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SCHOOL OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES

MA IN DEVELOPMENT PLANNING AND MANAGEMENT PROGRAM

**ASSESSING LEADERSHIP DEVELOPMENT PRACTICES AND ITS
CHALLENGES IN PUBLIC SECTOR ORGANIZATIONS: IN THE CASE OF
ENOR WOREDA**

MA. Thesis

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Kedija Sani

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APPROVAL SHEET

This is to approve that the thesis prepared by **kedija sani** entitled'' assessing leadership development practices and its challenges in public sector organization a case of Enor Woreda in Guraghe zone , Ethiopia which is submitted in practical fulfillment of the requirement's for the degree of master of arts in development studies specialization in development planning and management, complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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APPROVAL SHEET

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ACRONYMS/ ABBRIVATIONS

ACS	Assessment, Challenge and Support
BPR	Business Process Reengineering
BSC	Balanced Score Card
CCL	Center for Creative Leadership
CSA	Central Statistics Agency
E.C	Ethiopian Calendar
ECQs	Executive Core Qualifications
EEWPSOs	Enemore and Ener Woreda public sector organizations
FGD	Focus Group Discussion
GTP	Growth and Transformation Plan
GTP II	The Second Growth and Transformation Plan
ILG	Institute of Leadership and Good governance
LDP	Leadership Development Practices
MoCB	Ministry of Capacity Building
MoFED	Ministry of Finance and Economic Development
OECD	Organization for Economic Co-operation and Development
SEPDM	Southern Ethiopian People's Democratic Movement
SNNPRG	Southern Nation, Nationalities and Peoples Regional Government
SPSS	Statistical Package for Social Science
US	United States

Abstract

After the down fall of the military regime, the current government of Ethiopia had shown the commitment to improve public sector leadership. For the last two decades, all the federal, regional and local governments made a number of efforts to develop the capacities of public sector leaders. However, many public sectors still lack well experienced and competent leaders. Therefore, the aim of this study was to assess the practices and challenges of leadership development in EWPSOs. The descriptive research design by using mixed (quantitative and qualitative) research approach was applied. Stratified random sampling and simple random sampling techniques were employed to select sample respondents. The data were collected from public servants, Woreda cabinet and Woreda top management through questionnaire, interview and FGD respectively. The analysis of quantitative data was made by using SPSS computer software while the analysis of qualitative data was made by following qualitative data analysis procedures. The findings of the study show that short term trainings, management courses in universities, selection and self- help activities are the main leadership development practices that are being exercised in EWPSOs. However, these leadership development practices are not properly implemented Lack of well- organized and integrated leadership development plan, lack of identifying the basic leadership competencies and the better developmental activities, improper selection of young and new leaders for leadership positions and lack of conducive organizational culture are the basic challenges that hinder the effectiveness of leadership development efforts of public sector organizations. Finally, recommended that EWPSOs should understand the importance of developing many leaders in today's complex situation to address the fast increasing need and demand of the society.

Key words: *leadership, leader, leadership development, public sector organizations and challenge*

CHAPTER ONE

Introduction

1.1. Background of the Study

Leadership is important in public sector organizations both at policy and implementation levels. Without leadership it is difficult to address the need and demand of the nation as well as the citizens for public sector organizations in today's fast changing world. And there is general consensus that claims effective leadership can help government organizations to make critical transition from intention to implementation, potential to performance, and policy to practice. Organizations that devote in leadership development can be more effective in achieving their objectives (Ramnarayan& Kumar, 2004).

Leadership development practices are educational processes or structured activities designed to improve the leadership capabilities that enable them to perform leadership tasks efficiently andeffectively in their organizations. These practices also have important effects on both organizational climate and organizational culture (Bruke& Day, 1986). A number of leadership development practices are developed and the practices are varied from organization to organization, countries to countries, and scholars to scholars.

The changing nature of the work, the organizations need being competent in the increasing competitive world, the increasing demand of intellectual flexibility and alertness as well as other relevant leadership competency have made leadership capacity building is very crucial. Therefore, to address the current increasing needs and demands of the organizations, government and citizens, the development of effective managers and leaders should get the practical concern (Bolden, 2005).

