



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**PRACTICE AND CHALLENGES OF LEADERSHIP DEVELOPMENT IN
MILITARY HIGHER EDUCATION**

**BY
TEWOLDEBRHAN NEGASH**

**JUNE 2018
ADDIS ABABA, ETHIOPIA**



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Practice and Challenges of Leadership Development in Military Higher Education

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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**June, 2018
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**Practice and Challenges of Leadership Development in Military
Higher Education**

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**This thesis is submitted to the Department of educational planning and
management in partial fulfillment of the requirements for MA degree in
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This is to certify that the thesis entitled by “Practice and Challenges of Leadership Development in Military Higher Education” conducted by Teweldebrhan Negash and submitted in partial fulfillment of the requirement for the degree of master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Letter of Approval

Practice and Challenges of Leadership Development in Military Higher Education

A Thesis Submitted to Addis Ababa University School of Graduates Studies College of Education and behavioral studies in partial fulfillment of the requirement for the Masters of Art in Educational Leadership and Management

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List of Acronyms/Abbreviations

BOLC	Basic Officer Leadership Course
BOLC	Basic Officer Leadership Course
CAA	Combined Arms Academy
CAA	Combined Army Academy
DCSC	Defense Command and Staff College
DCSC	Defense Command and Staff College
DU	Defense University College
EMoND	Ethiopian Ministry of National Defense
ENDF	Ethiopian National Defense Forces
ETMD	Defense Training Main Department
ETMD	Education and Training Main Department
FDRE	Federal Democratic Republic of Ethiopia
FDRE	Federal Democratic Republic Ethiopi
JOLP	The Junior Officer Leadership Programme
LD-	Leadership Development
LDP	Leadership development program
MK JOTAC	Military-knowledge for the Junior Officer Tactical Awareness Course
MOND	Ministry of National Defense
MoND	Ministry of National Defense
MoNDTMD	Ministry of National Defense Force Training Main Department
NCO	Noncommissioned Officer
NDC	National Defense Council,
PCTP	The Post-Commissioning Training Programme
TGE	Transitional Government of Ethiopia
TMD	Training Main Department
TMD-	Training Main Department
UNESCO	United Nations Educational, Scientific, and Cultural Organization
US	United State
USAWC	United State Army War College
USNMS	United State National Military Strategy

Abstract

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. This research was conducted with the objective of assessing the current practices and challenges in leadership development at the two higher education institutions: the Ethiopian Defense Command and Staff College and the Combined Army Academy. This translates into three thematic areas of concern: leadership development courses/streams; informal aspects of leadership development; and, the leadership of the academic institutions. This study used descriptive research type of design incorporating both quantitative and qualitative approach. The researcher adopted a stratified sampling and purposive sampling in this study. Accordingly, all the necessary data has been gathered through a combination of structured interviews, with 2, department heads, (2) institutional leaders and 2 curriculum development and FGDs were held with two groups of six (6) selected students and the rest 40 survey questionnaires were distributed for academic leaders and 53 student officers and instructors. The study aimed at the identification of leadership practices from three interrelated perspectives: the current practice in institutional leadership; the actual development of leadership capacities among officer students enrolled in the institutions; and the design and implementation of leadership development programs. The identification of leadership practices were pursued through the use of the leadership assessment survey covering six core practices relating to transformational and transactional leadership styles. These practices are: charisma, social leadership, vision, transactional, delegation, and execution. The study identified low levels of frequencies in reference to visionary leadership; charismatic leadership and delegation and there were limited focuses 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. Then, To minimize problems in the practice of LD first and foremost, in the Military Higher Education, leadership development should be made part and parcel of the strategic and operational frameworks of educational institutions providing the services.

Key Words: *Transformational leadership, leadership development, leadership practice. Leadership Challenges, Military leadership.*

CHAPTER ONE

Introduction

This chapter introduces the study followed by a statement of the problem including identification of the research questions. Once the research questions have been identified, the subsequent sections describe the objectives, scope, limitations, significance and presentation of the study. The chapter concludes with a list and definition of key technical terms to be used in the study.

1.1. Background to the Study

In our 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. (Avolio and Gardner, 2005) As a result, organizations have come to rely on leadership development as a remedy. According to a recent survey covering more than 700 business leaders and academicians, one in nine organizations have some form of leadership development program while two thirds reported the existence of structured frameworks for the purpose. (Harvard Business School, 2016:3).

These leadership issues are also essential the military or defense sector, especially in countries undertaking fast paced defense modernization initiatives with cross sectional, national, regional and international implications. (Griffard and John, 2009) Senior military leaders have to make key strategic decisions and make critical choices in the context of a fluid context and taking into account the decisions made by other actors at different levels. As one military leader noted; “*Our Army needs to move with the times. The operating environment is increasingly uncertain, complex and dispersed. Leadership has never been more challenging.*” (Center for Army Leadership (UK), 2015:2).

In this context, militaries across all countries have experienced leadership and decision making gaps in their organizations and operations. (UK-House of Commons, 2015) Addressing these gaps and challenges inherently requires “*continuous reassessment to ensure appraisals and assumptions are still valid, and that ends, ways, and means are still in balance*”. (Griffard and John, 2009:1).

The contemporary history of the Ethiopian military in its current form is highly influenced by the events in the early years of the 1990s. In 1991 the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF) overthrew the Dergue regime. It then faced the challenge of launching a democratic transition. The EPRDF offered a fundamentally different formula than its predecessors, premised on the recognition of the rights of nations and nationalities to self-rule. It also opted for a capitalist economic policy. During this transition period, the EPRDF positioned itself to become the national army, rather than a political entity, and was formally separated from the party and given its own independent chain of command. The national composition of the army would reflect the diversity of the nation (Berhe, 2016). These preparations in place, the formal restructuring of the army began with the ratification of the new Ethiopian Constitution in 1995.

The legal framework for a professional army was articulated in the new Constitution, which states that the government must be guided by democratic principles, and should promote and support people's self-rule at all levels. The FDRE Ministry of National Defense Force is one of the Federal Government Institutions which established in 1996 through Declaration under the Federal Negarit Gazzeta Proclamation No. 27/1996. The national Defense Forces of the FDRE shall consist of the Ground Force and the Air Force. In line with the constitutional provisions, political neutrality of the defense forces was also articulated through a new statute. This statute also established a National Defense Council (NDC), creating a structure that was a departure from that of the previous army where similar authority was given to the 'revolutionary campaign central command' dominated by political operators and chaired by the head of state. The new organization allowed senior commanders of the army to control its technical and professional development, and also instituted a civilian Minister of Defense (Berhe, 2016).

Once the legal framework for a newly organized professional national defense force was completed, the primary task for the central command and the commander in chief of the army was to develop a broad military doctrine. The new doctrine articulated the major foreseeable threats to national security. In order to address these threats, the new Defense Force needed to be prepared to deal with both insurgencies and conventional attacks from other states. The strategy developed to meet the short and long-term objectives of the army was highly informed by the long experience of the EPRDF-led insurgency (Berhe, 2016).

Currently, the Ethiopian National Defense Forces (ENDF) represents one of the largest and best equipped military forces, in Sub-Saharan Africa. The FDRE Defense Force is vested with a responsibility to safeguard the sovereignty, constitution and constitutional system of the country from any internal and external threats. To this end, the MOND has established institutions including the Training Main Department (TMD) which plays a key role in strengthening the capacity of the Ethiopian Defense Force by producing competent and committed military leaders so as to realize the development of a modern army through continuous training, education and research.

Therefore, under the Training Main Department (TMD), the MOND has established many higher training and education centers which deliver training at first degree and second-degree level. All institutions are aimed at producing competent military officers in their respective fields of study.

Therefore, it is a consensus issue that any form of military training is an aggregation of committed leadership, quality trainers, devoted trainees, effective devices, proper implementation and leadership development practices. In this respect, the purpose of this research work was to examine the practices and challenges of leadership development in two Colleges of education and training centers namely in Defense and Command Staff College (DCSC) and Combined Arms Academy (CAA) under the Training Main Department.

1.2. Statement of the Problem

Leadership development is becoming an increasingly vital and strategic imperative for organizations in private, Military and public sectors (Leskiw and Singh, 2007). Organizations with a clear vision for developing the right leaders, a supporting organizational structure, and a strategic plan to employ leadership programs will be much better prepared for future challenges than those without. However, according to Mintzberg (2004), leadership is a complicated business and can be confusing because of the many views and definitions of leadership. Generally speaking, leadership supplies a vision of the future, influences others to buy into that vision, and empowers those working with him or her to fulfill that vision.

Over all, research shows that leadership development continues to be a top priority within organizations. However, there is clearly still a lot work to be done. Organizations need to focus more on developing leadership functions and the team of leaders who can lead the organization

which are changing in the competitive world. In spite of this fact that leadership development is one of the key factors in the success of organization, some studies show that in many cases there is a lack of experiential evidence and systematic approach in leadership development. While the challenges related to leadership development have been studied in many organizations worldwide, in many developing countries it seems to be more important (Mehrabani and Mohamad, 2011).

In the military context, Army leader development is a deliberate, continuous, sequential, and progressive process grounded in Army values (Department of the Army, 2013).

For this reason, it is now realized that defense capability is an integral part of development in the case of Ethiopia. The Ethiopia Army requires its leadership development processes to be effective in creating not only leaders at the tactical and operational level, but also for the organizational leader.

Thus, to bring development and modernization, it is necessary to evaluate carefully the leadership practices, challenges, and education and training developments in order to be ready for the wide spectrums of missions. Most military leaders have been developed through education and training institutions. Academic leaders and managers play key roles in leader developments. (CAA Military Academy Legislation, 2006).

The purposes of the ENDF as regards education and training are three folds. Firstly, nourishing and expanding the enabling training schools that produce troops for the current and for the expected potential future missions. Secondly, qualifying professional troops, Non-Commissioned Officers (NCOs), and Officers in Command (OCs) that possess democratic attitude having the recognition of their missions well, and that have the required knowledge and skills for the given tasks. Thirdly, enabling the schools to be the center of education and training institutions so as to advance themselves in line with the ever-changing circumstances basing on the method and study of the curriculum.

The core institution tasked with education and training mandates within the MOND is the Education and Training Main Department (ETMD). Under the training policy of the ministry, the ETMD is tasked with providing institutional training, unit training, and self-development through regular long-term and short-term programs. (FDRE-MoND, 2005) The activities of the

Department include: (FDRE-MoND, 2005) Planning, organizing, coordinating and controlling institutional training; Developing curricula, training systems, and guiding documents with respective institutions; Developing a training and education policy; Developing and up-grading training aid materials and facilities to support the training process.

The ETMD is organized into various offices and institutions to enable it properly and effectively undertake these responsibilities. (Abraha, 2011) These include: training department; curriculum and planning section; training operations department; human resources development project office; and, foreign training and follow up section. (Abraha, 2011:51). All the above activities do not achieve without clear leadership development guidance and leadership development policies and principles.

The two institutions that form the subject of the current study were: the Defense Command and Staff College in Addis Ababa, and the Combined Arms Academy in **Awash Sebat**. The Ethiopian Defense Command and Staff College (EDCSC) was officially established in January 2006 at the area commonly called “**Jan Meda**” on Angola Road, Addis Ababa with a mandate to train Higher Military Officers. According to article 15 of its establishing legislation, the College strives “*to be center of excellence in creation and developing higher military officers in military science and skills of leadership*” (FDRE-MoD, DCSC, 2016: 6).

The core education program of the EDCSC is a two year program for Ethiopian National Defense Force (ENDF) officers and military officers from neighboring countries. The curriculum offered at the College has been described as: “*an “Ethio-centric” course based on the unique Ethiopian situation and built partially upon a foundation of U.S. doctrine*” (Griffard and John, 2009:3). It combines general academic and military classes and leads to an accredited bachelor’s degree. While the military curriculum and courses were focused at the tactical to operational level (Griffard and John, 2009:3).

The Combined Army Academy (CAA) was established in 2008 at Awash Sebat in Afar Regional State and receives Higher Officers from all ground forces, which have a diploma or completed grade 12 to be graduates by BA degree program. The mission of the CAA is to play a key role in strengthen the capacity of the Ethiopian National Defense Forces by producing competent and constitutionally committed tactical level combined arms commanders, who can efficiently

accomplish their national, regional, and international mission. Moreover, the mission of CAA is to conduct research and providing military consultancy services for the combined arms unit of the ENDF (FDRE-MoND, CAA, 2008:8).

The researcher has not been able to locate or access any literature focusing specifically on the leadership development practices in any of the training and education institutions under the TMD of the ENDF. Nevertheless, the available empirical literature on the operation of these institutions tasked with the education and training of the military leadership for the ENDF face serious challenges in terms of overall training effectiveness and institutional leadership.

According to a recent study assessing the effectiveness of training in the ENDF Northern Command, there are a number of persisting concerns. These include: (Tegene, Habtu, & Gebrezeher, 2014) lack of proper design of curriculum based on systematic training need assessments. shortage in establishment of suitable mechanisms that help to trace factors that are causative for less effectiveness of the training and lack of practicing appropriate training management system as key factors that contributed for less effectiveness of the training program launched by the center.

Therefore, the purpose of the topic selected and approved for the study is one that has not been previously researched in the Ethiopian context. While there are a few academic works on focusing on the leadership aspects of academic institutions, including in the defense sector, the researcher did not find any research on ‘leadership development’ as the core topic. Thus, the current study attempts to identify the practices and challenges of leadership development in the higher education institutions of the ENDF under the TMD. To this end, the key research questions the study seeks to answer are

1. What is the current practice of leadership developments in Defense Command Staff College and Combined Army Academy?
2. What are the major challenges facing in practicing the leadership development?
3. What possible strategies can be used to improve the practice of leadership development?

1.3. Research Objectives

The following are the general and specific objectives of the current study.

1.3.1. General Objective

The main objective of the study was to assess the existing leadership development practices and the prevailing challenges in the selected colleges of Defense Command and Staff College and Combined Arms Academy under the Training Main Department.

1.3.2. Specific Objectives

The specific objectives of this particular study include:

1. To identify leadership practices currently prevailing in the two higher education institutions;
2. To assess the current leadership development practices in the institutions under investigation;
3. To come up with actionable recommendations the identified challenges and enhance leadership development processes results in the selected institutions

1.4. Significance of The Study

The study may suggest the policy makers, planners and for the colleges to improve the process of leadership development practices to reduce and/or avoid challenges. The study contributes a good understanding of leadership development practices towards the effectiveness of the goal achievement of all higher military education. It may help the military leaders as an additional source of information for the process of implementation of leadership approaches with the context of higher military colleges. Finally, the study, which is expected to come up with a list of issues for further inquiry, may be useful as a starting point for future research works.

1.5. Delimitation of the Study

The scope of this study is delimited to describing the practices and the problems of leadership development in Defense Command and Staff College (Addis Ababa) and in Combined Army

Academy (Awash Sebat). For the sake of accessibility and the researcher's familiarity, the study is confined into two colleges at DCSC and CAA.

Leadership most certainly includes both officers and non-commissioned officers (NCO) leaders. However, the research was limited to officers' training and education. At the outset the rationale behind the selection of the two institutions has to do with the fact that the institutions are tasked with the development of officer leaders in operational level (DCSC) and tactical level leaders (CAA).

To make the study manageable and specific, its content is delimited to the following issues: the practice and the major challenge of education and training for leadership development, the possible strategies to improve leadership development, and the extent to which the institutions have contributed to the leadership development. Thus, the study was only cover the leadership development courses and training sessions, and exclude other military and non-military courses offered by the two institutions.

1.6. Limitations of the Study

The researcher anticipates that the sensitive nature of the research topic could be a major challenge. In particular, this challenge may reduce the willingness of key informants to provide adequate information. The researcher plans to address this challenge by following a stringent system of ethical standards to allay the fears of key informants. The researcher was also taking into account the accessibility of key informants and access to relevant records in selecting government bodies for the proposed study.

Another potential source of challenges for the research process was the limited resource pool available to the researcher. These include time, and academic literature. The researcher was planned to address time limitations through careful planning for efficient utilization

Definition of Key Terms

The following are the key technical terms used repeatedly throughout the current study with corresponding definitions from authoritative sources.

Leadership

Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

Leader development:

Leader development is that part of leadership development that focuses on developing a person with the attending characteristics that enhance leadership.

Leadership development:

is a process of expanding the collective capacity of organizational members to engage effectively in leadership roles; a process of growth and capacity expansion that inherently involves multiple individuals.

Military leader development:

Leader development is the deliberate, continuous, and progressive process founded in Army values that grows Soldiers and into competent, committed professional leaders of character.

Operational leadership:

Refers to planning military campaigns and deploying forces to achieve the strategic objectives set by the highest military level.

