the-job modalities.

Table 4.1 Respondent response on training needs, objectives, improve employee's performances

Responses	How is training done for the needs to be addressed	
	No. of respondents	% of respondents
Seminars	64	17.4
On-the-job	138	37.5
off-the-job	166	45.1
Total	368	100.0

Source: Field Survey

As shown in Table 4.1, the training is provided to Federal Police Commission leaders. Table 4.1 indicates that 45.1% of the respondents believed that the training sessions were conducted not on Commission property, but off-the-job sites. On the other hand, 37.5% of respondents said that the training sessions were conducted on Commission site - on-the-job. The remaining 17.4% of respondents showed that the training sessions were addressed through seminars and workshops. Engetou (2017) defines off-the-job training as a method of training that is organized at a site far from the original work environment for a specific period. The purpose of this method of training at a place other than the job site is to give a peaceful domain to the employees where they can focus just on learning. The trainees can easily and comfortably express their perspectives and opinions in such training sessions. On training conducted on Police Commission site, Engetou (2017) stated that on-the-job training is a method of giving training to employees when they are at work in their working environment. The purpose of training on site is to make the employees get familiar with the normal working circumstance, during the training time frame, so that workers may get direct involvement with their work environment, including machinery, equipment, devices, and materials.

Table 4.2 Respondent responses on types of leadership training and development

Responses	Which method is most appropriate for leadership training	
	No. of respondents	% of respondents
On the Job	74	20.1
Off the Job	139	37.8
Depends on the need of the leader	155	42.1
Total	368	100.0

Source: Field Survey

As indicated in Table 4.2, related to use of appropriate methods for leadership development training, 42.1% of respondents stated that the method to be used depends on the needs of the police leaders to be trained. Almost 38% (37.8%) of responders expressed that the most appropriate method would be the off-the-job training method. This approach can assist in obtaining both theoretical and practical aspects of the learning process. The remaining 20.1% of respondents suggested that on-the-job training is most appropriate method of training.

In line with study conducted, the literature defines “on-the-job training” as a practice of training employees on location while they are at work in their regular working environment. The purpose of this training is to make the employees get familiar with the normal working circumstance during the training timeframe. This practice make it easier for employees’ direct involvement using their work tools such as machinery, equipment, devices, and materials (Engetou, 2017). On the other hand, off-the-job training is another method of training, which is organized at a different site, away from the original work place for a specific period. The purpose of this method of training at a place other than the job area is to give a calm environment so trainees may focus on the material being presented. Such venues may also help trainees concentrate on the task on hand without distraction. In such climate, trainees may have the freedom to express their perspectives and opinions in such training sessions (Engetou, 2017).

Table 4.3 Respondent responses on leadership training and development techniques

Responses	Which process is most suitable for leadership training and development techniques	
	No. of respondents	% of respondents
Step by Step Instruction	68	18.5
Coaching / Lecture	76	20.7
Conference / Discussions	152	41.3
Programmed Instructions	40	10.9
Others	23	6.3
Experiences	9	2.4
Total	368	100.0

Source: Field Survey

As one can see in Table 4.3, 41.3% of respondents believe that the most suitable technique for leadership training and development would be the conference and discussion technique. The next choice the study found was the lecture and coaching technique at 20.7%. Slightly less popular at 18.5% was the “step by step instruction” mode, followed by “programmed instructions” at 10.9%. Six-point-three percent (6.3%) of the respondents did not indicate any useful technique they preferred. The least liked technique with 2.4% support underscored the value of experience in conducting the training programs. The recommended finding was that the conference/discussion technique was best suitable for training and development activity for the Commission.

Table 4.4 Respondent characterization of leadership development

Responses	How would you characterize your organization overall approach to leadership development	
	No. of respondents	% of respondents
Very poor	60	16.3
Poor	159	43.2
Good	100	27.2
very good	42	11.4
Excellent	7	1.9
Total	368	100.0

Source: Field Survey

As depicted in Table 4.4, 43.2% of respondents revealed that leadership development approaches applied are “poor”. Roughly twenty-seven percent (27.2%) of respondents determined that the techniques used to conduct the leadership development program were “good”. While 16.3% of respondents reported the techniques to be “very poor”, 11.4% of them characterized the techniques as “very good”. Very minimal respondents (1.9%) of respondents felt the techniques used were “excellent”. It is possible, therefore, to conclude that the overall characterization of the Commission’s leadership development approach was low.