Public sector organizations are expected to deliver quality and timely services to meet the needs and demands of the general public. However, public sector organizations are facing a number of challenges within their attempt to provide services at the required standards that they set since they are operating with the availability of strictly limited resources (Storey, 2004). On the other hand, according to (Day, 2007), the speed and the type of change that public sector organizations

face is radical and discontinuous. Within such complex situation to meet the needs and demands of service users as well as to achieve the multifaceted objectives of government, public sector organizations need leadership more than ever. Leadership is the only solution to tackle the challenges.

Since public services are working in an environment that is in constant change, effective training and development are investments with high return. As professionalism is the quest for Excellence, continuous learning will be the new culture of the public service. Best professional public services in both developed and developing countries are those that have been executed effective training & human resource development system which is strategic and holistic (Adebaby, 2011).

In Ethiopia, the establishment of public service system has a history of more than 100 years. However, until the downfall of the military regime in (1991), many public service institutions lacked visionary leadership, and public organizations operated under very poor conditions for many years. Recognizing this, the current government has embarked on a series of reform programs by undertaking different reform initiatives since 1991. The purpose of the public service reform programs was to create efficient and effective public servant that serves the government of the day ethically and professionally (Adebabay, 2011). The Top-Management Reform Sub Program is one among the broad areas of public service reforms. The major objective of the Sub Program was to enhance the capacity of members of public service leadership and to improve the effectiveness of leadership in strategic planning and management as well as to make appropriate policy decisions. The sub-program also entails the process of improving the performance of public organizations leaders' in formulating institutional vision, mission, policy, and strategic plans (MOCB 2004).

However, while the changes in Ethiopia have enabled the creation of a demanding society claiming improved services; leadership effectiveness is not yet at the level required to transform public service organizations (PSOs). The major problems confronting leadership are believed to be lack of motivation and communication of the vision, inadequate determination to realize reform, lack of visionary leadership, and the accountability relationship between government and public service providers has not been clarified (Zerihun, 2014).

Another study by Temesgen (2015) on leadership development has identified a number of challenges related with limitation in organizational policies and strategies, and leadership skills and attitudes. These include gaps in the utilization of short workshops, management course at universities, coaching, mentoring, special assignments and job rotation as a means of leadership development. The study also identified gaps in the timely provision of training and education, assessment of the needs of trainees and organizations, the application of experiential learning is applied, and the organizational systems to develop the skills of their leaders.

The above evidences show that the problem is so much serious in the country level and needs an immediate solution. Therefore, this research aims to study concerns about assessing leadership development practices and its challenges in cautory level

1.2. Statement of the Problem

It is difficult to ensure accountability, responsibility, efficiency and effectiveness in public organizations, without developing competent leaders that possess the required skills and knowledge. The roles of leadership in strengthening democracy and good governance, implementation of government policies, strategies and programs is very crucial. The SNNPR government introduced the Public Service Reform Program (PSRP) with the aim of developing a fair, transparent, efficient and ethical public service to bring institutional transformations. The top management sub- component of PSRP is one of the six components of the program. This sub- component was targeted to improve the capacity of the leadership of public sector organizations (MOCB, 2004).

Since leadership is crucial in strengthening democracy and building good governance, and in implementing government policies, strategies and programs, building the capacity of top leadership management in the planning period was recognized as very crucial. To this end the GTP document offers a strategy to build the capacity of the public sector including leaders at various levels. Various methods like skills and knowledge development (which is most likely through trainings), performance evaluation techniques and decision making practices as well as business strategies are identified in the document to serve as tools for continuously developing the capacities of leaders. Experience sharing and adopting best practices are also considered to be tools to develop leaders in the public sector of Ethiopia at all the Federal, Regional and local governments levels (MoFED, 2010).

However, many public sector organizations still lack visionary leadership as well as facing problems in communicating the vision and commitment to implement the government policies and strategies (Zerihun, 2014). As a result, the effectiveness of the leadership is not as the level required transforming public sector organizations

According to Temesgen (2015), the major challenges of public leadership development that face in Gurage zone public sector organizations are poor understanding in leadership development policy and strategy.