Higher Military Institutions:

A center of education which are responsible to train officers in several military professions into higher skill levels

1.7. Organization of the Study

The study of the thesis report consists of five chapters. The first chapter deals with the background, statement of the problem, objectives, significant of the study and scope and limitations of the study. Chapter two was used to review literatures related to the research topic. Methodological issues including description of the study area are presented in chapter three. The fourth chapter presented the results of the study and their interpretation. The final chapter summarizes, concludes and recommendations.

CHAPTER TWO

Review of the Related Literature

This part of the study covers the conceptual and empirical literature relevant to the study topic. It starts with a conceptual review of the core concepts, including leadership, leadership development and leadership theories. Then, it proceeds to explore the empirical literature on the practice.

2.1. Concepts of Leadership and Leadership Development

2.1.1. Leadership

Coming up with a universal definition of leadership in exact terms is a difficult task and the term 'leadership' has been given divergent meanings and definitions in various academic fields. According to Stogdill (1974), "*there are almost as many definitions of leadership as there are persons who have attempted to define the concept*". (Stogdill R. M., 1974:259) One study based on a review of literature uncovered over 90 variables that may comprise the whole of leadership. (Winston and Patterson, 2006) In the words of Karmel (1978): "*It is consequently very difficult to settle on a single definition of leadership that is general enough to accommodate these many meanings and specific enough to serve as an operationalization of the variable*". (Karmel, 1978: 476)

Janda (1960:358) understood leadership in relational terms and defined the term as a "*particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a group member*". Similarly, Tanenbaum et al (1961) and Hersey and Blanchard (1977) acknowledged the relationship but went further by elaborating on the process and intended results of leadership. For them, leadership is "*interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals*". (Tannenbaum, Weschler, and Massarik, 1961:24)(Hersey and Blanchard, 1977)

On the other hand, other authors accorded more weight to the context for leadership. For instance, Stogdill (1974:411) conceptualized leadership in terms of its structural context as "*the initiation and maintenance of structure in expectation and interaction*". Bass (1985) also came

up with a similar definition incorporating the group context for leadership, but focused on distinguishing between leaders and others. For him: “*Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people’s acts affect them*”. (Bass B. 1985:16) The group as the setting is also reflected by Rauch and Behling (1984) for whom leadership is “*the process of influencing the activities of an organized group toward goal achievement*” (Rauch and Behling, 1984: 46).

Within the plethora of definitions of leadership competing for attention, one can detect a few shared elements. One such element incorporated in most definitions of leadership is the conception of leadership as a process through which one person exerts intentional influence over other people to guide, structure, and facilitate activities and relationships in a group or organization. Similarly, the identification of the person exerting influence, or the leader, and another person or group on the receiving end of such influence permeates almost all of these definitions. Finally, leadership is, for the most part, conceived as an intentional process of interaction between the leader and the followers.

2.1.2. Leader and Leadership Development

Leader development can be defined as “*the expansion of a person’s capacity to be effective in leadership roles and processes*”. (McCauley, Velsor, & Ruderman, 2010:3) This is about developing the individual in terms of inculcating or enhancing the attitudes, information, skills and attributes that would enhance her or his effectiveness as a leader in the future. In this context, the core issue is how to go about developing leaders. Leadership development, on the other hand, is a broader concept “*the expansion of a collective’s capacity to produce direction, alignment, and commitment*”. (McCauley, Velsor, and Ruderman, 2010:20)

Understood as such, leadership development has faced some basic challenges in recent times. According to one study, the current challenges include a changing environment that is “more complex, volatile, and unpredictable” with corresponding demands on the skills necessary for leadership while the methods for leadership development have not changed in par (Petrie, 2014:5). In addition, there is evidence to show that the future holds grimmer and more complex challenges to the field of leadership development.

Accordingly, the concept and practice of leadership development constitute one of the key areas of concern for all organizations thereby prompting the need for a context specific examination of current understanding and practices as well as their efficacy in achieving organizational objectives and goals. This, in turn, would require examining the theory and practice in the literature to draw relevant lessons and, if possible, identify applicable standards for the assessment of existing practice and guiding future development within specific organizational contexts. Such an endeavor would have to start with the general theories and styles of leadership covered in the subsequent section.

2.1.3. Leadership Theories and Styles

The relevant literature provides a number of competing and complementary systems for the classification of leadership theories. Most prominent among these is a scheme of categorization widely applied in the relevant literature that is based on the perspectives from which the theories conceptualize leadership behavior and effectiveness. (Lussier and Achua, 2007) In this schema, leadership theories fall into four categories, namely: trait theories of leadership, behavioral leadership theories, contingency leadership theories, and integrative leadership theories.

2.1.3.1. Trait Theories of Leadership

A trait can be defined as an inherent characteristic of a person while a competency can be defined as ability or capability of a person to do something. Traits are inherent and unchangeable. Competencies and behavior can be learned and changed. Early theories of leadership singled out trait as a defining criterion, while the focus progressively shifted to competencies and behavior. Two of the most prominent trait theories of leadership have been the Achievement Motivation Theory and the ‘Theory X and Theory Y’.

The Achievement Motivation Theory was developed by David McClellan drawing upon Maslow’s hierarchy of needs model. (Maslow, 1943) Initially formulated in the 1940s, the theory achieved its complete form in the author’s seminal work “The Achieving Society” published early in the 1960s. McClellan continued to work on the concept of human motivation and enriching his original theory throughout the last decades of the Century. The theory attempts to explain and predict behavior and performance based on a person’s need for achievement, power and affiliation. McClellan posited that these three needs, which are based on personality and are

developed as we interact with the environment, motivate human behavior. (McClelland, 1961) He then came up with a theory on human behavior based on the dominance of one of the three needs.

Douglas McGregor (1966) classified attitudes or belief systems, which he called assumptions, as Theory X and Theory Y. Theory X and Theory Y explain and predict leadership behavior and performance based upon the leader's attitude toward followers. Those with Theory X attitudes believe that employees dislike work and must be closely supervised in order to carry out tasks. Theory Y attitudes believe that employees like to work and do not need to be closely supervised in order to carry out tasks. (McGregor, 1966)

2.1.3.2. Behavioral Leadership Theories

The basic shared tenet of theories falling within the behavioral approach to leadership is that anyone who adopts the appropriate behavior can be a good leader. As such, in contrast to trait theories, the goal of these theories of leadership is identifying the behaviors in which leaders engage than the traits of a leader. The Leadership Style Theory has been the most prominent in this category of leadership theories.

The leadership style theory came out of the studies conducted at the Iowa State University by Kurt Lewin and his colleagues in the 1930s. (Lewin, Lippit, and White, 1939) Through their studies on styles of leadership, this group of researchers identified two basic leadership styles, namely: autocratic and democratic. (Likert, 1967) In their view, an autocratic style of leadership involves a leader who makes decisions alone, tells subordinates what to do and supervises their work. On the other hand, the democratic leader encourages participation in decisions, works with employees to determine what to do and does not closely supervise employees. Subsequently, in the late 1960s, Tannenbaum and Schmidt came up with a conception of leadership behavior as a continuum based on variations in the levels of participation leaders permitted their subordinates. (Tannenbaum and Schmidt, 1969).

2.1.3.3. Contingency Leadership Theories

Contingency leadership theories, best exemplified by Fiedler's Contingency Leadership Theory, focus on how situational variables interact with leader personality and behavior (Fiedler F. E.,

1964). In 1951, Fiedler began to develop the first contingency leadership theory. Fiedler called his theory “Contingency Theory of Leader Effectiveness”(House and Aditya, 1997). Fiedler believed that leadership style is a reflection of personality (trait-theory orientated) as well as behavior (behavioral-theory orientated), and that leadership styles are basically constant. Leaders do not change styles, they change the situation. The contingency leadership model is used to determine whether a person’s leadership style is task or relationship orientated, and if the situation matches the leader’s style to maximize performance. (House and Aditya, 1997)

Fiedler teamed up with J.E. Garcia to develop the Cognitive Resources Theory based on the Contingency Leadership Theory. (Fiedler and Gracia, 1987) The Cognitive Resources Theory (CRT) is a person-by-situation interaction theory, in which the person variables are intelligence and experience of leaders. The situational variables are stress as experienced by leaders and followers. CRT has important implications for the selection of leaders.

Fiedler (1966) recommends a two-step process for effective utilization of leaders: (1) recruiting and selecting individuals with required intellectual abilities, experience, and job-relevant knowledge, and (2) enabling leaders to work under conditions that allow them to make effective use of the cognitive resources for which they were hired. (Fiedler F. , 1967) Some scholars consider Fiedler’s Contingency Leadership Theory and Cognitive Resources Theory the most validated of all leadership theories. (Hughes, Ginnett and Curphy, 2015)

2.1.3.4. Integrative Leadership Theories

The integrative leadership theories are the latest category of theories on leadership. The emergence of each of these clusters of theories is considered a paradigm shift that came about as a result of an evolutionary process each drawing upon the strengths and weaknesses that preceded it in a continuous search for effective leadership. In this sense, the ‘integrative theories’ stand out simply by virtue of coming about on the basis of lessons from previous ones. More importantly, some of these theories, especially the transformational and servant-leadership theories are prima facie favored in the context of education leadership as well as leadership development. This is so because leadership development is in and by itself a transformative concept.

Weber's Charismatic Leadership Theory

In 1947, Weber used the term charisma to explain a form of influence based on follower perceptions that the leader is endowed with the gift of divine inspiration or supernatural qualities. (Weber, Henderson, & Parsons, 1947) Charisma can be seen as a fire that ignites followers' energy and commitment, producing results above and beyond the call of duty. (Klein and House, 1995)

Charisma can be described as the influencing of followers resulting in major changes in their attitudes, assumptions and commitment. (Yukul, 1998) According to Yukl (1998), charismatic leaders are more likely to come forward as leaders during times of great social crisis. They are often instrumental in focusing society's attention to the problem it faces by means of a radical vision that provides a solution.

House's Charismatic Leadership Theory

House (1977) developed a theory that explains charismatic leadership in terms of a set of verifiable propositions involving observable processes. (House and Aditya, 1997) The theory identifies how charismatic leaders behave, how they differ from other people as well as the conditions under which they are most likely to thrive. The inclusion of leadership traits, behavior, and situational factors, makes this theory more comprehensive in scope than most other leadership theories.

According to House (1977), the following indicators determine the extent to which a leader is charismatic: Followers' trust in the correctness of the leader's beliefs; similarity of followers' beliefs to those of the leader; unquestioning acceptance of the leader by followers; followers' affection for the leader; willing obedience to the leader by followers; emotional involvement of followers in the mission of the organization; heightened commitment of followers to performance goals. Followers believe that they are able to contribute to the success of the group's mission. According to House's theory, charismatic leaders are likely to have a strong need for power, high self-confidence as well as strong beliefs and ideals.

Conger and Kanungo's Charismatic Leadership Theory

Conger and Kanungo (1987) developed a theory of charismatic leadership based on the assumption that charisma is an attribute. (Conger & Kanungo, 1987) Followers attribute certain charismatic qualities to a leader based on their observations of the leader's behavior. Conger and Kanungo identified aspects of leadership behavior responsible for these attributes, based on research findings comparing charismatic and non-charismatic leaders. The behaviors are not believed to be present to the same extent in each charismatic leader.

Burns' Theory of Transformational Leadership

Burns described transformational leadership as a process in which "leaders and followers raise one another to higher levels of morality and motivation". (Burns, 1978, p. 20) Transformational leaders appeal to higher ideals and moral values of followers such as liberty, justice, equality, peace and humanitarianism.

In terms of Maslow's (1954) needs hierarchy theory, transformational leaders activate higher-order needs in followers. (Maslow, *Motivation and Personality*, 1954) Followers are elevated from their "everyday selves to their better selves". According to Burns (1978), transformational leadership may be exhibited by anyone in an organization in any type of position. (Burns, 1978)

Burns (1978), contrasts transformational leadership with transactional leadership. Transactional leaders motivate followers by appealing to their self-interest. Transactional leaders in the corporate environment exchange pay and status for work effort. Transactional leadership involves values, but they are values relevant to the exchange process, such as honesty, responsibility and reciprocity. Influence in transactional leadership is based on bureaucratic authority. Bureaucratic organizations emphasize legitimate power and respect for rules and tradition, rather than influence based on exchange or inspiration.

According to Burns (1978), leadership is a process, not a set of discrete acts. Burns described leadership as "*a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless process of flow and counter flow*". (Burns, 1978: 440) According to Burns, transformational leadership can be viewed both as an influence process between

individuals and as a process of mobilizing power to change social systems and reform institutions. At the macro level, transformational leadership involves shaping, expressing, and mediating conflict among groups of people in addition to motivating individuals.

Bass' Theory of Transformational Leadership

Bass (1985) defines transformational leadership primarily in terms of the leader's impact on followers. (Bass B. , 1985) Followers trust, admire and respect the leader, and they are therefore motivated to do more than what was originally expected. According to Bass (1985) a leader can transform followers by, making them more aware of the importance and value of task outcomes, inducing them to transcend their own self-interest for the sake of the team and activating their higher-order needs.

Bass (1985) views transformational leadership as more than just another term for charisma. According to Bass "*charisma is a necessary ingredient of transformational leadership, but by itself it is not sufficient to account for the transformational process*". (Bass B. , 1985: 31) Transformational leaders influence followers by arousing strong emotions and identification with the leader, but they may also transform followers by serving as a coach, teacher and mentor.

The conceptions of transformational leadership proposed by Bass and Burns are similar in many respects, but there are some differences. Initially, Burns (1978) limits transformational leadership to enlightened leaders who appeal to positive moral values and higher-order needs of followers. (Burns, 1978) In contrast, Bass (1985) views a transformational leader as somebody who activates follower motivation and increases follower commitment. (Bass B. , 1985) Bass does not exclude leaders who appeal to lower-order needs such as safety, subsistence, and economic needs.

Similar to Burns, Bass views transactional leadership as an exchange of rewards for compliance. However, Bass defines transactional leadership in broader terms than Burns does. According to Bass, it includes not only the use of incentives and contingent rewards to influence motivation, but also clarification of the work required to obtain rewards. Bass (1985) views transformational and transactional leadership as distinct but not mutually exclusive processes, and he recognizes

that the same leader may use both types of leadership at different times in different situations. (Bass B. , 1985)

Servant-Leadership

Servant-leadership is an employee-focused form of leadership which empowers followers to make decisions and keep control of their jobs. Servant-leadership is leadership that transcends self-interest in order to serve the needs of others, by helping them grow professionally and emotionally. (Daft, 1999) The focus of servant-leadership is on empowering followers to exercise leadership in accomplishing the organization's goals.

Modern Servant Leadership theory owes its origins to Greenleaf (1977) who proposed a new leadership paradigm in contrast to the 'leader' centered focus, which has tended to adopt a command-and-control approach. Laub defines Servant Leadership as "an understanding and practice of leadership that places the good of those led over the self-interest of the leader.... and the sharing of power and status for the common good..." (Laub, 2004: 8). Birkenmeier, Carson and Carson, declare that, "servant leaders transcend personal self-interest and aspire to fulfil the physical, spiritual and emotional needs of others". (Birkenmeier, Carson, & Carson, 2003:375)

The term "servant" originated from the Greek verb *diakonein*, which means "to serve", and several authors recognize service as a key characteristic of Servant Leadership. According to Spencer, the word "servant" implies an approach to leadership that supports the moral and ethical empowerment of others, which is an important ingredient of becoming a servant leader. (Spencer, 2007:2) Crippen (2005) stated that, the implications of Greenleaf's conceptualization of Servant Leadership is that "leadership without service is less substantial, more ego-driven and selfish, instead of being community centered, altruistic and empathetic". (Crippen, 2005) Servant Leadership is therefore not a model of leadership that is self-serving, manipulative, short-sighted or power-oriented, but is motivated by the underlying principles of service (Northouse, 2007).

Traditional leadership theories emphasize the leader-follower structure, in which the follower accepts responsibility from the leader and is accountable to the leader. The non-traditional view of leadership however, views the leader as a steward and servant of the employees and the organization. It is less about direction or controlling and more about focusing on helping

followers do their jobs, rather than to have followers help the managers do their jobs. (Greenleaf, 1991) Servant-leadership requires a relationship between leaders and followers in which leaders lead without dominating or controlling followers. Leaders and followers work together in a mutually supportive environment in order to achieve organizational goals.

2.1.4.Theories of Leader and Leadership Development

Day and Antonakis claim that the literature on leadership development is a “*collection of disparate best practices*” (Day & Antonakis, 2012:108). There is no agreed theory or conceptual framework in the literature for leader development (Avolio : Hannah, 2008).Nevertheless, theories of leadership discussed above form the foundations for the conception of leadership development. As such, the evolution in the leadership theories has been paralleled by a similar trend in the conception of leadership development.