Table 4.5 Respondent responses attained training

Responses	What was the training you have attended	
	No. of respondents	% of respondents
No any training	101	27.4
Community policing	9	2.4
Leadership competency	76	20.7
Finance	53	14.4
Current affairs	108	28.4
Community policing, leadership competency& current affairs	17	4.6
Missing value	4	2
Total	368	100.0

Source: Field Survey

As one can see in Table 4.5, the largest number of respondents (28.4%) attended a current affairs training, while 27.4% of police leaders disclosed that they have not attained any training. Twenty-point-seven percent (20.7%) of respondents stated that they were attending leadership competency training sessions. Finance related training was taken by 14.4% of police leaders, and 4.6% of respondents disclosed that they have taken training in community policing, leadership

competency, and current affairs training combined. The remaining 2.4% of respondents stated that they have attended the community policing training program. Consequently, it can be concluded that the most attended training is the current affairs training program.

Table 4.6 Responses on which leaders receive the most training

Responses	To whom the training is given more on your organization	
	No. of respondents	% of respondents
Higher level	230	62.1
Middle level	72	19.6
Lower level	60	16.3
Missing value	6	2
Total	368	100.0

Source: Field Survey

As described in Table 4.6, with respects to which leader group received the most training among leaders in Federal Police Commission, 62.1% of respondents revealed that most of the training provided was offered to high-level police leaders, while 19.6% of respondents answered that most of the training was provided to mid-level police leaders. Approximately sixteen percent (16.3%) of respondents pointed out that most of the training was given to low-level police leaders. The study showed that by and large most training sessions were attended by higher-level Commission leaders.

Table 4.7 Assessment on leadership development and training strategy

Assessment	Mean	SD
Psychometric assessment	1.29	.634
360-degree feedback	1.89	1.039
Competency assessment	2.98	1.254
Performance evaluation and feedback mechanism	3.12	1.314
Total assessment mean and standard deviation	2.34	1.053

Source: Field Survey

Scholars suggest that scores for the most effective leadership development and training practices can be expected to have a mean value of 3.0, even higher value is advisable. Assessment is applicable as a leadership training and development strategy. As indicated in Table 4.7, the “psychometric assessment” came with a mean value of 1.29 and standard deviation value of more than 0.6. The assessment on “360-degree feedback” received a mean value of 1.89 and had the standard deviation value of a little over 1. On the other hand, “competency assessment” had a mean value of 2.98 and standard deviation value of over 1.3.

James (2011) criticized the competency approach, suggesting that leadership should be developed more collectively and contextually. “Performance evaluation and feedback

mechanism” had a mean value of 3.12 and standard deviation value of over 1.3. To advance leadership development, assessment approach is presumed to help by identifying an individual’s strengths and weaknesses and providing a baseline to determine an individual’s development needs. If “needs assessment” approach is conducted on an individual and/or group level, one can easily determine what type of training is desired to develop the leader. The study indicated that the Commission did not utilize the assessment approach to help identify the training gap in developing their leaders.

Table 4.8 Responses on coaching and learning strategy

	Mean	Standard Deviation
Coaching		
Internal coaching	2.39	1.254
External coaching	2.63	1.105
Total Coaching mean and Standard deviation	2.5	1.2
Learning		
Self-directed learning	3.69	1.044
Formal program	2.42	1.041
Leaders developing leaders	2.48	1.204
Partnering with thought leaders	2.23	.864
Technology-based learning	2.50	.974
Interacting with colleagues	2.27	1.148
Total Learning Mean and Standard deviation	2.6	1.0

Source: Field survey.

As summarized in Table 4.8, the sampled respondents calculated the total mean in the application of tested practices for leadership training and development. As shown in Table 8, coaching is identified as a strategy with the value of the following mean scores; internal coaching had mean value of 2.39, others external coaching had mean score of 2.63. The results confirm that coaching is a formal, practical, and goal-focused relationship established for the purpose of training the individual through the leadership development process. The study clearly reveals that the Commission was not implementing internal coaching approaches as much as external coaching approaches to create an individual leadership development program.