In addition, there are many challenges of leadership development related with leadership skills and attitudes like poor capacity to lead teams, poor capacity in formulating organizational strategies, poor capacity to lead change and poor problem solving capacity in this locality.

The leaders of Enor Woreda public sector organizations didn't perform as expected. Among leaders that participated in the trainings that were organized by the federal and regional centers, 22 leaders left the public organizations informally and 17 leaders were dismissed after evaluations within the last five years. High turnover rate of experienced leaders, a significance performance gap in public sector organizations ,low levels of work coordination, problems in motivating public servants, problems in planning, lack of commitment and lack of inspiring and visioning others are the main observable challenges (Prosperity party of Enor WoredaReport, 2021).

Enor Woreda public sector leaders have problems in understanding and implementing the public service reform programs. There is a problem in analyzing and understanding the purpose and the strategy of each reform programs, problems in planning, problems in aligning organizational vision with individual vision, lack of periodic evaluation, lack of proper performance measurement, lack of proper promotion and placement of employees are some of the problems that have seen on public sector leaders (Enor Woreda public Service Office Annual Report, 2021).

According to Enor Woreda Council report (2021), public sector leaders have problems in planning and prioritizing tasks, and in delivering services at the expected standards. Some public sector leaders have problems in accepting Standing Committees comments and taking readymade actions. Moreover, leaders could not minimize the significant performance gaps among public sector organizations, among kebeles, among development groups and among individuals. Behind this the question of whether appropriate frameworks channels of communication and feedback does not seem to be adequate .In effect ,these problems resulted in a waste of resources, damages to the trust between people and public institutions.

However, there has not been a research either in the Ethiopian context or in the context of Enor Woreda in relation to leadership development. The research undertaken by (Zerihun and, 2014) in Oromia, BeneshangulGumuz Regional States and Addis Ababa City Government came up with findings such as lack of effective leadership that can transform the public sectors towards the level whereby they can address the need for improved service by the society. And they recommend that one of the solutions to the challenges of leadership in Ethiopia could be developing leadership development programs. Moreover, the study undertaken by (Gebre, 2013) on the topic “Assessing the Leadership Capacity of Capacity Building Public Organizations” recommends further research to be undertaken in the area of public sector leadership to strengthen leadership development.

Public Leadership development has become an area of study progressively attracting the attention of researchers. This is manifest from the ever-increasing volume of literature published on the practices and challenges of public leadership development across the world. Though to a much lesser extent, scholarly attention to the issue is increasing in the Ethiopian context. However, such attention does not extend to the practice and challenges of public leadership development in public service organizations at the lower levels of administration. This is particularly true for Enor Woreda where, to the knowledge of the researcher, no such studies have been conducted to date. Thus this study was also introducing a new methodological approach to the research subject in terms of an empirical perspective giving due attention to the actual organizational and sector context of the study subject. All these facts initiate the researcher to conduct the study for the purpose of assessing the real existing practices and challenges of leadership development in the study area.

1.3. Objectives of the Study

1.3.1. General Objective

To assess the practices and challenges of public leadership development in Enor Woreda public sector organizations.

1.3.2. Specific Objectives

- Investigating the method employed by Enor Woreda public sector organizations to enhance leadership development practice.
- Identifying the challenges that hinder the effectiveness of public leadership development efforts in Enor Woreda public sector organizations.
- Assessing and recommending the measures that should be taken to overcome and improve the public leadership development problems in Enor Woreda public sector organizations.

1.4 Research Questions

The study is expected to answer the following questions

1. What are the public leadership development practices that are being exercised by Enor Woreda public sector organizations?
2. What are the major challenges that face Enor Woreda public sector organizations in their public leadership development process?
3. What measures should be taken to overcome the challenges of public leadership development in the study area?

1.5 The Scope of the Study

The study is delimited to the assessment of the challenges and practices of public leadership development with specific reference to designated public sector organizations in Enor Woreda, Gurage Zone, and SNNP Regional State. To make manageable the study is delimited geographically only to Woreda level public sector organizations. This specific Woreda is selected because of the accessibility, time and economic factors. In addition, as the servant the researcher has experience in the Woreda that helps to collect the relevant data in the given specific time. The variables are delimited to public leadership development practices and challenges.