Trait theories of leadership posit that leadership is inborn and inherent to some individuals destined to be leaders, leaving no space for learning leadership. Nevertheless, subsequent theories went beyond this barrier and proposed that some leadership behaviors can be learned with a growing belief that the ability to be a good leader can be learned, even if some people have a greater innate will to lead. Subsequently, these theories having introduced the possibility of ‘emulating’ leadership behaviors were replaced by the contemporary developmental theories that seek to understand the conscious steps taken to become a leader (Kakabadse and Kakabadse, 2014)

2.2. Practice of Leadership and Leadership Development

This section of the literature review presents the empirical literature on leadership and leadership development. It starts with the prevailing conceptions of leadership relevant to the subject matter at hand and proceeds to cover leadership development practices in the military context. Finally, the section addresses methodological issues pertaining to the choice of measurement tools.

2.2.1. Military Leadership

The relevant literature supports the links between integrative, especially transformational and transactional, leadership and military leadership (Hamad, 2015). The United States (US) Army

Leader Development Strategy (2013) takes an integrative and transformational approach to leadership development as:

“deliberate, continuous, and progressive process founded in Army values that grows Soldiers and Army Civilians into competent, committed professional leaders of character... through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships”.(USMA, 2015: 5)

It can be seen from this definitions, the practice of leadership is continuous effort and deliberate process. Leadership development achieved through well organized education and experiences and the whole institutions .particularly in the context military.

In the context of the Canadian Armed Forces, the leadership theory of choice is termed ‘inclusive leadership’. This is a collective of two concepts, namely: transformational leadership; and, participative leadership (Harding, 2016 : 62). Similarly, the fighting doctrine adopted by the UK, named ‘mission command’, *“is based on mutual trust between leaders and those they lead”* (Center for Army Leadership (UK), 2015: 2)

The preponderance of transformational leadership perspectives in the military leadership literature and practice is not accidental. For one, this perspective is proven to be most effective *“for long lasting tasks, in particular military tactics and maneuverability”* wherein sustainable trust and inspiration up to self-sacrifice are the standard (Hamad, 2015:5). The description of Bernard Montgomery, who was the most successful British general of the twentieth century and one of the most important participants of World War II, as *“...a transactional leader who learned how to become transformational by a process of planning and deliberation”* best expresses this rationale (Weir, 2013).

Another equally important reason is the seriousness of the consequences that could arise from leadership failure in the military. In the words of Geoffrey Regan: (Keller, 2014)

There are just as many incompetent physicians, dentists, accountants, lawyers, teachers and engineers as there are incapable military commanders. For its potential impact on society, however, military failure often has much more serious consequences. In civil aviation, a pilot might cause the death of several hundreds of people, while the decision of a general might kill tens of thousands of people.”

The military in any country is considered part of the public sector. However, the nature of the military in terms of its core function distinguishes it among other public sector institutions.

The specific characteristic of the military, i.e. the threat and organized use of force to achieve political goals, distinguishes it from all other organizations, even though a large number of factors increase its similarity to major civilian organizations.” (Keller, 2014: 33)

Consequently, it is imperative that the organization be capable of directing, or threatening to direct, the maximum force possible at a vital point at the right time. This has led to the development of a configuration highly typical of the military – the single-line system. The implications for leadership is that the typical territorial military tends to adopt arrangements that align with the overall characteristics of a large organization that reveals clear patterns of a bureaucratic organization (Schiena, Letens, Aken, and Farris, 2013:144).

At the same time, the modern military has to be responsive to emerging situations. In particular, unconventional units deployed for atypical operations such as counter-terrorism, peacekeeping and emergency relief have to develop the characteristics of ‘learning organizations’ in the management parlance (Stothard, Talbot, Drobnjak and Fischer, 2013).

In order to adapt to their fast-changing environment, these units seem to develop faster and more flexible cycles of information and knowledge transfer that fosters collaboration and participation based on trust and mutual respect across hierarchical boundaries (Schiena, Letens, Aken, and Farris, 2013: 144). This calls for a system of leadership chosen for validity, practicality, and usefulness as well as adaptability (Harding, 2016). Transformational leadership, which is at the core of what constitutes adaptive leadership, provides the ideal model for these circumstances. This is in line with Bass’s argument that: “*Transformational leadership is more likely to reflect social values and to emerge in times of distress and change while Transactional leadership is more likely to be observed in a well-ordered society*” (Bass B. , 1985: 154).

2.2.2. Leadership in Education

Leadership and management, as vested in the senior school staff and especially the head teacher or principal, are increasingly considered priorities for school improvement. (UNESCO, 2017, p.

59) Education institutions that showed significant improvement in student achievement on international tests had strong leadership. (Mourshed, Chijioke, & Barber, 2010)

The trend towards more accountability, decentralization and performance-based metrics to assess schools and teachers, has significant implications for principals in terms of workload, nature of responsibilities, and skills and knowledge required to fulfill more complex roles. Decentralization requires leaders to focus on communication, cooperation and coalition-building. Emphasis on school performance adds to paperwork, time constraints and expectations of school improvement. (UNESCO, 2017: 59)

Today's principals are expected to be managers, instructional leaders and problem-solvers, and serve as the interface among the school system, the bureaucracy and the community. Many countries increasingly view principals more as instructional leaders, supporting teachers to improve learning, than as traditional school administrators. (Vaillant, 2015) In the 2013 Teaching and Learning International Survey (TALIS), principals said they were overburdened with administrative tasks, especially at the upper secondary level, and unable to devote themselves to instructional leadership. (OECD, 2014) In Australia (Pont, Nusche, & Moorman, 2008) and many African contexts (UN, 2016), the added stress of an increased workload deterred prospective leaders. (UNESCO, 2017:59)

In poorer countries, emphasis on instructional leadership is less evident, though the principals' role in influencing school improvement has grown. In Ghana, school leaders regard themselves as no more than keepers of school possessions and implementers of government policies. In Kenya and Cameroon, school leaders have wide-ranging responsibilities. However, they are usually not well-prepared to deal with these challenges. Where preparation is offered it is usually in the form of brief professional training sessions. (UNESCO, 2016) Principals may even discount the importance of instructional leadership. (UNESCO, 2017: 60) A study in six African countries found that principals viewed management, organization and record-keeping as their key jobs and did not mention the importance of their role in teaching and learning processes. (Mulkeen, Chapman, DeJaeghere, and Lue, 2007)

Accountability pressure affects principals, but they often lack the capacity or motivation to use the opportunity to improve their school. In Canada, growing emphasis on assessment has

increased pressure on principals and narrowed their instructional leadership to short-term inspecting and directing over longer-term teacher development. While principals are expected to manage assessments, most preparation programmes do not require related training. (Newton, Tunison, and Viczko, 2010) With increased accountability, 88% of South African schools had developed school improvement plans in 2011. However, the rewards and sanctions in the quality assurance system have not induced behavioral change since there is high job security, due to stringent labour legislation. (UNESCO, 2017:60) Teacher unions and principals may also resist implementing sanctions, because they view them as unfair, with too many variables outside school control. (Wills, 2015)

Schools with fewer resources are likely to face heightened leadership challenges. Head teachers in remote areas of Botswana, Namibia, the United Republic of Tanzania and Zimbabwe tended to receive little or no administration support. (De Grauwe, 2001) Principals in low income inner-city schools in the United States reported mostly dealing with emergencies instead of instructional issues. (Tucker & Coddling, 2003) In all OECD countries surveyed, principals who agreed their effectiveness was somewhat or extremely influenced by inadequate resources were also more likely to claim that a higher workload affected their ability to do their job effectively.(UNESCO, 2017:61)

2.2.3. Leadership Development Programs and Frameworks

The empirical literature is rife with a multiplicity of leadership development programs (LDPs) with shared and distinct approaches. One point of consensus is that leadership development is highly sensitive to contextual factors, especially individual, organizational and sector contexts. (Bolden, 2006) In each case, the approaches to leadership development reflect the influences of the contexts in which the programs take place in terms of “*the appropriate content, style and format of leadership development*”(Bolden, 2006: 3).

Leadership development should also be sensitive to the realities of leaders in terms of connecting the challenges they face on daily basis with the essential skills they need to be successful. The Leadership Development Roadmap developed by the Center for Creative Leadership (CCL) provides a model of leadership development attuned to these concerns. The model depicted in the following table targets five levels of leaders.

Table 1: The Leadership Development Roadmap, Center for Creative Leadership

<i>Leadership Roles</i>	<i>Leaders</i>	<i>Program Title</i>	<i>Critical Skills</i>
Leading Self	Individual contributors, professional staff and emerging leaders	Leadership fundamentals	Introduces the fundamentals of effective leadership for greater success, faster
Leading Others	Leaders of individual contributors	Maximizing Leadership Potential	Prepares front-line managers to achieve lasting results through people
Leading Managers	Experienced leaders who lead other managers or senior professional staff	Leadership Development Program (LDP)	Strengthens the ability to manage complexity, balance competing priorities and collaborate up, down and across the organization to drive tangible results
Leading the Function	Senior leaders of organizational functions or divisions	Leading for Organizational Impact	Enhances the ability to lead while balancing short-term and long-term strategic perspectives
Leading the Organization	Top executives leading the enterprise	Leadership at the Peak	Maximizes personal leadership power to accelerate the organization’s commitment, alignment and results

Source: Compiled from Center for Creative Leadership Prospectus, 2017

CCL’s Core Development Programs seek to build the most critical skills for success at each level of leadership. They are grounded in CCL’s “Fundamental Four” leader competencies (self-awareness, learning agility, influence and communication), driven by essential outcomes and focused on key requirements for success at each level.

2.2.4. Country Experiences in Military Leadership Development

The military poses a unique leadership problem due to the very purpose of the organization, i.e. convincing people to set out to kill and risk their own lives at least at some point in time. Even when not at a state of active war, keeping the vast military machine in a state of readiness entails an enormous leadership challenge.

In addition, military leadership calls for a balancing act between two contradictory interests. On the one hand, strictly hierarchical chains of command and responsibility are necessary for the proper control of lethal force the military and its personnel wield. On the other hand, risk-averse behavior and stifling innovation would significantly take away from the effectiveness of the military in conducting successful operations and winning wars.

Thus, a leadership development program within the military context needs to take into consideration the unique nature of the military, incorporate the whole range of operational and

non-operational or peace time aspects of military leadership, and accommodate the sometimes conflicting attributes of a disciplined yet risk-taking military. At the higher levels, considerations of political nature will also have to be accounted for.

2.2.4.1. United Kingdom-RAF

The Royal Air Force Leadership Centre was created to provide a focus for leadership within the Royal Air Force and devise a through-life coherent leadership training policy for all its personnel. After much internal and external research we devised the following list of attributes that Royal Air Force leaders should concentrate on: (Jupp, 2006: 32) “*war fighter/courageous, emotionally intelligent, flexible and responsive, willing to take risks, mentally agile/physically robust, able to handle ambiguity, politically and globally astute, technologically competent, able to lead tomorrow’s recruit*”. Doing or being these things will not make a leader but they are what the Royal Air Force needs its leaders to understand.

Mission Command: Mission Command is a philosophy and has four enduring tenets. It requires timely decision-making, a clear understanding of the superior’s intention, an ability on the part of the subordinates to meet the superior’s remit, and the commander’s determination to see the plan through to a successful conclusion. It promotes decentralized command, freedom and speed of action and initiative but is responsive to superior direction. (From British Defence Doctrine). It is a way of proper empowerment and delegation.

General Service Courses: The Royal Air Force Leadership Centre devised leadership interventions in the series of general service courses that every career officer or non-commissioned officer undertakes. The general leadership training would have to ensure that everyone was conversant with Mission Command; that they increased their knowledge of the different styles of leadership and when they were appropriate; that various models of leadership were made available to them and they applied them in practice. As careers developed, a return to the touchstone would be necessary and issues above the tactical, at operational and strategic levels, addressed, particularly ambiguity.

Force Development: These courses serve those who progress up the career ladder reasonably well but it can be a considerable number of years between courses for any particular individual. For those whose career does not progress up the promotion ladder but develops in different ways

there are no more of these types of courses where leadership can be developed. Thus the Force Development concept was brought into being. This is designed to give support in the workplace for various general service training needs and leadership is one of the five ‘pillars’ of this learning.

2.2.4.2. British Army

In the British Army Officer Career Development Handbook, career development is divided into three distinct career stages. Stage One covers the rank of Officer Cadet to Captain, Stage Two covers the ranks of Major and Lieutenant Colonel, and Stage Three is the rank of Colonel and above. The Officer Career Development model balances training, individual education and organizational needs within a framework that improves the effectiveness of officers throughout their career (Ministry of Defense, 2014).

The Officer Career Development Handbook highlights several definitions, these relate to education, training, personal development and professional development. Within the context of a military career, education deals with the development of broad-based general knowledge, military attitudes, and intellectual capacity. To support the Officer Career Development model, appropriate education is provided at the start of each Career Stage (Officer Cadet, Major, and Colonel), thus setting conditions for personnel to offer optimum performance at their respective career stages. Military training is the acquisition of skills and knowledge relating to an officers’ particular role or specialization and is tailored to support the requirements therein.

Regarding professional development versus personal development, the former is competency-based, and focus on knowledge, behaviors, and skills, which deliver a particular ability relevant to the performance of a specific role or future role. Professional development includes training, education, experience and guidance and is based on the needs of the employer or organization.

Personal development differs in that it does not directly link to an employer or organizational requirement. Personal development is focused on the needs of the individual and seeks to create personal growth that will give new competencies and expand an individual’s ability overall. Personal development may very well enhance an individual’s ability to perform a particular role, but it is a consequence, rather than a required output.

In the British Army, the training and education continuum is underpinned by three principles. These are: individual ownership, chain of command responsibility, and timeliness and accuracy. There is an Officer Leadership Development Programme that runs throughout the entirety of the career and training continuum including the Junior Officer Leadership Programme (JOLP) (Ministry of Defense, 2014). The JOLP forms the core for leadership development from the rank of Officer Cadet to Lieutenant and is separated into three parts. JOLP 1 is conducted as part of the Commissioning Course and creates opportunities for Officer Cadets to develop their leadership through challenging leadership roles, role modeling, and feedback. JOLP 2 relates to leadership development during an officer's first posting post-commissioning, and is referred to as Regimental Duty (or RD). JOLP 2 content is the responsibility of Commanding Officers and should provide leadership opportunities along with feedback and mentoring.

Concurrent to the JOLP, junior officers within the British Army are also required to complete an online military-knowledge course, the Junior Officer Tactical Awareness Course (known as MK JOTAC). MK JOTAC is a distance learning course that provides additional professional knowledge appropriate for Lieutenants and junior Captains. The course is split into six modules, and four of the six have built-in, online exams as part of the requirement. Topics include Battlegroup Capabilities, Command and Training, and Operations.

The British Army Leadership Code is a new concept which was published in 2016 in the document "The Army Leadership Code: An Introductory Guide" (Ministry of Defense, 2016). The code consists of seven leadership behaviors listed using the acronym L-E-A-D-E-R-S, which stands for: (1) Lead by Example, (2) Encourage Thinking, (3) Apply Reward and Discipline, (4) Demand High Performance, (5) Encourage Confidence in the Team, (6) Recognize Individual Strengths and Weaknesses, and (7) Strive for Team Goals. These seven behaviors are drawn from academic leadership theory and are based upon the principles of both Transformational (also called Inspirational) and Transactional (also known as Directive) leadership theory. These leadership behaviors are linked to each of the British Army's Core Values, which further cements their importance into existing doctrine.

2.2.4.3. New Zealand

In the New Zealand Army, officer training starts with a 12-month commissioning course conducted at the Officer Cadet School, based in Waiouru at the Army Command School. This course is mandatory for all Regular Force officers, and during this period Officer Cadets are assigned to a particular corps where they will be posted following commissioning. Once an Officer Cadet has commissioned to the rank of Second Lieutenant, they fall under the auspices of the Post-Commissioning Training Programme (PCTP) (New Zealand Army, 2016, p. 3341).

The initial part of PCTP provides a buffer zone for the transition from cadet to commissioned officer. Once the first year of the PCTP is complete, the junior officer joins their new unit on a full-time basis, and in most cases, is given command of a platoon or troop. Responsibility for continuing the officer's development under the PCTP transitions from the Army Command School to the new Commanding Officer. Management of this development is in conjunction with the Directorate of Army Career Management, which provides Commanding Officers with advice on timelines for attendance to formal courses. The PCTP is designed "to teach junior officers the general skills they need to know to carry out their role as a junior commander". (New Zealand Army, 2016).