The second attribute regarding the application of learning as leadership development, police leaders showed preference in the application of learning as a leadership training and development strategy in the police organization. Self-directed learning had a mean value of 3.69 and formal program had a mean value of 2.42. Leaders developing leaders had a mean value of 2.48, partnering with and working through leaders had mean score of 2.23. Technology-based learning had a mean score of 2.50. Interacting with colleagues had a mean value of 2.27. It is possible to conclude that the organization mostly relies on self-directed learning practice in Police Commission.

As the study indicated that learning strategy is utilized for leadership development in the commission. The study indicated that the commission employs “learning approach” as a strategy to

ensure that the organization's leadership development objectives are achieved. The Commission can help to reinforce the importance of learning and development through learning approaches. Generally, “great leaders are often great teachers with the ability to transform their followers to become great leaders themselves”.

Table 4.9: Responses on experience strategies

Experiences	Mean	SD
Job assignment	2.86	1.072
Team-building experiences	2.77	1.206
Action learning	2.60	1.163
Networks	3.50	1.174
Reflection	3.10	1.202
Mentoring	3.57	1.093
Total experiences mean and standard deviation	3.07	1.15

Source: Field Survey

In the application of the experiences of police leaders, the mean scores were calculated. Job assignment had a mean score of 2.86 with the standard deviation value of nearly 1. Team building had a mean value of 2.77 and the standard deviation was nearly 1.2. Action learning had a mean value of 2.60 with standard deviation value of nearly 1.2. Networks had a mean value of 3.50 and standard deviation value of nearly 1.2. Reflection had a mean score of 3.10 with standard deviation value of nearly 1.2. Mentoring had a mean value of 3.57 and standard deviation value of around 1. The data shows that the Commission was more involved in the application of experiences as leadership training development strategy. Overall, the learning had a mean value of 3.07 with the standard deviation value of a little over 1.

The literature supports the notion that leadership development practices may appear to achieve a balance between knowledge exchanges based on rich experiences. Most employers do recognize the value and desirable impact of their leaders in preparing future leaders. Good experiences may accountable for the leadership development achievements. As it is summarized, the respondents stated that the problems related to leadership training and development strategy reveal that even though experience and learning approaches have a high score in the utilization, the integrated leadership development strategies were found to be poor in their implementation. The literature is complementary showing leadership development to be about 70 percent from work experience, and about 20 percent from social learning. In other words, by far the majority of learning takes place in the workplace (Armstrong, 2014). Thus, in response to all strategies, learning and experience had a high mean score than other strategies. However, generally, in the view of leadership training and development strategy based on the findings of this study, the Commission appears to be far behind.

4.3 Contribution of leadership training and development for organizational performance

Table 4.10 Correlations of training and development with organizational performance

Characteristics		Leadership training	Leadership development	Organization performance
Leadership training,	r	1	.531	.746
	Sig.	.001	.001	.001
	N	368	368	368
Leadership Development	r	.746	1	.635
	Sig.	.001	.	.001
	N	368	368	368
Organization performance	r	.531	.635	1
	Sig.	.001	.001	.001
	N	368	368	368
**Correlation is significant at the 0.01 level (2-tailed). r= Correlation Coefficient				

The findings in Table 4.10 show that leadership training and development contribute to high productivity/performance in organizations. It is possible to conclude that leaders training and development, if properly carried out, can contribute to the improved organization performance. As the correlation analysis result indicates, leadership training and development considered for this survey had a strong positive relationship with organization performance having a correlation coefficient of $r=0.764$ and $r=0.635$ respectively at the significance level of 0.001 ($\text{sig}=0.001$).

As key informants stated, the Commission leadership training and development programs were failing at implementation stage. From the practice of the Commission, learning and experience strategies were simply considered as methods involving the capacity development program.

The interviewees revealed that leadership training and development practices were not well developed and well implemented in the Commission. Aspects of the training program were utilized such as training and development programs; however, the desired outcomes were not seen including demonstration of the required skills, talent and enhancement of the overall organizational performance, and in other times, programs were not continuously practiced. Another weakness identified in the Commission was that even when need for reform is recognized, no relevant action was taken to improve the existing situation. Regarding the challenges, the leadership training and development programs/strategies on practical phase cannot be implemented successfully due to factors identified in both personal and organizational

challenges. Under document analysis, the researcher found that the Ethiopian Police Commission's strategic plan to implement the training program was not accomplished as promised. The Federal Police commission seems to be far behind in the implementation of its planned leadership training and development program.