1.6 Limitation of the Study

There were different limitations in conducting the study. The first limitation was lack of ample reference materials and scholarly works in the field of leadership development in Ethiopian public sector organizations in general and in the study area in particular. There is also shortage of relevant information about challenges that are related to leaders in the study area, because of poor information management and documentation system. So, inadequate information was the other challenge. The other limitation was the limited replica-ability of the findings to other regions, inability to cover all public sector institutions in the study area.

1.7 Significance of the Study

The main objective of conducting this study was to investigate the challenges that face public sector organizations in their leadership development processes and to suggest valuable solutions to overcome these challenges. As a result, the findings and recommendation of the study will provide valuable information about leadership development to public sector organizations of the study area that enable them to improve and strengthen their leadership development practices and efforts. Besides, it was motivate them to strengthen their investment on leadership development.

On the other hand, the result of the study can be useful for policy formulators and decision makers in relation to leadership development. In addition, it can also serve as a valuable reference for future researchers on leadership development.

1.8 Organization of the thesis

The study was organized in to five chapters. Chapter one comprised background of the study, statement of the problem, purpose of the study, objective of the study: general and specific, research questions, limitation, significance of the study and organization of the paper. Chapter two presented the review of related literature on theoretical frame work, empirical studies and conceptual frame work. The third chapter presented the research design and methodology, definition of key terms, source of data, process of data collection, the instruments used for data collection and the system to analyze data. Chapter four deals with the presentation, analysis of the data collected and interpretation of the result of the study. Chapter five presented conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature in line with leadership development. Theoretical literature review for the study is made in a way that clearly elaborate the concepts of leadership, core competencies of leadership, theories of leadership, the concept of leadership development, the importance of leadership development, the leadership development practices and challenges of leadership development. In addition empirical studies are reviewed to strengthen the theoretical assumptions that are aimed to make the study more scientific. Lastly, conceptual framework of the study is designed in line with the review of theoretical and empirical studies.

2.2 Defining the Concept of Leadership

It is difficult to define the term leadership in a precise manner. Because of this, many authors and scholars define the word leadership in different ways in different times. Regarding this Yuki (2006) pointed that there is no single correct leadership definition that can fit for all contexts and times. Therefore, different scholars and authors define leadership in different ways based on their perspectives.

Some scholars and researchers define the term leadership as a process. For instance, Yuki (2006, p 6) define leadership as *“the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”*. And Northouse (2010, p 3) defines leadership as *“a process whereby an individual influences a group of individuals to achieve a common goal”*.

Other scholars define leadership as ability. For example, for Bennis (1999) leadership is defined as the ability to have a vision that is well communicated, build trust among colleagues, and take effective action to realize one’s own leadership potential (Maxwell , 1998) also concluded that leadership is the ability to influence others.

From these definitions we can understand that leadership is not a position or it is not a trait with which only a few certain people inherited. But leadership is a process that occurs between the leader, the followers as well as the situation. So defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers, Leaders affect and is affected by their followers positively or negatively, it stresses that leadership is a two-way, interactive event between leaders and followers rather than a one-way interaction (Northouse,2010)

Leadership is about the ability to influence his/ her subordinates, peers and followers to follow his/ her way to achieve the common goals. Therefore, without influence, it is impossible to be a leader. These definitions also revealed that leadership operates in groups. This means that leadership is about influencing a group of people who are engaged in a common goal or purpose (Maxwell, 1998)

2.3 Core competencies of Leadership

Identifying the appropriate leadership competencies in the public sector needs to consider necessarily the roles that its leadership is supposed to carry out and the circumstances under which the leadership carries its roles. Therefore, leadership competencies are context based and time bounded that means they may vary from country to country and from organization to organization within one country.