The next stage in the professional development of junior officers is the courses associated with promotion from Second Lieutenant to Captain. In most cases, the first course is the trade-specific or branch course relevant to the respective corps of the officer. This intent of this course is to prepare the officer to operate within a battalion staff, within their branch. Following completion of their trade-specific course, the next step is attendance on the Grade Three Staff and Tactics Course (New Zealand Army, 2016, p. 3351). The Grade Three Staff and Tactics course prepares officers to perform the duties of grade-three (SO3) operational staff appointments and introduce officers to the all-arms environment.

Since 2015, the NZA has introduced parallel Leadership Development Framework involving courses delivered by the Institute of Leadership Development covering leader and leadership development (Institute for Leadership Development, 2015, p. 8). Two of the six elements of the framework, i.e. "Live the Ethos and Values" and "Think Smart", focus on the development of the individual. The remaining four elements of the Framework, on the other hand, focus on

leadership development and improving relationships. These are: “Influence Others”, “Develop Teams”, “Develop Positive Culture”, and “Mission Focus”. Each of the elements has a series of associated leadership tasks.

2.2.4.4. United States Army

The US Army Leader Development Strategy defines the development of leaders as an on-going process that continually builds on previously acquired knowledge, to create professional leaders of character. Development is carried out in three areas; training, education, and experience, with growth achieved in each through the institutional, operational and self-development realms. Development is supported through mentoring, a focus on the principle of mission command, and an emphasis on both critical and creative thinking.

There are five phases to officer development within the US Army. The first phase is pre-commissioning-pre-appointment and deals with the military education received at institutions such as West Point, or through a Reserve Officers’ Training Corps scheme. Phase two is Primary and captures the education and development received from the ranks of Second Lieutenant to Captain (O-1 through O-3). The third phase, Intermediate, is for the rank of Major (O-4), and the senior phase is for Lieutenant Colonel to Colonel (O-5 to O-6). The final phase is for General-Flag Officers.

There are three developmental realms (area of interest) in US Army doctrine; institutional, operational, and self. Institutional development is the first step in officer development and forms the basis of subsequent development by ensuring that junior officers have the knowledge necessary for them to perform a leadership role in the operational US Army. Following their initial institutional experiences, junior officers are assigned to operational roles where they can gain experience and put into practice the theoretical lessons they learned during the institutional phase. At this early stage in the junior officer’s development, the unit commander plays an important role. The commander is responsible for coaching, counseling, and mentoring the junior officers under their command, establishing the performance standards they expect, and providing both mentoring, feedback, and assessment. Underling the whole framework is the US Army’s philosophy of Mission Command. There are six principles of Mission Command: build cohesive

teams through mutual trust, create shared understanding, provide a clear commander's intent, exercise disciplined initiative, use mission orders, and accept prudent risk.

Self-development is ongoing throughout an officer's career and focuses on the junior officer being sufficiently self-aware to identify their deficiencies. Although this has a focus on the individual, it is important that the commander knows the strengths and weaknesses of the junior officer, so that they can offer feedback and guidance. This development is enhanced by the use of the Multi Source Assessment and Feedback; which is a form of 360-degree assessment that helps officers gain greater self-awareness. Company-level development is the critical component of junior officer professional development, and in the US Army the view is that "*leading soldiers is the essence of leadership development at this stage of an officer's career*" (Department of the Army, 2015:15).

Basic Officer Leadership Course (BOLC) encapsulates the US Army junior officer leadership training is encapsulated in the BOLC, which consists of parts A and B (Department of the Army, 2015: 8). BOLC A is conducted prior to commissioning, and focuses on generic officer skills such as displaying the US Army ethos, appropriate levels of self-confidence and physical fitness, and being an expert at field craft. Following completion of BOLC A officers conduct BOLC B, which is carried out at trade-specific or branch technical schools. BOLC B is a mandatory course, which should be completed as soon after commissioning as possible, but within 42 months at the latest. BOLC B develops the junior officer's trade-specific skills and qualifications whilst maintaining and developing their previously taught generic skills.

The institutional development conducted during the BOLC course continuum must be supplemented by operational and self-development, if junior officers are to develop correctly. For operational development, the onus lies with the commander to set the conditions for development to occur. To assist with this, the US Army developed its LRM which consists of attributes and competencies, and is linked together by a series of expected characteristics for each (Department of the Army, 2012: 1:5).

From the above Military Experiences lessons learned that even though there is different systematic leadership development form country to country, All counters have clear guidance, clear military leadership doctrine, Army Leader Development Strategy, leadership development,

stage of an officer's career development, from junior to higher officers self development, institutional development

2.2.5. Measurement and Evaluation of Leadership Development

2.2.5.1. Transformational Leadership Survey

The transformational leadership survey is a simple tool conceptualizing (interpret observations with the concept) transformational, transactional and laissez-faire (declarative) leadership as successive points in a continuum, not distinct concepts or leadership styles. The tool encompasses “the full range of leadership” model developed by Bass and Avolio in the context of ‘full range leadership development’. (Bass and Avolio, 1997) The survey measures leadership skills on six factors: charisma, social, vision, transactional, delegation, and execution, covering the components of full range leadership development (Antonakis & House, 2002). The assumption behind incorporating these leadership styles and behaviors within a single tool is that high performance leaders possess well-developed transformational (leadership) and transactional (management) skills and competencies (Beazer and Cameron, 2015).

Charisma: Charisma (also referred to as ‘idealized influence’) is one of the four dimensions of transformational leadership referring to the leaders’ ability to display power and confidence, gain respect, and have a strong sense of purpose (Bass B. M., 1990). A charismatic leader is a role model that shows true dedication, trust, and respect to others, who in turn, do the same. Simply put, charismatic leadership is leading through conviction relying on the charm and persuasiveness of the leader. Charismatic leaders are driven by convictions and commitment to their cause. Relying on the leader’s ability to influence and inspire followers is a common feature of charismatic and transformational leadership.

However, there is one important difference between a charismatic and transformational leader from the perspective of focus and audience. A charismatic leader seeks to improve the status quo, while a transformational leader goes for transforming the organization into the leader’s vision. Moreover, unlike transformational leaders, charismatic leaders depend on the personality and actions of the leader, rather than process or structure. (House R. J., 1998)

Social: Social leadership, a term coined by Professor Jaume Filella, refers to the ability to bring people together, facilitate agreements and drive efforts in the same direction often in a relationship of equals. Social leadership is contextual and consensual (by mutual consent: involving the agreement of all involved). It is a type of authority granted by the community or team founded upon the leader's reputation and social capital. A social leader helps others to learn by coaching and mentoring them. She creates challenging environments to help them reach their full potential. When others have difficulties the social leader is not afraid to empathize with them and help guide them. In contrast to a task leader, she is good at getting members of the team excited about their task, increasing energy, inspiring team spirit, and reducing conflict. In contrast to a task leader who prioritizes the accomplishment of a specified task, the social leader focuses on individual accomplishments, personal development and employee satisfaction. Social leadership is akin to 'inspirational motivation', another dimension of transformational leadership meaning being inspiring and appealing to followers through an expressive and convincing communication style, showing enthusiasm, optimism, and trust (Bass B. M., 1990) (Bass & Riggio, Transformational Leadership, 2006).

Vision: Visionary leadership, which was first described by Daniel Goleman in 2002, refers to a leader who is inspiring in vision, and helps others to see how they can contribute to this vision, allowing the leader and follower to move forward towards a shared view of the future. A visionary leader provides challenging visions and helps people to understand them so that they are motivated to join in. This leadership style is considered most effective at a time when an organization needs a new direction. The equivalent conception in the context of transformational leadership is "inspiring a shared vision", the degree to which the leader develops a shared vision and mission with the stakeholders. (Kouzes and Posner, 2007).

Transactional: A transactional leader ensures others understand what she expects from them by using mutual agreement. In addition, she ensures that if poor performance does occur, the leader take action to ensure it does not affect the moral of the team. A transactional leader is someone who understands the value of order and structure often in the context of the military, large corporations or projects requiring rules and regulations to achieve objectives. Thus, transactional leadership is about achieving results, conformity to the existing organizational structure, and measuring success according to the system of rewards and penalties of the organization. Unlike

the charismatic leader depending on influencing the group or organization, a transactional leader emphasizes on managing the performance of the individual and determining how well she performs in a structured environment. Similarly, while the transformational leader underlines motivation and inspiration, the transactional leader highly features positive and negative reinforcement. The military, the Police and first responders are known to favor this style of leadership to ensure that all areas of the organization are consistent. Transactional leadership is also ideal in crisis situations where everyone has to do what is expected of her for the effort or organization to succeed.

Delegation: Also called laissez-faire leadership, this leader will delegate both the task and the authority to get things accomplished using autonomy to drive success. Such leadership is based on trust. For this leader, the key to success is to build a strong team and stay out of the way. In practice, it means leaders leave it up to their subordinates to complete responsibilities in a manner they choose, without requiring strict policies and procedures. Opponents of this leadership approach warn that it is risky to universally delegate decision-making responsibility since groups do not have the power to make strategic or far-reaching decisions.

Execution: Execution leadership is basically about relentless measurement, monitoring and management. The basic tenet for this style of leadership is: leaders cannot achieve their grand visions and strategies without a relentless push to execute brilliantly. While I do delegate as many tasks as possible with the authority to accomplish them, as a good steward of my department's resources, I do follow-up to ensure things are going as planned and we are not wasting times. In this sense, leadership is about inspiring, equipping, mentoring and challenging others to take action.

Each factor is measured by three questions in a self-assessment questionnaire. A higher score on the total calculated indicates more progress towards transformational leadership.

The transformational leadership survey is a simple tool covering the behaviors across three leadership styles; it also proves a range of positions along these styles. This makes it an ideal tool for the measurement of the current position of leadership as well as the progress over time towards transformational behaviors. In particular, its simplicity and fewer questions ensure ease of utilization. However, the tool, which was initially developed by Dan Clarke in 2011 as a

learning tool, is not comprehensive enough to provide in-depth information on a person's leadership style.

2.2.5.2. Leadership Competencies

Leadership competencies are a widely used system/framework for the documentation of information on what a leader is expected to do. These are mostly stated in terms of either as “traits, characteristics, or attributes” or in “task, function, and behavioral” terms. The purpose in establishing competencies for leaders should be to better define what functions leaders must perform to make themselves and others in their organizations effective. More recently competencies have become the building blocks of leadership selection and development processes.

Competency frameworks or models should serve as the roadmap to individual and organizational leader success. The value of competencies is in providing specific or at least sample actions and behaviors that demonstrate what leader's do that makes them successful. Therefore the end goal of all frameworks or models should be to provide measurable actions and behaviors associated with leadership functions.

Competencies have become a more prevalent method of identifying the requirements of supervisory, managerial, and leadership positions, rather than job or task analysis techniques, because they provide a more general description of responsibilities associated across these positions (Briscoe and Hall, 1999). In the United States Coast Guard – leadership competencies are measurable patterns of behavior essential to leading. The Coast Guard has identified 21 competencies consistent with our missions, work force, and core values of Honor, Respect, and Devotion to Duty. (COMDTINST 5351.1).

CHAPTER THREE

The Research Design and Methodology

This chapter presents about the research design, source of data, sample and sampling techniques, Instrument and Procedure of Data Collection, method of data analysis, and ethical considerations are briefly discussed below.

3.1. The Research Design

In order to describe and assess the existing leadership development practices and the prevailing challenges in the selected colleges of Defense Command and Staff College and Combined Army Academy, the researcher used descriptive type of research design. Descriptive research design allows assessing and describing the nature, condition and degree of the present situation of leadership development practice in both Ethiopian military higher educations. Further the researcher was employing in this study a mix of quantitative and qualitative methods

Quantitative strategy is used to describe and analyze the practices and challenges of leadership for the Academy/College focusing on the leadership styles of department heads, the leadership development program (overall assessment and students' perspective); and, the leadership development competencies/activities of teachers/staff directed at the students.

3.2.Sources of Data

The researcher generated the data for the proposed research from primary and secondary sources. The researcher has used five groups of respondents as primary sources of data. These include the academy commandants, Research and Curriculum Development, department heads, teachers and officer students. These respondents are selected because of their respective positions and because they are rich in information needed in this study.

The secondary sources were also gathered from written documents that have some background information about the issues under investigation. Documents, books, journals, research papers, published and unpublished materials and annual abstracts were examined.

3.3. Sample and Sampling Techniques

3.3.1. The Target Population

The target population for the current study was all Defense Command and Staff College and Combined Arms Academy instructors, students and commandants. More specifically, the population includes: 123 students from 11th, and 10th batch, 89 instructors, 14 Department heads, 5 Research and Curriculum Development staff, and 5 commandants and focus group officer students 12. The total population adds up to 263 members. Therefore, all instructors, students, department head, research and curriculum development and commandants of the academy were the total population for which data was available.

3.3.2. Sampling Techniques

The researcher adopted a stratified sampling and purposive sampling in this study. Stratified sampling is used to obtain a representative sample from each unit. Since the total population of the department is stratified under five units with people who have different knowledge and experience in their specific job. According to Ajay (2014) the frame can be organized by these categories into separate "strata." Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected. C.R. Kothari (1990) argued that, "*under this sampling design, every item of the universe has an equal chance of inclusion in the sample*". From this point of view the researcher used random sampling technique (by lottery method) to identify the representative samples from each stratum.

Also the researcher employed purposive sampling techniques to select interviewees for Academy leaders, focus group discussion and to select the two higher institutions under the Training Main Department (TMD) of the ENDF for the study. $P = t/T = 117/254 = 0.45$ P = common factor T = Total Population t = Sample size.

Table 2: Target Population and Sample size

Types of respondent	Target population	Sample population	Sampling techniques	Data gathering Instruments
Department Heads (including curriculum development)	$5 \times 0.45 =$	2	Purposive	Interview
Senior and mid-level leaders (commandants, department heads, teachers)	89×0.45	40	Simple random sampling	Questionnaires
Officer students	123×0.45	55	Simple random sampling	Questionnaires
Commandants	5×0.45	2	Purposive	Interview
Research and Curriculum development	5×0.45	2	Purposive	Interview
Officer Students	$27 * 0.45$	12	Purposive	Focus group discussion
Total	254	113		

Therefore, the total amounts of sampling size to be selected as respondents were 113 with 95 respondents to be accessed through the questionnaires and ten through interview sessions. In addition, twelve students were selected to participate in focus groups on the assessment of the leadership programs to supplement the quantitative findings. Accordingly, the final tally of respondents totaled **113** persons.

3.4. Instruments and Procedures of Data Collection

3.4.1. Instrument of Data Collection

The primary data collection techniques for the proposed study the researcher was used key informant interviews, survey questionnaire, focus group discussion and document review. The researcher could also keep a research diary to record his observations during the data collection process.

Interview: Key informant interviews have been selected for the component of the research focusing on the program on account of the strength of interviews in accessing in-depth qualitative data and giving respondents the leading role in raising relevant issues the researcher may not be familiar with. Assuming that the appropriate persons with knowledge of the landmarks in the design, implementation and current status of the program were available, the interviews could elicit a wealth of information for the study. Moreover, a review of the empirical literature on program evaluation in general as well as evaluations of leadership development

programs indicated that in-depth qualitative data, rather than extensive quantitative data, is most relevant for the purpose. Finally, much of the information needed for the study regarding the program is most likely to be available in the form of secondary sources.

Survey questionnaires: The use of survey methods is highly prominent in the leadership literature. In particular, a wide range of prominent authors utilize standardized questionnaires to assess leadership practices. This is even more so in the context of the ‘integrative’ theories of leadership such as transformational leadership and servant leadership in relation to which specific behaviors and characteristics have been attributed to leaders and leadership styles. In the context of leader development, these questionnaires identify the actions and behaviors practiced by or expected of leaders in relation to empowering or developing others. In addition, since the type of information coming out of this method has the potential to provide the researcher with a broad picture of the predominant practices and challenges of leadership without the risk of individualizing the findings thereby avoiding the risk of resistance and hostility from respondents finding themselves under critical evaluation. Thus, the researcher has determined to follow the contemporary academic wisdom and adopted the survey method for the leadership development and leadership practices components of the study.

Focus group discussions: The researcher also utilized FGDs in the latter stages of the data collection process to collect information on the design and implementation of leadership development programs from officer students in the covered institutions. This was adopted with a view to incorporating the perspectives of students in the quality of the program design, delivery and implementation, management and monitoring.

In short, the researcher has relied on the best practices in empirical research on program evaluation, leadership and leadership development to inform the selection of data collection methods. The following table summarizes the correlations between the thematic areas, informant groups and data collection methods adopted for the study.