Still, aspects of the training provided by the organization were effective and productive to some extent. Some trainees imitated skills, and experiences, and change in practice and recorded the best results for the Commission. By contrast, some training and development practices were not productive because of the mismatch between trainers and trainees, and lack of the required materials. Given all the foregoing shortcomings, the leadership training and development programs were not effective or productive in the Commission.

Table 4.11: Challenges of leadership training and development practices in the Commission

Responses	Challenges faced regarding leadership training and development practice	
	No. of respondents	% of respondents
Lack of accountability	29	7.9
Lack of required skills	99	26.9
Lack of interest	67	18.2
Lack of information	45	12.2
Lack of consistent leadership development philosophy	128	34.8
Total	368	100.0

Sources: Field Survey

As indicated in Table 4.11, 34.8% of respondents disclosed that the challenges that leadership training and development practices face was lack of consistent leadership development philosophy; 26.9% of respondents revealed the challenges for leadership training and development practices faced revolved around lack of required skills; 18.2% of respondents determined that the challenges were related to lack of interest; 12.2%, of respondents were stated lack of information were the challenges the training and development practices faced; the remaining 7.9% of the respondents said that lack of accountability contributed to the challenges of the leadership training and development practices that the Commission faced.

Table 4.12: External challenges for leadership development

Responses	The external challenges impact leadership development the most	
	No. of respondents	% of respondents
Increasing global crimes	119	32.3
Regulation pressures	90	24.5
Stakeholders demand	159	40.7
Missing value	9	2.5
Total	368	100.0

Source: Field Survey

As depicted in Table 4.12, with respect to external challenges most impacting the leadership development within the Federal Police Commission, majority of respondents (40.7%) answered that stakeholders demands from citizens, government bodies, Ministry of finance, Federal Ethics and Anti-Corruption Commission, Human Rights Commission, Institute of the Ombudsman, justices organizations, regional police commissions, and security-related organizations brought the most impact on leadership training and development practices. Thirty-two (32.3%) of respondents revealed that increasing global crime incidents may contribute as external factors that challenges the training and development practices. The remaining 24.5% of respondents believed that fluctuation in regulations created pressures on the leadership training and development practices. Overall, we can conclude that stakeholder demands contributed the most pressure as external challenges in the Federal Police Commission leadership training and development practices.

Table 4.13: Responses on leadership training and development challenges

Responses	What are the challenge/barriers to training and development in your organization	
	No. of respondents	% of respondents
Time	34	9.2
Money	44	12.0
Lack of interest by police	110	29.9
Non-availability of a skilled trainer	72	19.6
Time, money, lack of interests, and non-availability of a skilled trainers	64	17.4
Time and money	17	4.6
Non-availability of skilled trainer, and lack of interest	27	7.3
Total	368	100.0

Source: Field Survey

In Table 4.13, we see recorded respondents' convictions on the challenges of conducting leadership training and development in the Federal Police Commission. The majority of respondents (29.9%) disclosed that lack of interest by the police organization was the most basic barrier to training and development program. The next largest cohort of respondents (19.6%) revealed that non-availability of skilled trainers was the most critical challenge. Seventeen percent (17.4%) of respondents stated that time, money, lack of interest, and non-availability of skilled trainers were more serious challenges. While 12% of respondents disclosed that money was the primary challenge, 9.2% of respondents stated that the main challenge was more related to time. The remaining 7.3% and 4.6% of respondents reported that non-availability of skilled trainers and lack interest, and time and money were more responsible challenges, respectively.

The general finding showed that lack of interest was the basic obstacle and barriers for the practices of training and development in the Federal Police Commission. One of the top barriers was the fact that Commission leaders did not consider teaching or coaching as part of their job and felt that such responsibilities should be delegated to the human resource management

branch. This barrier signifies the need for a clearly communicated leadership development guideline throughout the organization that emphasizes the role of current leaders in the development of new leaders. Regarding internal challenges, 34.8% of respondents disclosed that the challenges for leadership training and development practices were lack of consistent leadership development philosophy. Regarding external challenges, on the usual influences of leadership training and development within the Federal Police Commission, the majority of respondents (40.7%) answered that external challenges primarily revolved around the stakeholders.