A competency is an observable, measurable pattern of knowledge, skills, abilities, or characteristics an individual needs for effective or superior performance in a job. A competency can be measured against agreed-upon standards and can be improved through learning and practice. Competency comprises one's knowledge, skills, abilities and attributes in integrated manner. It enables one to perform job effectively and manage organization's activities towards achievement. Competencies are observable and measurable behaviors of managers and leaders in the organization. Competencies are critical to successful individual and corporate performance. Competencies incorporate applicable knowledge, skills, abilities and attributes through behaviors of work force in an organization (Demissie&Hadaro, 2012,P 83).

According to the US department of labor (2008), there are 28 specific leadership competencies that are critical to leadership success among these 22 of them are the executive core qualifications while the remaining 6 leadership competencies are the foundational competencies that, as a minimum, all leaders must be proficient in to be successful. Thus, it identifies interpersonal skills, oral communication, integrity /honesty, written communication, continual learning, and public service motivation. On the other hand, ECQs are useful competencies, in practice, in selection, performance management and leadership development planning in public organizations. We can apply them in selection of persons for management and executive positions. We can use for delegating. We can use for communicating on visions for those whom we observe as successors of the leadership in the public organizations.

2.4 Theories of Leadership

As seen above, leadership has been extensively studied for many years and any effort to define leadership is difficult unless one understands the different theories that developed over time to study leadership. A review of the leadership literature shows a number of evolving school of thought from the 'Great Man' to the transformational theories of leadership. The early theories of leadership rely on characteristics and behaviors of effective leaders, whereas the later theories of leadership focus on the role of followers and the situation of leadership.

2.4.1 Trait theory

The trait theory that was popular in the 1940s tried to focus on the traits, qualities and attributes that distinguished effective leaders from followers. The theory assumed that leaders are different from their followers in terms of personality traits such as intelligence, ambition, self-confidence, capacity and persuasiveness etc (Bolden, 2005).

2.4.2 Behavioral theories

Behavioral theory was not so much focused on the innate characteristics of the leader, but it gives more emphasis for the how of leaders. How leaders behaved, is the central point in this theory. Behavioral models presented various styles of leadership from directive to participative, person-centered to task-centered. Based on these theory leaders who give high concern for people and task are more effective than leaders that give more attention for one of them. From a

behavioral perspective, the purpose of leadership and management development is to ensure the development of the most appropriate style of leadership and achieving a universal level of best practice (Bolden, 2005).

2.4.3 Situational

Based on this theory the most effective leadership style was, in fact, vary in relation to the situation. It is assumed that the leader can modify his/her style to match the situation (Hersey and Blanchard, 1988). In the case of situational and contingency theories, the leaders' first task is to recognize the salient features of the situation (e.g. nature of task, ability of followers, etc.) and then to adapt accordingly (or in the case of contingency theories to change roles as required). This would argue for the development of diagnostic abilities first, followed by adaptability in leadership style (Bolden, 2005).

2.4.4 Transformational

From the late 1970's interest arose in the abilities of leaders to bring about transformational change within organizations. As Bolden (2005) cited from Burns (1978) first spoke of 'transforming' leadership – an ability to inspire followers to work towards moral goals, an idea that was subsequently developed into 'transformational' leadership (Bass and Avolio, 1994) where the leader transforms ordinary people to achieve extraordinary results. Such an approach places an emphasis on the leaders' ability to develop and communicate an inspiring vision and motivate followers through a sense of shared purpose that transcends individual concerns such as pay and position. Transformational leadership reinforces the notion of the leader as change agent and would call primarily for the development of communication and inter-personal skills (Bolden, 2005).

2.5 Leadership Development

Leadership development is the expansion of a leaders' capacity to set direction and create alignment between organizational goal and individual goals. Leadership development focuses on building networked relationships among individuals in an organization. Leadership development focuses on interpersonal skills of social awareness and social skills. Therefore, it is important to

develop the intrapersonal capabilities to serve as a foundation for interpersonal competence and link both leader and leadership development together (Day, 2007).

For this study, refers the processes of building the leadership knowledge, skills and attitudes of public sector leaders and employees with different leadership development activities to accomplish their organizational missions effectively and efficiently. So it is the provision of any activity or a combination of activities that have the objective of building the capacity of leaders and employees.