Table 3: Data collection methods adopted for the study

<i>Thematic Area</i>	<i>Informant Groups</i>	<i>Data Collection Method</i>	<i>Remarks</i>
The leadership development program	The leadership and management of the institutions	Key informant interview	On rationale, design, implementation and monitoring
	Students enrolled and graduated from the programs	Key informant interview/Focus group discussions	On their experiences and benefits from participation in the program
Practice of leadership development	Academic/teaching staff of the departments/courses on leadership	Survey questionnaire on 'developing others'	Self-administered questionnaire on a wide range of leadership behaviors
	Students enrolled in the programs	Survey questionnaire on 'developing others'	On the practices of the teachers/instructors
Leadership practices in the institutions	Senior leadership of the institutions	Survey questionnaire on transformational leadership	Self-administered questionnaire on transformational leadership
	Other staff members of the institutions	Survey questionnaire on transformational leadership	On the leadership practices of the senior leadership of the institutions

Further explanation on the specific tools is presented in the subsequent paragraphs.

3.4.2. Procedures of Data Collection

The following is an outline of the procedures utilized for data collection using these tools:

Qualitative data using KIIs and FGDs: (1) Identify and contact the respondents; (2) Introduce the purpose of the study to the respondents and secure the informed consent of respondents; (4) Record the interview or discussion sessions (taking notes or recording, as appropriate); (5) Convert records (written or audio) into raw text data or transcripts for content analysis; (6) Organize and compile the data into thematic issues along the research objectives; and, (7) Analyze qualitative data and triangulate with quantitative data.

Quantitative data using survey questionnaires: the Identify and contact the respondents; (2) Introduce the purpose of the study to the respondents; (3) Secure the informed consent of respondents; (4) Distribute questionnaires for self-administration or assist respondents to fill the questionnaires; (5) Collect filled questionnaires and check for missing responses; (6) Enter data from questionnaires into SPSS data sets; (7) Summarize quantitative data in to statistical output tables and, (8) Analyze quantitative data and triangulate with qualitative data.

3.5. Methods of Data Analysis

As discussed above, the research was designed to follow a mixed method. Hence, both qualitative and quantitative analyses were employed. Thus, data collected using questionnaires were analyzed through descriptive statistics based on summarized using percentages and frequency. the results were presented using tables and charts. Whereas, data collected from the interview were interpreted qualitatively. For the purpose of analysis, the qualitative data collected through the key informant interviews were complied thematically and triangulated with information gathered from secondary sources including the basic program documents, activity plans and periodic reports. On the other hand, the quantitative data collected through the questionnaires were entered into the latest version of SPSS -20 and summarized in tabulated and graphic forms.

3.6.Ethical Considerations

The topic selected for the proposed research involved exploration of leadership issues that may carry sensitive aspects and connotations in the context of the targeted institutions and respondents. Ethical challenges may also arise from the use of key informant interviews and leadership assessment questionnaires to seek information for the study, especially in relation to the inquiry into the lived experiences of the informants. In addition, data protection issues were anticipated both at the individual/personal level and in the organizational context of defense institutions.

The researcher planed to incorporate protocols and procedures assessing harms and benefits, securing informed consent, and ensuring privacy and confidentiality in the design of data collection tools. While recognizing the dynamic nature of the process, the researcher plans to be on the lookout for ethical issues arising in the actual data collection process in terms of emotional, psychological and behavioral feedback from respondents as well as emerging vulnerability. Finally, the researcher was ensured that his relationship with respondents was guided by mutual respect, dignity and connectedness. Participants were not only giving informed consent, they were also be able to withdraw from participating in the proposed research at any point in the process without consequences

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This part of the study presents and discusses the findings of the research in two sections. The first section consists of a presentation of the results from the application of the quantitative and qualitative data collection tools employed for the study. Then, the second section briefly highlights and analyzes the key issues that would lead to the conclusions and recommendations that are to follow.

The study results briefly cover the issues relating to the response rates for the questionnaires and the demographic profile of the respondents. Then, the bulk of the text is taken up by the findings of the study presented along the major objectives of the study.

4.1. The Response Rate

The quantitative data for the current study was collected using three survey questionnaire type tools each targeting a pre-defined profile of respondents with items, i.e. questions or statements, pertaining to the major objectives of the study.

Table 4: Response rates for survey questionnaires

Survey Tools	Targeted Respondent Profile	Planned	Achieved	Response Rate
Leadership assessment questionnaire	Top and mid-level leaders	40	40	100.0
Competency based questionnaire on 'developing others' or leadership development	Institutional and academic leadership, instructors and students	95	93	97.9
Leadership development program assessment questionnaire	Institutional leadership, instructors and students	95	93	97.9

All of the forty (40) leadership assessment questionnaires distributed were collected with valid responses. Excluding overlapping groups, the leadership development questionnaires were distributed to a total of ninety-five (95) respondents (55 students and 40 leaders) and ninety-three (93) of the distributed sheets were collected with two questionnaires from the leadership group missing. The interview sessions, on the other hand, were successfully conducted with four (4) department heads (two from each institution), two (2) institutional leaders (senior officers), and

two curriculum development officials (department heads) of the two institutions. Finally, FGDs were held with two groups of six (6) selected students at each higher education institution (twelve in total).

4.2.Characteristics of the Respondent

The questionnaires collected data relating to the personal profile of respondents including sex, age and educational status. Unfortunately, due to the composition of the staff and student population at the targeted institutions, all respondents were male. In terms of professional/work status, the questionnaires sought to collect information on the institutional affiliation and rank of staff and students contacted at the two institutions.

Table 5: Respondents' demographic data

Item	Category	Leaders		Students		Total	
		No	%	No	%	No	%
Age	30-35	3	7.9	3	5.5	6	6.5
	36-40	13	34.2	18	32.7	31	33.3
	41-45	17	42.5	22	40.0	39	41.93
	46-50	7	18.4	12	21.8	19	20.4
	Total	40	100.0	55	100.0	95	100.0
Qualification	MA	11	29.9	6	10.9	17	18.3
	BA	24	60	20	36.4	44	47.3
	Diploma	5	13.2	19	36.4	24	25.8
	Others	0	0	10	10.8	10	10.8
	Total	40	100.0	55	100.0	93	100.0
Institutional affiliation	CAA	19	44.7	22	40.0	39	41.9
	DCSC	21	55.3	33	60.0	54	58.1
	Total	40	100.0	55	100.0	93	100.0
Military rank	Senior officer	31	76.3	36	65.5	67	70.5
	Line officer	9	23.7	19	34.5	28	30.1
	Total	40	100.0	55	100.0	95	100.0

Regarding the age of the respondents, 33.3% of the respondents were between 36 and 40 years and, 39.8% of the respondents were between 41 and 45 years. 20.4 % of the respondents were between 45 and 50 years. This shows that the majority of the respondents were in the mature adult age group who have potential prospects

With regard to the educational level of the respondents, 11(29.9%) instructors and 6 (10.9%) of the students were MA holders while 22 (37.9%) instructors and 20 (36.4%) students were BA first degree holders and 5(13.2%) instructors and 19 (36.4%) students diploma (or equivalent)

holders while 10 (10.8%) were others. Finally, data was also collected on the work experience or years of service for staff contacted at the two institutions.

Table 6: Respondents'/leaders' work experience

Experience	CAA		DCSC		Total	
	No	%	No	%	No	%
Less than five years	5	12.5	6	15	11	27.5
Five up to ten years	11	27.5	14	35	25	62.5
Eleven up to fifteen years	3	7.5	1	2.5	4	10
Total	19	47.5	21	52.5	40	100.0

The majority of staff, i.e. leaders and instructors, contacted for the study through the questionnaires reported years of service between five and ten years in both institutions. 11 (27.5%) and 25 (62.5%) of the instructors had a work experience of less than 5 years and 6 - 10 years respectively. The remaining 4 (10%) of the instructors had 11-15, years' work experience. Around seven in ten respondents in this category had a minimum of five years experience. This implies that most of the instructors contacted had more than 6 years of experience in the organization which can help them to do their responsibilities effectively and efficiently.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

4.3. Summary of the Major Findings

The current study sought to assess the practices and challenges in leadership development at the two higher education institutions under the Training Main Department of the ENDF: the Ethiopian Defense Command and Staff College; and, the Combined Army Academy. This translates into three thematic areas of concern: leadership development courses/streams; informal aspects of leadership development; and, the leadership of the academic institutions.

4.3.1. The Practice of Leadership at the two Focus Institutions

While the academic staff of the institutions is in regular contact with the students enrolled in the courses, the leadership responsible for the management and administration of the institutions also plays a role in developing their leadership capacities. This role is exercised through two principal routes. First, the institutional leadership is responsible for oversight for the leadership

development programs. Moreover, the leadership philosophy and styles of members of the leadership impacts on the practice of leadership development both indirectly, i.e. in providing the framework for, and directly through modeling and intervention.

The information on leadership practices at the targeted institutions was collected through survey questionnaires on the practices of leadership. The questionnaires targeted the senior leadership and staff of each institution with the same set of questions, with the first group rating their own practices and the staff rating the practices of the senior leadership.

The leadership assessment questionnaire employed for the survey measures leadership skills on six factors: Charisma, Social, Vision, Transactional, Delegation, and Execution. Each factor is measured by three questions. The informants designated as ‘leaders’ happened to encompassed the whole group, i.e. higher and field level commanders, and meaningful differences have not come out of comparisons between the two sub-groups. Thus, the findings are presented as a single informant group.

4.3.1.1.Charismatic Leadership

The questions on charisma (**questions 1, 7, 13**) measure whether the leadership has been a role model that shows true dedication, trust, and respect to others, who in turn, do the same to the leader.

Table 7: Respondents were given the option on charismatic leadership practices to rate their virtual leadership behaviors in relation to the following statements

	Making students feel good to be around me		Expanding network of students who trust and rely upon me		Using role-modeling than fear to be listened to		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	0	0.0	1	2.5	1	2.5	2	1.6
Seldom	16	40.0	8	20.0	8	20.0	32	26.7
Occasionally	12	30.0	23	57.5	22	55.0	57	47.5
Frequently	12	30.0	7	17.5	7	17.5	26	21.7
Almost Always	0	0.0	1	2.5	2	5.0	3	2.5
	40	100.0	40	100	40	100.0	120	100

With respect to Question 1, According to the results as it can be deciphered from Table7, 16(40%) of the respondents ranked on seldom that they not often make others feel good to be around them virtually, while 12(30%) of respondents that they make others feel good Occasionally, and 12(30%) Frequently that they make others feel good to be around them. It was found that more of the respondents have the ability to influence and make others feel good to be around them. This means that they are not able to make others feel good around them in virtual environments

Responding to Question7, I expanding network of students who trust and rely upon me. From the results in figure 7, 57.5 % occasionally, 20% of respondents ranked on frequently. This proves that respondents have the ability to influence people to have faith in them when leading or working in a virtual environment

The responses indicate that almost half of the respondents selected the median alternative reporting ‘occasional and frequently charismatic behavior in their leadership practices. The remaining respondents were almost equally distributed on both sides with a slightly more responses on the lower two choices. This trend is evident for behaviors relating to building trust and role modeling while putting students at ease in the presence of the leaders showed significantly more responses on both sides of the spectrum.

4.3.1.2. Social Leadership Practices

The social questions (questions 2, 8, 14) were designed to see if the leaders help others to learn by coaching and mentoring them, create challenging environments to help them reach their full potential, and are not afraid to empathize with them and help guide them when others have difficulties.

Table 8: Social leadership practices

	Helping with self-development		Providing challenges to help them grow		Providing an empathic shoulder when others need help		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	2	5.0	1	2.5	0.0	0.0	3	2.5
Seldom	9	22.5	9	22.5	6	15.0	24	20.0
Occasionally	18	45.0	21	52.5	17	42.5	56	46.7
Frequently	10	25.0	9	22.5	14	35.0	33	27.5
Almost Always	1	2.5	0.0	0.0	3	7.5	4	3.3
	40	100.0	40	99.9	40	100.0	120	100.0

The questions relating to social behaviors elicited responses indicating ‘occasional’ incidence of the behaviors. The general picture is consistent with the behaviors pertaining to helping students with their self-development and giving them challenges to facilitate growth with around 18(45%), and 21(52.5%) of the respondents reporting occasional practice of the behaviors. The remaining 11 (27.5%) and 9(22.5%) respondents reporting frequently practice of the behaviors. Yet, the third social behavior associated with an empathic shoulder when others need help elicited responses indicating broader incidence of the behavior among the leaders. This means that the influence of social leadership practice in both college leaders is occasional not constant social leadership influence to develop the leadership development. It needs high performance.

4.3.1.3. Visionary Leadership Practices

The questions on vision (questions 3, 9, 15) were intended to assess whether the leaders provide challenging visions and help people to understand them so that they are motivated to join in.

Table 9: Visionary leadership practices

	Communicating vision through tools, such as images, stories, and models		Using simple words, images, and symbols to communicate tasks		Helping others with new ways of looking at new and complex ideas or concepts		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	1	2.5	1	2.5	0	0.0	2	1.7
Seldom	13	32.5	11	27.5	12	30.0	36	30.0
Occasionally	15	37.5	17	42.5	19	47.5	51	42.5
Frequently	10	25.0	10	25.0	7	17.5	27	22.5
Almost Always	1	2.5	1	2.5	2	5.0	4	3.3
	40	100.0	40	100.0	40	100.0	120	100.0

Across the three questions referring to vision, the responses concentrated around the ‘occasional’ incidence of the practice at around two in five 51 (42.5%) with more or less balanced distributions on the lower and higher scales. However, the utilization of various tools and symbols to communicate vision and tasks respectively scored 15(37.5%) and 17(42.5%) slightly higher than 19(47.5%) with helping others with new perspectives. This implies that the college leaders providing challenging visions and helps the officers to understand are occasional. so that they need knowledge and skill

4.3.1.4. Transactional Leadership Practices

These questions (questions 4, 10, 16) focus on the key indicators of transactional leaders who: ensure others understand what the leaders expect from them by using mutual agreement, and ensure that if poor performance does occur, the leaders take action to ensure it does not affect the moral of the team.

Table 10: Transactional leadership practices

	I provide recognition when others reach their goals		I direct students by setting standards that we agree on		I ensure poor performance gets corrected		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	4	10.0	1	2.5	1	2.5	6	5.0
Seldom	8	20.0	8	20.0	4	10.0	20	16.7
Occasionally	20	50.0	18	45.0	20	50.0	58	48.3
Frequently	8	20.0	12	30.0	12	30.0	32	26.7
Almost Always	0	0.0	1	2.5	3	7.5	4	3.3
	40	100.0	40	100.0	40	100.0	120	100.0

Inferring from the results obtained from the respondents in relation to the statement in Question 4, most of the respondents (50%) response at occasional incidence and 20% of respondents were response at frequently incidence, they tell others what to do if they want to be rewarded for their work but 20% and 10% of respondents were response at Seldom and all most never respectively,

Comparatively, it could be seen that most of respondents ranks the median at occasional and some of respondent were response high and low rate that they provide recognition when others reach their goals. This implies that the academic leaders expected more than occasional to provide recognition when others reach their goals.

According to the results obtained from the respondents in relation to the statement in Question 10, 45% and 30% of respondents scored at occasional and frequently respectively. However, 20% and 2.5% scored seldom and almost never respectively. From this result, the academy leader's direct students by setting standards still high scored at occasional and above, this implies that even though there is good effort to direct the students based on the standards they expect more than occasional.

According to the results derived from the respondents with respect to the statement in Question 16, 50% of respondents scored at occasional while 30% and 7.5% of respondents were scored at high and almost always that they ensure poor performance gets corrected. However, 10% and 2.5% of respondents were scored seldom and always never, they did not ensure poor performance.

Finally, behaviors related to transactional leadership practices are widely reported by the respondents with all three questions eliciting 48.3% responses at or above occasional incidence. The variations across the three questions are very small to the extent that no significant variations are discernable. This indicates transactional leaders who ensure others understand what the leaders expect from them still occasional. This implies that the academy needs efforts to improve to ensure student to understand what the leaders expect.

4.3.1.5. Delegation Practices

These questions (questions 5, 11, 17) assess whether leaders delegate both the task and the authority to get things accomplished.

Table 51: Task and authority delegation

	I let students work toward their degree plan in the manner that they want		I rarely give direction or guidance to others if I sense they can achieve their goal		As long as things are going smoothly, I am satisfied		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	1	2.5	1	2.5	1	2.5	3	2.5
Seldom	6	15.0	9	22.5	11	27.5	26	21.7
Occasionally	19	47.5	18	45.0	15	37.5	52	43.3
Frequently	13	32.5	11	27.5	11	27.5	35	29.2
Almost Always	1	2.5	1	2.5	2	5.0	4	3.3
	40	100.0	30	100	30	100.0	120	100.0

On average, three in four (75.8%) respondents scored the incidence of ‘delegation’ related practices at occasional or above. The highest incidence was reported for allowing students to work out the best way towards their degree (82.5%) while the relatively lowest score was for letting things be as long as things are going smoothly (70.0%).