To sum up, in the Federal Police Commission, the challenges to leadership training and development strategies/programs were not properly implemented. This was mainly since appropriate persons were not assigned in the right place, including the lack of other inventive factors. As clearly seen, the challenges originated from both personal and organizational perspectives. The personal perspectives involved such things as poor role modeling, insufficient support from senior managers, lack of interest and attitude, lack of willingness to develop new leaders, lack of consistent reinforcement, unrealistic expectations of outcomes and results. On the other hand, the organizational perspective referred to factors such as insufficient time, budget, limited materials devoted to leadership training and development, poor linkage between the leadership training and development initiative and strategy, lack of enough and conducive training centers, and unsupportive organizational culture. From this, one can conclude that the leadership training and development programs/strategies cannot be implemented successfully due to the factors identified in both personal and organizational sides.

4.4 Discussion

The findings of the study stated that one of the biggest criticisms of many leadership development and training programs is that they do not contribute to the organizations' objectives. They may develop leadership skills but they do not substantially contribute to the organizations' success. The finding also showed that leadership development programs should use real organizational issues to provide challenges, feedback, and support. Early in the establishment of a program, core leadership groups need to determine the success or effectiveness of the program. Another measure also is the degree to which leaders throughout the organization are practicing their leadership function after they attend the training program. In addition, consistent leadership development over time must contribute to the achievement of the organization's planned results.

There were a variety of tactics that can be used to recruit and engage participants for leadership training and development programs in the organization. It is preferred that the recruitment be based on assessed skills, knowledge, and experience gap. However, the study implied that the training programs selected by participants were not based on criteria; it was based rather on arbitrarily whims of responsible leaders who formerly may have participated in the program. From this, we can clearly conclude that the Police Commission did not create or use what criterion may have existed on running the leadership training and development programs. The programs conducted, therefore, did not consider the skills, knowledge, and the experience

gap of the candidates' leaders recruited to attend the leadership training and development programs.

As Behailu (2012) indicated, many organizations have become concerned about leadership inadequacies in their organizations. The rapid change in business, technology, and social factors has required the development of effective leadership and an implicit assumption that leadership is important, that leaders make a difference, and that positive group and organizational effects are produced by leaders and the leadership process. One can easily understand that leadership is viewed as the key to the organizations' success. Thus when we talk about the leadership of the commission, the quantity of leaders as indicated by current organizations survey, but, the leaders were not qualified enough to meet the organizations' challenges.

Armstrong (2014) pointed that training is the application of systematic and planned program and instruction activities to promote learning. Training is one of several responses an organization can undertake to promote learning. It is better to have a planned and systematic training program for the betterment of the organization's productivity and individual leader's effectiveness in their jobs. Two types of training technique are practiced in Federal Police Commission. The first is off-the-job training. Engetou (2017) mentioned that off-the-job training is a method of training, which is organized at a site, far from the original work environment for a specific period of time. The purpose of this method of training at a place other than the job area is to give a peaceful domain to the employees where they can focus just on learning. The trainees can express their perspectives and opinions during these training sessions.

The second training mechanism available to the Police Commission is the on-the-job training program. Engetou (2017) stated that on-the-job training is a method of giving training to employees when they are at work at their work environment. The purpose of this training is to make employees get familiar with the normal working circumstances. During the training timeframe, workers get the opportunity to be directly involved in the use of machinery, equipment, devices, and materials. As respondents mentioned, seminar is another optional training method that the Police Commission may adopt.

Contrary to the findings of the study, Armstrong (2009) stated that return on investment is advocated by some commentators as a means of assessing the overall impact of training on organizational performance. Furthermore, Kearns and Miller (2009) believed that only this sort of measure is useful in evaluating the overall impact of training. They argued that particular measures should be used to evaluate training. If development aims to bring about greater awareness to customers, it should then be measured by the eventual effect on customer spending, customer satisfaction and the number of customers. The pressure to produce financial justifications for any organizational activity, especially in areas such as learning and development, has increased the interest in return on investment.

Regarding to leadership development strategies, the integrated-solution approach is sustainable in that it takes a long-term perspective on leadership development. It recognizes that leadership development today is an emergent and iterative process that needs constant attention,

focus and resources (Bahilu, 2012). It means that, it better be used as integrated or embedded in the assessment, coaching, learning, and experience existing in the organization.

The responses were supported with the idea in literature that the leadership development would appear in achieving a balance between knowledge exchanges that is an experience. Most sectors recognize their leaders as valuable tools in the development of future leaders. In this way, experiences were somewhat held accountable for the leadership development process. As it is summarized, the respondents stated that the problems related to leadership training and development strategy reveal that even though experience and learning approaches have a high score in the utilization, the integrated leadership development strategies were found to be poorly implementation.