2.6 The Importance of Leadership Development

Investing in leadership development is very important to gain value and provide competitive advantages for organizations. It helps to improve organizational performance and enables to overcome the problem of senior retirement and turnover (Hubbard, 2005). The changing nature of the work, the organizations need of being competent in the increasing competitive world, the increasing demand of intellectual flexibility and alertness as well as other relevant leadership competency made leadership capacity building very crucial. So to address the current increasing needs and demands of the organizations, government and citizens, the development of effective managers and leaders should get the practical concern (Bolden, 2005).

Both at policy and implementation level leadership is very crucial in public sector organizations. Without leadership it is impossible to address the need and demand of the nation as well as the citizens for public sector organizations in today's fast changing world. And there is realization that it is effective leadership that can help government organizations make the critical transition from intention to implementation, potential to performance, and policy to practice. Organizations that invest in leadership development can be more effective in achieving their objectives (Ramnarayan& Kumar, 2004).

No question that any leadership development concern is primarily and essentially aimed at attaining high level performance either individually or at organizational level. For the concern of this study, the importance of leadership development is seen in line with public sector organizations to deliver efficient and effective services.

2.7 Leadership Development Practices

Leadership development practices are educational processes or structured activities designed to improve the leadership capabilities that enable them to perform leadership tasks efficiently and effectively in their organizations. These practices also have important effects on both organizational climate and organizational culture (Bruke& Day, 1986).

A number of leadership development practices are developed and the practices are varied from organization to organization, countries to countries, and scholars to scholars. For some of OECD member countries selection, training and career management initiatives are the expected leadership development practices. Developing comprehensive strategies, defining a competency framework, identify and select potential leaders, mentoring and training are the general trends of leadership development practices for other OECD countries (Ramnarayan& Kumar, 2004).

For John Adair,(2009) training, selection line leaders as mentors, the chance to lead, education for leadership, a strategy for leadership development and the chief executive the so calledthe seven principles of leadership development. Also John Adair,(2009) had stated ten basics of organizational leadership development activities that should be planned and implemented in an organizations for the present and future leadership development; these includes-a strategy for a leadership development, selection procedures, training for leadership, a career development policy, line managers as leadership mentors, research and development, getting the structures right, self - development, organizational culture, and the chief executive. Concerning the issue Yukl, (2013) asserted that leadership competencies can be developed in a number of ways, including formal trainings, developmental activities, and self-help activities. Van Wart (2011) identified three fundamental types of leadership developments namely, self-study, structured experience, formal training and education.

To make leadership development practices and their way of implementation clearer as well as to create better understanding, it is imperative to deal the most common leadership development practices in detail.

2.7.1 Pre-program preparation

A strategy for leadership development is a plan of leadership development that contains all the leadership development practices in an organized and integrated way that can work together in harmony in a strategic approach (Adair, 2005). Leadership development practices are educational processes or structured activities designed to improve the leadership capabilities that enable them to perform leadership tasks efficiently and effectively in their organizations. These practices also have important effects on both organizational climate and organizational culture (Bruke & Day, 1986).

Leadership development involves a wide range of different activities that are recognized as very important to increase the potential of an organization's human capital and growth opportunities. Unless that wide range of different activities organized and integrated in a way that can work together in a harmony in a leadership development plan or strategy, it is difficult to achieve the intended objectives of leadership development program (Adair, 2005).

During preparation of a leadership development plan or strategy, it is essential to give a particular attention to leadership competencies that are important for the success of particular organizations. Forming a leadership competency framework that shows the relevant knowledge, skills and abilities to an organization enables to develop effective leadership development plan or strategy. Developing organizational leadership competency framework helps to align leadership development tasks with the needs and vision of the organization (Adair, 2005).

It is very important to deal on the better developmental experiences before designing or adopting the experiences that can use as the core of a leadership development strategies since all experiences may not be developmental in different situations. Therefore, distinguishing those that are potent for leadership development from those that have only little influence helps to design an overall conceptual framework for effective leadership development (Day, 2007).