4.3.1.6. Execution Practices

Under these set of questions (questions 6, 12, 18), the issue is whether, while leaders delegate as many tasks as possible with the authority to accomplish them, as a good steward of their department’s resources, they do follow-up to ensure things are going as planned and the team is not wasting times.

Table 6: Execution practices

	I get things done		I consistently provide coaching and feedback so that my students know how they are doing		I monitor all students who are having problems to ensure they meet their goal		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Almost Never	1	2.5	3	7.5	0	0.0	4	3.3
Seldom	8	20.0	10	25.0	5	12.5	23	19.2
Occasionally	23	57.5	19	47.5	24	60.0	66	55.0
Frequently	7	17.5	6	15.0	10	25.0	23	19.2
Almost Always	1	2.5	2	5.0	1	2.5	4	3.3
	40	100.0	40	100.0	40	100.0	90	100.0

Similarly, the responses for ‘execution’ related questions indicate the high levels of incidence of the relevant practices at least occasionally among the leaders (77.5%). Yet, there seems to be some variations with the highest incidence reported for monitoring students with problems (87.5%) and the lowest for providing coaching and feedback.

Discussion

The findings presented in the previous sections suggests that the preponderance of ratings by the respondents favor the medium, i.e. ‘occasional’, rating for almost all items presented in the three questionnaires. While such a rating represents a ‘satisfactory’ level of practice relating to the issues in question, the data also needs to be seen from the perspective of lower or more adverse/negative ratings indicating space for improvement. Although the reverse is also true, i.e. viewing above medium ratings as areas of achievement, the former perspective has the potential to provide us with areas ripe for recommendations.

Leadership Practices

The transformational leadership questionnaire used to collect quantitative information on the leadership practices in the two higher education institutions under the MoND is mainly intended to identify gaps in the behaviors of leaders for purposes of improvement, i.e. progress towards more transformational leadership practices. As such, it is more appropriate to focus on the areas where low ratings, i.e. ‘seldom’ and ‘almost never’ ratings are given by respondents more often. The following table summarizes the aggregated ratings across the six transformational leadership behaviors covered in the questionnaire.

Figure 1: Leadership practices (summary)

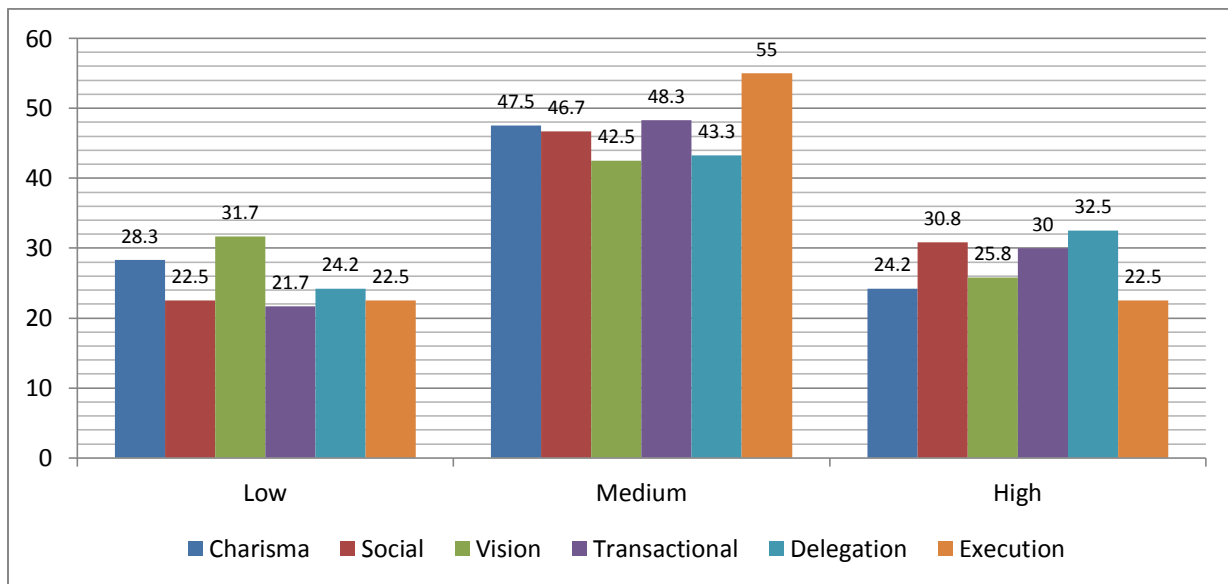


Table 7: Leadership practices (summary)

<i>Rating</i>	<i>Charisma</i>	<i>Social</i>	<i>Vision</i>	<i>Transactional</i>	<i>Delegation</i>	<i>Execution</i>
Low	28.3	22.5	31.7	21.7	24.2	22.5
Medium	47.5	46.7	42.5	48.3	43.3	55.0
High	24.2	30.8	25.8	30.0	32.5	22.5

The above table shows that low ratings were given by at least one in five respondents for all behaviors. However, the highest numbers of low ratings exceeding one in four responses appear to be for vision and charisma while the ratings for delegation could also be placed in the same category. As such, the major finding of the research on the practice of leadership in the two institutions is that there is a long way to go in developing transformational leadership behaviors

among the leaders. In particular, behaviors relating to visionary leadership, charismatic leadership and delegation are the key areas of concern

4.3.1. Practice of Leadership Development

This component relates to the engagement of the staff, principally academic staff, in activities that seek to enhance the capacities of students to become effective leaders within and beyond the normal academic interactions. In other words, the concern here is with the actual efforts of the staff towards leadership development including formal coursework, coaching, and other forms of group or individualized support.

The information on the practice of leadership development was collected through survey questionnaires on the practices of leadership development or ‘competencies in developing others’. The questionnaires targeted academic staff and current students with the same set of questions, with the first group rating their own practices and the students rating the practices of the academic staff.

4.3.1.1. Collaboratively Establishing Leadership Development Goals

These set of questions asked whether and to what extent the leadership works with individuals to identify areas for development, understand need for improvement, and set specific development goals

Table 8: Collaborative goal setting

	Works with individuals to identify areas for development		Works with individuals to understand need for improvement		Works with individuals to set specific goals	
	No.	%	No.	%	No.	%
Almost Never	0	0.0	2	2.2	1	1.1
Seldom	16	17.2	18	19.4	17	18.3
Occasionally	25	26.9	37	39.8	31	33.3
Frequently	43	46.2	30	32.3	36	38.7
Almost Always	9	9.7	6	6.5	8	8.6
	93	100.0	93	99.9	93	100.0

The average number of responses for the two questions related to collaborative identification of goals generally indicated occasional or frequent use of the leadership practices among the vast majority of respondents. The highest rates were reported for working with individuals to identify areas for development set goals (82.8%) followed closely by working with individuals to set

goals (80.6%). While still high at more than three in four responses, the incidence of responses at occasional or above were lowest for working with individuals to understand the need for improvement (78.6%).

4.3.1.2. Collaboratively Establishing Leadership Development Plans

The next set of questions covered in the leadership development questionnaire related to practices of establishing development plans. These related to the identification of options towards set goals, exploring supports and barriers to leadership development, and determination of appropriate activities. The following table presents a summary of the responses to these questions.

Table 9: Collaborative planning

	Work with individuals to identify options to meet goals		Explores environmental supports and barriers to development		Jointly determines appropriate developmental activities	
	No.	%	No.	%	No.	%
Almost Never	1	1.1	2	2.2	1	1.1
Seldom	16	17.2	15	16.1	8	8.6
Occasionally	39	41.9	35	37.6	39	41.9
Frequently	31	33.3	34	36.6	34	36.6
Almost Always	6	6.5	7	7.5	11	11.8
	93	100.0	93	99.9	93	100.0
Mean	3.27		3.31		3.49	
S.D	.861		.909		.855	
Mean Average	3.4					

The responses across the three questions were at occasional or above in at least four in five cases indicating high rates of practice. The rates were the same for working with individuals to identify options towards set goals and exploring supports and barriers to leadership development (81.7%). However, the figures for leaders jointly determining appropriate developmental activities with students were even higher at nine in ten responses (90.3%).

4.3.1.3. Creating a Learning Environment

Another aspect of leadership development covered in the questionnaire related to creating a learning environment for the development of leadership skills among students. This was covered through questions pertaining to the prevalence of practices and behaviors among the leadership

in terms of securing resources for leadership development, creating opportunities for leadership development, and provision of appropriate assistance for students to overcome obstacles.

Table 10: Creating a learning environment

	Secures resources required to support development efforts		Ensures that opportunities for development are available		offers assistance to help individuals overcome obstacles to learning	
	No.	%	No.	%	No.	%
Almost Never	0	0.0	1	1.1	1	1.1
Seldom	6	6.5	8	8.6	11	11.8
Occasionally	45	48.4	48	51.6	42	45.2
Frequently	35	37.6	28	30.1	36	38.7
Almost Always	7	7.5	8	8.6	3	3.2
	93	100.0	93	99.9	93	100.0

The response for each of the three leadership development competencies were rated at occasional or above in around nine out of ten cases. While the differences were small within the group of questions, the highest number of responses at this level was given for the practice of securing resources required to support development efforts (93.5%). The practice of ensuring that opportunities for development are available was reported at occasional or above in nine out of ten cases (90.3%) while offering assistance to help individuals overcome obstacles to learning the lowest number of positive responses (87.1%).

4.3.1.4. Monitoring progress in performance

The last set of questions incorporated in the leadership development practice questionnaire related to the practice of monitoring progress among students in developing leadership skills. The questions in this set pertained to provision of feedback on performance, highlighting performance issues, and making adjustments to leadership development plans.

Table 11: Monitoring progress

	Gives individuals specific feedback on their performance related to established goals		Highlights key positive and negative performance issues		Adjusts plans to ensure development	
	No.	%	No.	%	No.	%
Almost Never	0	0.0	0	0.0	8	8.6
Seldom	12	12.9	10	10.8	30	32.3
Occasionally	47	50.5	54	58.1	17	18.2
Frequently	33	35.5	28	30.1	8	8.6
Almost Always	1	1.1	1	1.1	30	32.3
	93	100.0	93	99.9	93	100.0

The results for the practices of providing feedback relating to performance, and highlighting positive and negative performance issues are reported at occasional or above in almost nine out of ten responses (87.1% and 89.3%, respectively). However, the responses at the same levels are much lower for the practice of adjusting leadership development plans with around three in five (59.1%) reporting doing so at least occasionally.

Leadership Development

The purpose of measuring leadership development practices is to identify gaps for improvement in terms of focusing training and education programs in terms of enhancing the leadership skills of students. In this sense, the pertinent questions in the leadership development competency based questionnaire sought to assess the practices among teachers/instructors in direct contact with student officers along four areas, namely: collaborative leadership development goal setting; collaborative leadership development planning; creating an enabling learning environment; and, monitoring performance related progress. Each of these four areas were assessed using three questions. The following table summarizes the aggregate low rating responses, i.e. ‘seldom’ and ‘almost never’, for each area of leadership development practice.

Figure 2: Leadership development practices (summary of low ratings)

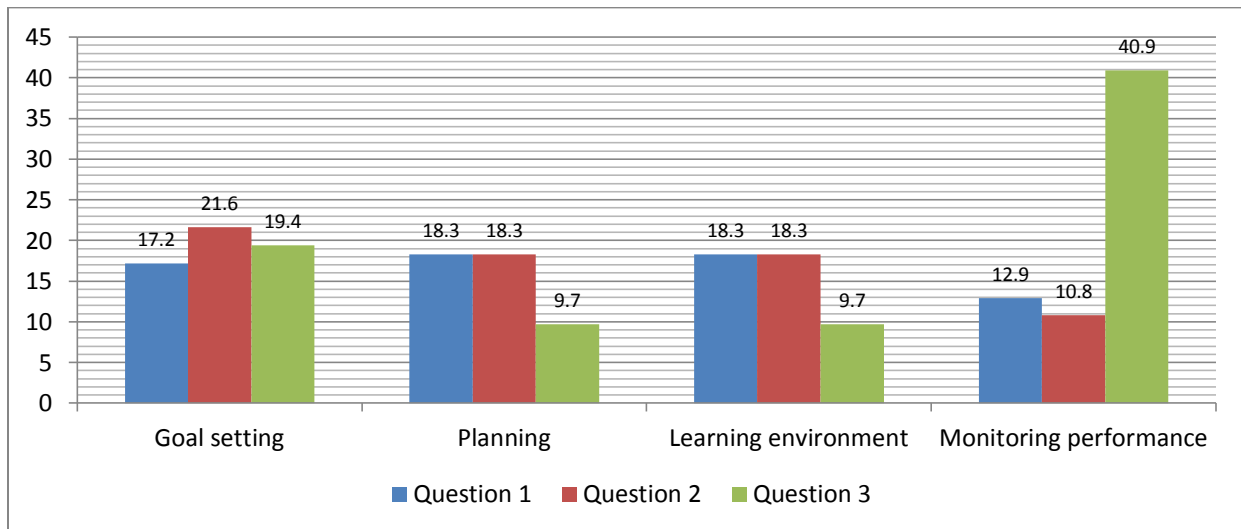


Table 12: Leadership development practices (summary of low ratings)

<i>Competence</i>	<i>Question 1</i>	<i>Question 2</i>	<i>Question 3</i>
Goal setting	17.2	21.6	19.4
Planning	18.3	18.3	9.7
Learning environment	18.3	18.3	9.7
Monitoring performance	12.9	10.8	40.9

The above table indicates that most areas of leadership development practice received one in five low ratings. The highest numbers of low ratings have been reported for the third question relating to monitoring performance, i.e. adjusting leadership development plans for students. This finding would suggest that there is need to improve leadership development practices in the programs across areas of competence with particular emphasis to the utilization of individual performance monitoring information to improve leadership development plans on an ongoing basis

4.3.2. The Leadership Development Programs

These are the short term courses and formal higher education streams provided in the institutions with specialty in leadership. The concern here is mainly with the programming aspects of including rationale, design (including curriculum), implementation/delivery and monitoring processes and arrangements.

The information on the design and implementation of the leadership development programs for this study was collected through survey questionnaires and key informant interviews both targeting the leadership and students (current and graduated) covering different perspectives on the leadership development program.

4.3.2.1. Relevance of the Programs

The quantitative data on the relevance of the program was sought through three questions relating to alignment with MoND mandate and vision, coherence with the education and training policy, and the interests of key stakeholders.

Table 13: Relevance of programs

	Alignment with the MoND mandate & vision		Coherence with the education & training policy		Addressing the interests of key stakeholders	
	No.	%	No.	%	No.	%
Very Low	0	0.0	0	0.0	1	1.1
Low	21	22.6	22	23.7	27	29.0
Moderate	44	47.3	46	49.5	45	48.4
High	26	28.0	25	26.9	20	21.5
Very High	2	2.2	0	0.0	0	0.0
	93	100.0	93	100.0	93	100.0

Across the three questions relating to the relevance of the program, the majority of the respondents reported that the program is at least moderately relevant. More than half of the respondents believed that the program is moderately relevant for each of the criteria while around a third of the respondents rated the relevance of the program for each of the criteria at high. As shown in the table above, the number of responses for very low and very high was almost negligible.

4.3.2.2. Program Design

To measure the quality of program design, respondents were asked to rate the extent to which the design was based on analysis of the MoND’s organizational needs, the program objectives and goals are clear, and was informed by the interests of stakeholders.

Table 20: Program design

	Basis on analysis of potential & future needs of the MoND		Clarity of program objectives and goals		Basis on expressed interests of MoND stakeholders	
	No.	%	No.	%	No.	%
Very Low	2	2.2	7	7.5	1	1.2
Low	24	25.8	49	52.7	10	12.0
Moderate	49	52.7	6	6.5	56	67.5
High	18	19.4	28	30.1	16	19.3
Very High	0	0.0	3	3.2	0	0.0
	93	100.0	93	100.0	93	100.0

Around four in five respondents (**80.7%**) believed that the program was at least moderately based on analysis of potential & future needs of the MoND. The comparable figures for the program’s basis on the expressed interests of MoND stakeholders was even higher approaching nine in ten respondents giving moderate and high ratings (**86.8%**). However, a significant

majority of the respondents (**67.5%**) did not believe that the program objectives and goals are adequately clear.

4.3.2.3. Implementation and Delivery

The next issue examined in relation to the leadership development program was implementation and delivery. In this respect, respondents were asked to rate the level of focus of the program on leadership development, the extent to which the implementation process adhered to the program design, and incidence of consultations on delivery issues.