As complementary to the result of the study, leaders' development training programs will contain about 70 percent content from work experience and about 20 percent from social learning. In other words, by far the majority of learning takes place in the workplace (Armstrong, 2014). As seen from the results, in response to all strategies, learning and experience have a high mean score than other strategies. However, in the view of leadership training and development strategies and based on the findings of this study, the Commission appears to stay far behind.

Majority of respondents found the findings were complementary to Baihlu (2012) and Armstrong (2014) that state it is difficult to prescribe a philosophy for all organizations as it relates to the leaders' role in developing others because this varies across organizational culture and core values. However, one common thread across top leadership organizations is the recognition that leaders promoting and participating in the development of others must become part of the organizational culture before it can be wholly embraced by participants.

Regarding challenges for leadership training and development in organizations, the results of this study were compatible with Owen (2011) which outlined factors that contribute to the failure of leadership training and development programs: failure to build relationships and team environment, a mismatch in corporate culture, failure to deliver acceptable results, inability to win organizational support, lack of appropriate training/development system, poor management/leadership skills, lack of consistent leadership development philosophy, poor communication, job mismatch, lack of motivation, and lack of skills and vision.

5. Conclusion

Based on the findings of the study, the following conclusions are drawn. The guiding principle for training and development programs must be that leaders need to prioritize, provide the highest possible service, and then triumph will follow. The Federal Police Commission did not effectively utilize the need assessment method in identifying the leadership gaps and development needs of their leaders. Existing programs were not provided based on need-based and identifications of leadership gaps. This promotes poor leadership and impacts organization performance in the Commission. The commission has provided their leaders with limited opportunities for leadership training and development. It seems that regular programs or strategies were superficial. Structured programs in formal setting either on the job or off the job were not properly designed for leadership training and development program success. There are

tremendous programs the Commission provided, but others failed miserably. As a result, the Commission leaders were unable to respond to the varied demands of their stakeholders.

The conceptual dichotomy still exists. While there is increasing attention to improving leadership training and development programs in the strategic plan at the Police Commission, insufficient leadership still prevailed. The dire need for adequate and qualified leadership has been exemplified in the Police Commission. Consequently, many leaders did not contribute to the organization's objectives. While people in responsible positions were expected to achieve a level of success, in the end it was concluded that they were unable to make a difference. Leadership training and development practices are often fragmented and lack overall effectiveness. Their current practices reveal that police leaders have not been effective to lead the future leaders of their organization. The Police Commission strategic plan declares that improving the capacity of police leaders was the main target. It recommends that specific strategies and actions must be taken by the Commission to develop leaders. However, the Commission was found to lack stable and well-designed integrated leadership development strategies which contribute to the poor performance of leaders and the organization as well. A leadership development training program requires a great amount of organizational resources including a healthy for best training performance.

The organizational plan stated that promoting women, empowerment, and equity were high goals of the Commission, but the commission gave little attention to developing women police leaders. The study found that 73.6% of the leaders in the Commission were male, while 26.4% were female police leaders showing a major variation in sex distribution in the Federal Police Commission. Any leadership training and development program and strategy must safeguard against barriers that can hinder the success of any program. The many barriers recognized in the Commission were categorized as personal and organizational. Due to these challenges the police leaders have not achieved the objectives nor were they aligned with the mission of the Commission.

6. Recommendations

Based on the findings of this study, the following issues are forwarded as recommendations that assist the leadership training and development practices for the Federal Police Commission, and help for further study. The researcher recommended that:

- Programs should be put in place to develop, disseminate, and promote relevant competencies in leadership. The key is to use an integrated of types of training and development methods.
- The organization should provide qualified trainers/coaches and sufficient training materials and build training center to meet the overall objectives of the leadership training and development program.
- Ethiopian Federal Police Commission should evaluate the ability of current leaders on their capability to nurture the leadership qualities of their subordinates.

- The strategy should be continuously implemented, evaluated, and revised to fit the police force circumstances as they change.
- Last but not least, the Police Commission should resolutely prepare inclusive training and development programs.
- The researcher would like to suggest that further study on this topic may be conducted that may further improve the leadership training and development programs.

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