2.7.2 Training and education

Any organization which aims to grow and develop leaders is expected to start its leadership development processes with the provision of training. The basic principle in the field of leadership development is never appoint young and new leaders for leadership position without

the provision of proper training about the generic roles and qualities of leaders. The proper time to deliver leadership development training is when young employees are proposed for team leaders positions. Team leaders are at the base of leadership development pyramid. They are the seedbed from which operational leaders come, and they in turn beget strategic leaders (Adair, 2005). Wise senior leaders of organizations always think out-side the box about education, about community and society, and about the shape of the evolving world. Families' are on a matrix of leadership. Schools and universities are the second nurseries of leaders. They witness the expanding of horizons as young people observe, reflect, practice, experiment, discuss and explore good leadership and leadership for good. Schools and universities also equip the potential leader with general knowledge and the means for acquiring technical or professional knowledge. Later on Curiosity, the hunger to learn, the ability to think clearly, and these seeds of creativity: such are the legacies of a good education to a leader. (Adair, 2005, P122).

2.7.3 Selection and Providing Opportunities to Lead

To select new and young leaders for leadership positions, you need to know the generic role of leadership, to gather with the essentials of the intellectual, communication and time-management clusters. Everything else when judging leaders or would be leaders, fall under the heading of the fitness the professional technical knowledge. New leaders should be selected based on their leadership and teamwork, decision making, communication, self-management abilities and personal qualities. What the ideas that enables you to do are to ask the right questions in order to determine who deserves to be chosen of leadership position merit. A leader is emergent, elected or appointed, or some combination of the three. Difficulty arises when electors or selectors lack first-hand knowledge of a candidate for a leader's key role (Adair, 2005).

A key factor in successful leadership of change is enabling those in their organizations to lead themselves. Leaders need to accept the limitations of their own power but create a climate for others to exercise leadership through *the dissemination of information* throughout their organization not reams of data copied to everyone but access to the key information and people needed and the articulation of organizational values that are expected to govern behaviors.

The only way in which the growth in need for leadership in management can be met is to find the potential leader and start their training and give them the chance to lead. At least create the conditions necessary for the growth they can do no better than to give potential leaders the chance to lead. That too opportunity should be accomplished by practical help in the form of training and support (Adair, 2005).

2.7.4 Developmental Activities

From the organization's view point, you can provide your leader with challenge and help him or her to meet it, then you have an effect on growth. But the challenge level has to be at the optimum level: not too difficult and not too easy. In the wordsmith has to be stretching (Adair, 2005). After high potential employees identified as having realizable leadership ability are introduced to bigger and more specific organizational challenges. Experiential learning involves both overcoming and learning from these challenges as a leader. These assignments may require leaders to exercise skills such as conflict management, team building, and problem solving that they would not typically utilize as part of their current responsibilities. This form of "on-the-job" learning can therefore be seen as highly relevant and impactful. Such experiences develop leaders' mental models pertaining to various situations, so eventually the leader gains expert knowledge that enables him or her to find solutions to new challenges with greater efficiency and effectiveness. How leaders view and conceptualize situations, tasks, and challenges also shape moral behaviors, which have ethical implications for the leader and organization (Kraus and Wilson, 2014).

Assessing the program and consistently providing leaders with challenges, support, and access to feedback are also vital for leader development. Job rotations, strategic job assignments, and action learning projects can also be effective methods of development if provided in a good feedback environment where leaders have specific goals and are given task-level feedback (Kraus and Wilson, 2014).

Individual skill development programs are characterized by the assessment of a leader's personality, values, and behaviors, oftentimes with a 360-degree feedback assessment to identify

the strengths and weaknesses of a leader. Coaches are frequently used to deliver feedback then develop and execute an action-oriented plan to emphasize strengths and improve deficiencies. To maximize development, coaches should deliver feedback at the task level rather than at the person level, meaning that feedback should be specific to relevant task(s) and directed at what a leader does rather than who the leader is (Kraus and Wilson, 2014).

2.7.5 Personal activities

Of course, leadership development must go beyond mere skill training. The leader must be committed to developing his or her own leadership capacity. This takes dedication and commitment. It must be internalized. It is important to realize that the best of leaders are both transformational and transactional, but they are likely to be more transformational and less transactional than poorer leaders. Leadership development guides by Bruce Avolio (1999, 2005) emphasize the personal commitment and dedication needed for effective leader development.