Table 14: Implementation and delivery

	Particular focus of the program on leadership development		Adherence to the design of the program during implementation		Discussions on the delivery b/n teachers & students	
	No.	%	No.	%	No.	%
Low	19	20.4	21	22.6	31	33.3
Moderate	52	55.9	59	63.4	49	52.7
High	22	23.7	13	14.0	13	14.0
	93	100.0	93	100	93	100.0

The majority of the respondents rated the implementation of the program at moderate level with the larger balance gravitating towards the high rating. However, there are some variations among the ratings for specific questions. The highest ratings were for the focus of the program on leadership development with almost nine in ten respondents giving a moderate or high (**89.2%**). The figures were similarly high, though slightly lower, for adherence to program design during implementation (**86.8%**). On the other hand, around three in four respondents (**74.7%**) reported the incidence of discussions between teachers and students on delivery issues. For this last question, more respondents chose the low rating than the high rating on each side of moderate rating.

4.3.2.4. Management of the Programs

With a view to measuring the management of the program, respondents were asked to rate the overall management of the program, the implementation of program assessments and scheduled revisions of the program.

Table 15: Program management

	Overall management of the program		Regular assessment of the program		Revision of the program on schedule	
	No.	%	No.	%	No.	%
Low	24	25.8	26	28.0	26	28.0
Moderate	53	57.0	48	51.6	53	57.0
High	16	17.2	19	20.4	14	15.1
	93	100.0	93	100.0	93	100.0

Moderate ratings of the program management related questions accounted for around six in ten responses across the three questions 57%, 57% 51.6% and . For all three questions, around eight in ten respondents rated the quality of program management at moderate or high with slightly higher numbers for overall program management (83.1%) than for regular assessments and scheduled revisions (both at 80.7%).

This implies that the academic program management at 00moderate level it needs high effort to improve overall management.

4.3.2.5. Results and Outputs

The questions on implementation and delivery were followed by two questions addressing results and outputs of the leadership development program. In this respect, the respondents were asked to rate whether the graduates of the program have the necessary leadership qualifications, and the participation of the teachers and students in improving the program.

Table 16: Program Results and Outputs

	Graduates with the requisite qualifications		Participation of instructors & students in improving the program	
	No.	%	No.	%
Low	37	39.8	35	26.9
Moderate	45	48.4	49	52.7
High	11	11.8	19	20.4
Total	93	100.0	93	100.0

The responses to these result related questions generally favor the **moderate** and above ratings. However, more respondents chose the low rating for the production of qualified graduates than the high ratings while almost the same number selected ratings on both sides of the medium rating for the participation of instructors and students in improving the program.

These finds are also supported by the results of the key informant interviews with the leadership and staff of the two institutions covered by the study. According to the informants, there seems to be a gap in the quality of graduates in terms of developing or enhancing their leadership skills. For instance, a key informant stated:

“For example, in CAA there are three man programs ant-aircraft program, artillery program and armor motorized program. Anti-aircraft cannot deliver currently because of lack of trainee based on the criteria, and there is no clearly stated long term plan organizational leadership development capacity”

Leadership Development Programs

In assessing the design, implementation and results of the leadership development programs in the two institutions, the current study focused on six assessment dimensions. These were: relevance of the program; quality of the program design; implementation and delivery; program management; outputs and results; and, challenges and gaps. The following table summarizes the aggregate low rating responses, i.e. ‘seldom’ and ‘almost never’, for each assessment dimension (except challenges and gaps for which the qualitative tools have produced important results).

Figure 3: Leadership development programs (summary of low ratings)

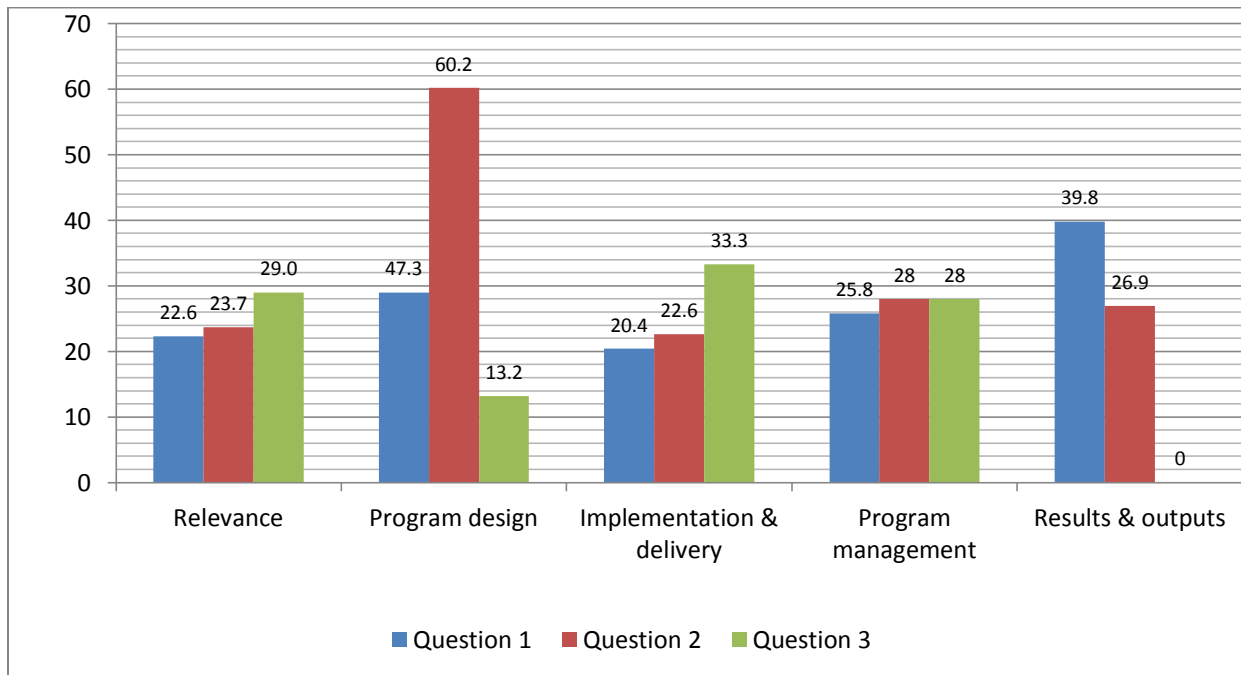


Table 17: Leadership development programs (summary of low ratings)

<i>Dimension</i>	<i>Question 1</i>	<i>Question 2</i>	<i>Question 3</i>
Relevance	22.6	23.7	29.0
Program design	29.0	60.2	13.2
Implementation & delivery	20.4	22.6	33.3
Program management	25.8	28.0	28.0
Results & outputs	39.8	26.9	NA

According to the information summarized in the above table, the highest number of low ratings has been given by the respondents for question two under program design, i.e. ‘clarity of program objectives and goals’. Similarly, low ratings have been given by more than one in five respondents for questions under relevance (addressing the interests of key stakeholders), implementation and delivery (discussions on the delivery between teachers & students), and results and outputs (graduates with the requisite qualifications). Obviously, these areas could be singled out for improvement in future programming pertaining to similar leadership development initiatives.

4.3.2.6.Challenges and Gaps

The final set of questions in the questionnaire on the design and implementation of the leadership program focused on the challenges faced as perceived by the respondents. For this purpose, the respondents were asked to agree or disagree with statements identifying a set of five potential challenges.

Table 18: Challenges and gaps

	Lack of clear guidance on leadership development		Lack of alignment with the needs & interests of stakeholders		Lack of performance standards for leadership development		Lack of development component in the program		Lack of adequate baseline assessment for the program	
	No.	%	No.	%	No.	%	No.	%	No.	%
S.Disagree	8	8.6	6	6.5	3	3.2	3	3.2	10	10.8
Disagree	35	37.6	42	45.2	23	24.7	23	24.7	33	35.5
Undecided	18	19.4	14	15.1	15	16.1	12	12.9	16	17.2
Agree	30	32.3	29	31.2	49	52.7	50	53.8	31	33.3
S.Agree	2	2.2	2	2.2	3	3.2	5	5.4	3	3.2
Total	93	100.0	93	99.9	93	100.0	93	100.0	93	100.0

The challenges identified by more than half of the respondents were lack of development component in the program (67.1%) and lack of performance standards for leadership development (62.6%). Although identified by less than half of the respondents, lack of adequate baseline assessment for the program (40.9%), lack of clear guidance on leadership development (39.0%), and lack of alignment with the needs & interests of stakeholders (37.3%) were also prominent in the responses. The relevance of these challenges becomes higher when one excludes the number of responses falling under undecided.

The findings from the key informant interview sessions with the leadership and staff of the two institutions also note that the leadership development program faces challenges. One finding that could potentially explain the high ratings for ‘lack of development component’ relates to the reported absence of clear and systematic mechanisms for the development of leaders from lower officer levels to higher officer levels within the institutions.

The key informants believed that lack of clear long term plan for developing leaders was the most important factor that contributes to the gaps and challenges for the leadership development program. Another important challenges identified by the informants include limited program alignment with the interest of stakeholders, inadequate qualifications and number of instructors and ineffective management of training programs. The participants also believed that there are limitations relating to job specification and job description, as well as lack of creative conducive environment such as motivation problem. In the words of one officer working as the head of an academic departmentsaid:

“The major factors that hinder leadership development practice is that the college program is not adequately aligned with our stakeholders, lack of appropriate need assessment and absence of long term plan so as to increase the capacity of the exiting leaders in addition to there is no clear officer leadership development.” ((Code, April 11/04/2018).

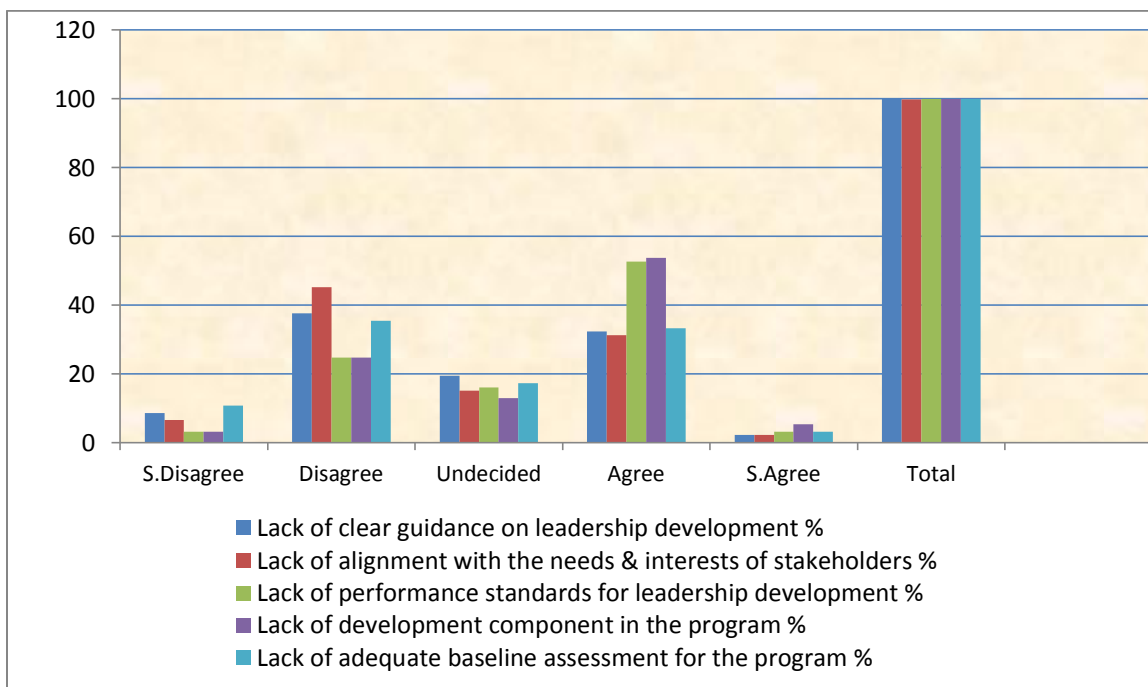
Another important gap identified by key informants and participants in FGDs was the apparent absence of needs assessment practice as a basis for regular review of the leadership development program. Most of respondents agreed that even though the College has some positive efforts about program evaluation and flow-up but there is no clear plan regarding the needs assessment

and effective program evaluation. According to one key informant serving as the head of a department in one of the institutions:

“The colleges not conducted continuous need assessment and effective, well planned, and needs assessment was not conducted based on job specification. The challenge is selecting appropriate person for appropriate place because it was selected by randomly” (Code, April 10/04/2018).

Thus, these areas can be identified as the core issues to be addressed in planning for improvements on the existing leadership programs as well as the design of new ones in similar contexts.

Figure 4: Challenges and Gaps



The challenges identified by more than half of the respondents were lack of development component in the program (67.1%) and lack of performance standards for leadership development (62.6%). Although identified by less than half of the respondents, lack of adequate baseline assessment for the program (40.9%), lack of clear guidance on leadership development (39.0%), and lack of alignment with the needs & interests of stakeholders (37.3%) were also prominent in the responses. The relevance of these challenges becomes higher when one excludes the number of responses falling under undecided.

CHAPTER FIVE

Summary, Conclusions and Recommendations

The rationale for the current study has been to identify the practices and challenges of leadership development in the higher education institutions of the ENDF under the TMD. Accordingly, the core focus of the study was the current practice of leadership development including its challenges in two higher education institutions, i.e. the Defense Command Staff College and Combined Army Academy.

In service of this rationale, the study sought to establish the current state of affairs in institutional leadership, leadership development practices and leadership programming in the two institutions. It also attempted to look at the major challenges to the achievement of results in leadership development.

This final part of the research report starts by summarizing the key findings along the three thematic areas constituting and contributing towards the leadership development practice in the institutions based on the collected data. Then, it presents the conclusions that can be drawn from the summary of findings and results of the data analysis. The final section of this Chapter contains recommendations that emerge from the study.

5.1. Summary of the Major Findings

The primary objective of this research was to assess leadership development practices and the prevailing challenges in the selected colleges of Defense Command and Staff College and Combined Arms Academy under the Training Main Department. In order to achieve this objective, the investigator has undertaken the study based on four basic research questions and these were:

1. What is the current practice of leadership developments in Defense Command Staff College and Combined Army Academy?
2. What are the major challenges to the achievement of results in leadership development?
3. What possible strategies can be used to improve the practice of leadership development?

To address the research questions raised, the investigator reviewed the relevant literature, prepared a questionnaire for teachers and students, and also interview guide questions on the basis of the reviewed literature to collect data from the subjects at sampled joint military staff college. Concerning the subjects of the study, 40 teachers of the college, 12 department heads and 2 deans of the college were included.

In order to address these basic questions in the study, the researcher was used descriptive types of research design incorporating both quantitative and qualitative research method. In other words, the investigator used questionnaire and interview, focus group discussion to collect primary data from the respondents i.e., students and commandants. More specifically, the population includes: 53 students from 11th, and 10th batch, 40 leaders and instructors, 2Department heads, 2Research and Curriculum Development staff, and 2 commandants. The total population adds up to 254 members and 12 focus group discussion. Therefore, all instructors, students, department head, research and curriculum development and commandants of the academy were the total population the target population for the current study comprises Defense Command and Staff College and Combined Arms Academy instructors

The study approached the identification of leadership practices from three interrelated perspectives: the current practice in institutional leadership within the selected institutions; the actual development of leadership capacities among officer students enrolled in the institutions; and, the design and implementation of leadership development programs.

The Practice of Leadership at the two Focus Institutions

The identification of leadership practices was pursued through the use of a leadership assessment survey covering six core practices relating to transformational and transactional leadership styles. These practices are: charisma, social leadership, vision, transactional, delegation, and execution. In relation to charismatic leadership, the study identified less practice of behaviors related to making students more comfortable around the leader/instructor as a measure of dedication to leadership development. Nevertheless, other charismatic behaviors were identified at least to some extent.

While social leadership behaviors pertaining to helping students with their self-development and giving them challenges to facilitate growth showed slightly lower than average incidence, the overall prevalence of the practices was identified to be in the ‘satisfactory’ range.

The findings on visionary leadership practices favored the lower rates of reported incidence across the board. This was particularly true for the practice of helping others with new ways of looking at new and complex ideas or concepts.

The highest rates of incidence were identified for transactional leadership practices and delegation with small variations across specific behaviors associated with the leadership style.

Finally, among the leadership practices associated with execution, monitoring students facing challenges came out on top as the most recurrently reported behavior. Yet, the reported figures for other related leadership practices are also in the ‘satisfactory’ range with comparable numbers of responses on the low and high sides of the medium.

Practice of leadership development

The study utilized an approach based on ‘competencies in developing others’ to identify the incidence of practices related to leadership development in the two institutions targeted. More specifically, the study focused on practices in collaborative goal setting, leadership development planning, creating a learning environment, and monitoring progress in performance.

The reported incidence of leadership development practices for the identification of goals through an individualized and collaborative process was high, although the component relating to joint efforts to understand the need for development goals was lower. Similarly, collaborative planning for leadership development and creating a learning environment were reported at rates favoring the high incidence of the practices. The same is also true for two of the three components of monitoring progress in leadership development. However, the reported incidence of effecting adjustments to the leadership development plans based on monitoring feedback lags far behind.

Leadership Development Programs

The study looked at the relevance of the program, its design, delivery and implementation, program management, results and outputs, and challenges and gaps to assess the leadership

development programming practices in the two institutions. The quantitative data indicated moderate-to-high confidence among respondents on the relevance of the program to the MoND while the figures fell somewhat in relation to the interests of stakeholders. The level of confidence on the level of alignment with the mandates and objectives of the MoND as well as stakeholder needs was indicated as even lower among key informants and FGD participants.

In relation to program design, the data reflected serious gaps in relation to the clarity of the program goals and objectives. Though not evident in the quantitative data, qualitative sources also identified limited basis in adequate needs assessments as a significant issue in the programs. The respondents scored the quality of delivery and implementation at lower rates than other aspects of programming. Of particular concern in this respect is the significantly lower number of positive responses for discussions among instructors and students on delivery and particular focus of the program on leadership development. These issues have also come out of the qualitative data.

While the questions relating to program management generally draw out responses at medium levels, the number of responses on the low side does not give cause for comfort. More troubling figures are also reported for program results and outputs, especially in relation the quality of graduates from the program. These concerns are also reflected in the findings from qualitative sources.

The major Challenges of Leadership Development

Finally, the study identified a number of challenges for the leadership programs based on findings from quantitative and qualitative data. More prominent 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.

5.2. Conclusions

The following are the key conclusions coming out of the major findings of the study in each of the three core thematic areas covered:

Institutional leadership: While the leadership practices relating to transformational and transactional leadership are evident in some form and to some extent, there are significant gaps. While social, transactional and execution related practices scored relatively higher, the study identified low levels of frequency in reference to visionary leadership, charismatic leadership and delegation. The implications are three-fold. **First**, the leadership of the two institutions does not appear to be guided by a consciously adopted leadership theory or style. This is evident from the fact that none of the practices received a high rating in absolute terms. **Secondly**, relatively lower ratings for two of the transformational practices suggest that transformational leadership, which is the theory and style of choice for the military, is at a low level of development. **Finally**, though only slightly so, the higher ratings for social, transactional and delegation related leadership behaviors may be indicative of a tendency to practice some critical aspects of leadership theory. This could hopefully be a good starting point for future leadership development at the institutional level.

Leadership development: Leadership development practices have received average or above ratings in most cases. However, the predominantly average response suggests that leadership development does not appear to be practiced to the desired 'higher' levels beyond the 'occasional' reports. In particular, the leadership development practices in the programs across areas of competence relating to the utilization of individual performance monitoring information to improve leadership development plans on an ongoing basis received relatively lower ratings. The first conclusion one can draw from these findings is that leadership development competencies are indeed practiced by the leaders and instructors vis-à-vis the officer students. While there is still much room for improvement, especially in relation to monitoring progress, this could be identified as evidence of good practice the institutions could develop upon.

Leadership programs: The data collected for the study indicates that there are critical challenges and gaps in programming at all stages of the process. The most critical among these are:

Relevance: misalignment of the entry requirements and the available qualifications within the MoND; gaps in addressing the interests of key stakeholders; downgrading of existing programs for lack of qualified candidates and teaching staff;

Program design: clarity of program objectives and goals; lack of appropriate guidelines on leadership development; absence of a comprehensive leadership development framework within the MoND;

Implementation and delivery: discussions on the delivery between teachers and students; limited feedback and lesson learning from previous graduates; and,

Results and outputs: gaps in the qualifications of graduates from the programs; challenges in the placement of graduates; gaps in the supporting environment for graduates to implement leadership competencies; absence of mechanisms to check whether graduates are equipped with the requisite qualifications for their future roles. Obviously, this state of affairs indicates that programming is the most critically deficient aspect of the leadership development system in the institutions.

5.3 Recommendations

The following are the key recommendations warranted or implied by the findings and conclusions of the current study directly or indirectly.

Leadership development programs and the actual development of leadership competencies could not be seen separately from the leadership of the institutions designing, delivering and managing the programs. As such, one of the essential pre-requisites for a successful leadership development initiative is to develop the leadership of the institutions responsible. To this end, leadership development should be made part and parcel of the strategic and operational frameworks of educational institutions providing the services. Thus, Ministry of National Defense Main Training Department in collaboration with its Higher educations such as, DCSC and CAA needs to identify the colleges and academies producing its future leaders and equip them with the necessary leadership frameworks to ensure that institutional leaders assess, monitor and improve their own leadership capacities.

The purpose of leadership development is to provide the leaders of tomorrow with the requisite competencies and capabilities they would need to successfully undertake their future leadership roles. These roles will be realized in the context of institutional frameworks that are defined by the future needs, mandates and objectives of the organizations the leaders are expected to lead and manage. It is thus essential to have a holistic and comprehensive perspective closely aligned to the institutional contexts within which the leadership roles are to be exercised. Thus, the MoND should prioritize aligning the leadership development programs undertaken by the education institutions under the TMD with its institutional needs, mandates, objectives and priorities.

- ✓ Leadership development is a life-long process that occurs throughout the personal and professional life of a leader. At the very least, organizations should consider the process of developing a leader as a continuous process that should start at the very moment a person joins the organization as a junior member of its staff and extend throughout the persons engagement within the organization. Thus, the MoND should as a matter of urgency develop and adopt a framework for the continuous and carrier-long development of leadership competencies targeting all levels and ranks starting with the most junior officers and extending to the most senior officers.
- ✓ Formal education and training is only one of the strategies that could be applied to the purposes of leadership development. Other approaches including those that take place prior to or during recruitment and training as well as on the job development are also essential. A comprehensive approach that integrates a wide range of approaches and strategies should be integrated into the overall organizational strategic framework to ensure the development of the future leaders for the organization. Thus, the MoND should make leadership development part of its strategic frameworks with consciously designed linkages with other organizational frameworks.
- ✓ In the short to medium terms, the MoND should focus on improving the existing leadership programs managed and delivered by the various educational institutions under the TMD through an evidence-based (needs assessment based) review and evaluation of the ongoing programs. Most importantly, the MoND should address the various gaps and challenges identified in this study with regard to the development of institutional leadership,

leadership development competencies (developing others), and the design and implementation of the programs.

Finally, the study also sought to identify the issues considered to be the key challenges for the leadership programs with a view to coming up with areas where future initiatives may focus. . While the researcher recognizes the limitations of responses to questions on challenges in availing specific areas of action, these areas could provide a starting point for those responsible for leadership development at all levels of the MoND and the military for future action.

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Appendix A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Leadership Assessment Questionnaire for Leaders of the Academy

Dear participants,

The Purpose of this questionnaire is prepared to collect primary data from both Combined Arms Academy and Defense Command and Staff College for an academic study designed to assess the leadership practices and challenges in your Academy. This study is part of the requirements for the award of a Master Degree in-----at the-----

The questionnaire is intended to obtain your opinion and contribution and the information you provide in this study will help to establish an understanding about the existing leadership challenges and practices in the Academy. Therefore, you are kindly requested to provide genuine information with respect to leadership challenge and practices in your academy.

Any and all information gathered through this questionnaire will be used exclusively for the purpose of the academic study. The researcher is highly committed to the protection of information's and data collected during the research process. Please take the initiative to support the academic research by providing accurate information to the extent of your knowledge.

General instruction

- You do not need to write your name on the questionnaire.
- You need to respond the entire item.
- Put a tick mark (✓) inside the box provided next to each alternative or write your comments whenever necessary.

Thank you in advance for your cooperation!

Part I: Background information

1. **Campus**.....Department/Section-----

2. **Gender:** Male Female

3. **Age:**

Below 18-30 31-35 36-40

41-45 46-: 50

4. **Educational Level**

Grade 12 & below Diploma

BA/ BSc MA/MSc

5. **Service years in the Army**

15-20 21-25 26-30 31 and above

6. **Your current position in the office Military Rank**

Higher officer

Line officer

Part II: Survey Questionnaires

Transformational Leadership Survey

This survey is designed to provide you with feedback about your level of preference or comfort with Transformational Leadership. Be honest about your choice as it is a self-assessment tool to learn and grow. Using the below scale, circle the number to the right of each question that you believe comes closest to your level of proficiency and comfort.

For each of the 18 questions listed below, rate yourself on the scale shown below, with 5 being *Almost Always True* and 1 being *Almost Never True* by circling the number that you feel most closely represents your feelings about the task.

- Almost Always True =5 Frequently True =4 Occasionally True =3 Seldom True =2
- Almost Never True =1

No	Transformational Leadership Survey	1	2	3	4	5
1.	I go out of my way to make students feel good to be around me					
2.	I help students with their self-development					
3	I help students to understand my visions through the use of tools, such as images, stories, and models					
4	I ensure students get recognition and/or rewards when they achieve difficult or complex goals					
5	I let students work toward their degree plan in the manner that they want					
6	I get things done					
7	I have an ever expanding network of people and students who trust and rely upon me					
8	I provide challenges for my students to help them grow					
9	I use simple words, images, and symbols to convey to students what we should or could be doing					
10	I direct students by setting standards that we agree on					
11	I rarely give direction or guidance to others if I sense they can achieve their goal					
12	I consistently provide coaching and feedback so that my students know how they are doing					
13	Students listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality					
14	I provide an empathic shoulder when others need help					
15	I help others with new ways of looking at new and complex ideas or concepts					
16	I ensure poor performance gets corrected					
17	As long as things are going smoothly, I am satisfied					
18	I monitor all students who are having problems to ensure they meet their goal					

Thank you again for your invaluable contributions to the research

Appendix B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT

Questionnaire for Teachers and Students on ‘Developing Others’

Dear participants Officers

The Purpose of this questionnaire is prepared to collect primary data from both Combined Arms Academy and Defense Command and Staff College for an academic study designed to assess the leadership practices and challenges in your Academy. The questionnaire is intended to obtain your opinion and contribution and the information you provide in this study will help to establish an understanding about the existing leadership challenges and practices in the Academy. Therefore, you are kindly requested to provide genuine information with respect to leadership challenge and practices in your academy. Any and all information gathered through this questionnaire will be used exclusively for the purpose of the academic study. The researcher is highly committed to the protection of information’s and data collected during the research process. Please take the initiative to support the academic research by providing accurate information to the extent of your knowledge.

General instruction

- You do not need to write your name on the questionnaire.
- You need to respond the entire item.
- Put a tick mark (✓) inside the box provided next to each alternative or write your comments whenever necessary.

Thank you in advance for your cooperation!

Part I: Background information

▪ **COLlege**.....Department/Section-----

▪ **Gender:** Male Female

▪ **Age:**

Below, 18-30 31-35 36-40

41-45 46-: 50

Educational Level

Grade 12 & below Diploma

BA/ BSc MA/MSc

Service years in the Army

18-20 21-25 26-30 31 and above

Your current position in the office

Military Rank

Higher officer

Line officer

Part II

Questionnaire for Teachers and Students on ‘Developing Others’

The questionnaire has two parts, as you can see. The idea is not to miss out on the strengths of both sources. Planning and supporting the development of individuals’ skills and abilities so that they can fulfill current or future job/role responsibilities more effectively.

For each questions listed below, rate yourself on the scale shown below, with 5 being *Almost Always True* and 1 being *Almost Never True* by circling the number that you feel most closely represents your feelings about the task.

- Almost Always True
- Frequently True
- Occasionally True
- Seldom True
- Almost Never True

Questionnaire for Teachers and Students on ‘Developing Others’

Be honest about your answers as this survey is only for you own self-assessment.

No		1	2	3	4	5
1.1	Collaboratively establishes development goals The academy leaders Works with individuals to identify areas for development					
1.2	Understand need for improvement,					
1.3	Set specific development goals					
2	Collaboratively establishes development plans	1	2	3	4	5
2.1	The extent the Academy leaders Works with individuals to identify options for meeting development goals					
2.2	The Academy explores environmental supports and barriers to development;					
2.3	The Academy Jointly determines appropriate developmental activities.					
3	Creates a learning environment	1	2	3	4	5
3.1	The Academy secures resources required to support development efforts;					
3.2	The Academy ensures that opportunities for development are available; offers assistance to help individuals overcome obstacles to learning.					
4	Monitors progress	1	2	3	4	5
4.1	The Academy gives individuals specific feedback on their performance related to established goals;					
4.2	The extent the Academy highlights key positive and negative performance issues;					
4.3	To what extent the Academy adjusts plans to ensure development.					

Thank you for your invaluable contributions to the research

Part three: Specific Information relating to Leadership Development Program, relevance of the program, program design, managing the program, program implementation

Directions: Below are some statements that refer the engagements of college leaders, Instructors and department heads in the college. Please rate by putting tick mark in given agreement scale, to what extent leaders of your college demonstrate leadership practice.

Likert scale 1= Very Low, 2= Low 3= Moderate, 4= High 5= Very high 5

Statement		1	2	3	4	5
1. Relevance of programs						
1.1	To what extent the program Align with the MoND mandate & vision					
1.2	To what extent the College program has Coherence with the education & training policy					
1.3	To what extent the college program address the interests of key stakeholders					
2. Program design						
2.1	To what extent the College Program design based on analysis of potential & future needs of the MoND					
2.2	To what extent the program design based on expressed interests of MoND stakeholders					
2.3	To what extent the program design conduct regular assessment of the program					
3. Implementation and delivery						
3.1	To what extent College Particular focus of the program on leadership development					
3.2	To what extent the College Adherence to the design of the program during implementation					
3.3	To what extent the college Discuss on the delivery b/n teachers & students					
4. Program management						
4.1	To what extent the College has managed overall management of the program					
4.2	To what extent the college conduct regular assessment of the program					
4.3	To what extent the College conduct revision of the program on schedule					
5. Results and Outputs						
5.1	To what extent the College has produced graduates with the required qualifications					
5.2	To what extent the College is conducted Program assessments based on the timetable					
Part IV: Major Challenges						
The select your agreement from the following alternatives Likertscale; Strongly Disagree,=1 Disagree, 2= Neutral, 3= Agree =4 Strongly Agree=5						
The major Challenges and gaps		1	2	3	4	5
1	There is Lack of clear guidance on leadership development					
2	There is Lack of alignment with the needs & interests of stakeholders					
3	There is Lack of performance standards for leadership development					
4	There is Lack of development component in the program					
5	There is Lack of adequate baseline assessment for the program					

16. Additional Comments (Please write your answer briefly.)

16.1 In your opinion, what are the major challenges that have been confronting the College?
In leading for Leadership Development?

16.2 For the above problems of leading schools for Leadership Development, please write the possible Solutions that could resolve the problems.

16.3. Write the possible opportunities for the planning and implementation of leading schools for Leadership Development?

16.4. Please state the trainings (short term or at college, universities, abroad) that you take since Your employment in your current position

Thank you for your invaluable inputs!

Appendix C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide Questions for both College Educational Leaders and managers

The purpose of this interview is to gather information about practices and challenges of Leadership development in Military Higher education institutions under Training Main Department. Therefore, you are kindly requested to give your genuine response for the following questions. The researcher would like to assure you that your responses are strictly confidential.

Thank You!

Part I- personal information

Sex: _____ Age: _____ Level of Education: _____

Experience: as College of Leader _____ as Department head _____

Current position: _____

Part II- Guiding Questions

1. Is there leadership development practice in your organization? What are those leadership development practices?
2. Is Leadership development practice effective in your organizations to tackle the challenges and move further?
3. Would you explain challenges that forced your organization to practice Leadership development?
4. What are the policies, practices and experiences in developing leaders for leadership positions and development?
5. What is the current practice of leadership developments in Defense Command Staff College and Combined Army Academy?
6. What are the major challenges facing in practicing the leadership development?
7. What possible strategies can be used to improve for the practice of leadership development?

Thank you for your time!!!

Declaration

This is to certify that the thesis prepared by Teweldebrhan Negash, in titled: Leadership Development Practices and Problems In Military Higher Education Under Training Main Department perceptions and practices and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality

Name: Teweldebrhan Negash

Signature_____

Date_____

Addis Ababa University, Ethiopia

Date of Submission: June 2018

This thesis has been submitted for examination with approval as a university advisor

Name: Hussein Kedir (PhD)

Signature_____

Date_____