2.8 Challenges of Leadership Development

A number of factors affect leadership development as a challenge. Some of the challenges are related to the lack of concern to develop leadership development program. The other challenge can be related to lack of the knowhow of developing leadership development program. The third which is the most important challenge is concerned with identifying and developing the necessary leadership competencies that the specific organizational context demands and the appropriate tools to develop these competencies. And finally, there can be challenges of prioritizing the need for leadership development; whether to train an individual leader or developing collective leadership capabilities that involves the leader and the followers. Bolden (2005).

Lack of concern for leadership development is found to be the primary challenge of leadership development. The findings of the study by Trever and Hill (2012) shows for leadership development to be successful the willingness of those on the top of organizations is important.

The prevailing organizational culture can also be a challenge to enhance leadership development. Organizations that do not create a learning organizational culture may not be successful in developing leadership capabilities. According to the findings of the study by Trever and Hill

(2012) organizations that do not give an opportunity for those individuals who are selected for training to share what they acquire in the training to the group in the organization, do not succeed in developing leadership capabilities. Similarly, an earlier empirical study by Appelbaum, Glavesand St-pierre (1998) shows that in the process of organizational transformation, leadership and learning process are critical challenges.

The other challenge in relation to leadership development is related to lack of clearly identified purpose of leadership development initiative. Trever and Hill (2012) conclude that the initiative to arrange leadership development training or undertaking any other leadership development scheme needs to have a clearly defined purpose and needs to be aligned with organizational strategy: for otherwise it will be a waste.

As Petrie (2014) the environment has been becoming more complex, volatile, and unpredictable. The skills needed for leadership have also changed. Today more complex and adaptive thinking abilities are needed. However, the methods being used to develop leaders have not changed. The majority of leaders are developed from on-the-job experiences, training, and coaching/mentoring; while these are all still important, leaders are no longer developing fast enough or in the right ways to match the new environment. So the process of developing leaders that have complex and adaptive thinking abilities is one of the main challenges of leadership development.

All efforts made to build the capacity of leaders of public sector organizations brought some improvements on the performance of public sector organizations. However, still many public sector organizations lack visionary leadership as well as they face problem of communicating the vision and commitment to implement the government policies and strategies The leadership effectiveness is not as its required level to transform public sector organizations (Zerihun, 2015).

As Adebabay, (2011) attracting and retaining talented people with relatively minimum compensation, installing effective training and development system, measuring training effectiveness, cultivating model leaders and professionals are the main challenges that Ethiopian public sector organizations face in implementing the public service reform programs.

According to Temesgen (2015), the major challenges of leadership development are poor understanding in leadership development policy and strategy, improper usage selection

procedures, shortage of training, lack of line managers as leadership mentors, and leader's turnover. In addition to that, there are many challenges of leadership development related with leadership skills and attitude like poor capacity to lead teams, poor capacity in formulating organizational strategies, poor capacity to lead change and poor problem solving capacity.

2.9 Empirical Literature

2.9.1 Leadership Development in Africa

Effective leadership is imperative in organizations of all types. There is, however, a dearth of leadership development models that can effectively communicate the need for values-based leadership that can touch people's hearts and motivate them to personal and organizational transformation (Malunga, 2006).

Leadership development is currently a very high priority for capacity building in Africa. However, the plethoras of initiatives are largely imported from the West, and tend to have only limited application to the specific African contexts and cultures in which they operate. As a consequence, they achieve only limited success in developing leaders. African culture is at best ignored and at worst viewed simply as a negative obstacle to 'good leadership'. I believe that, to stand any chance of being effective, leadership development in Africa must be rooted in the influential cultural heritage. To promote ongoing behavior change in leaders, it is essential to tap into the energy, commitment and authenticity that reside within the culture concerned. New ideas should be grafted onto existing indigenous cultures, rather than simply uprooting them and transplanting foreign models (Malunga, 2006).

2.9.2 Leadership Development in Ethiopia

Researches in the area of leadership development in Ethiopian context are rare as the researcher's knowledge concerned except few. Temesgen (2015) on his study entitled "The practices and challenges of leadership development" concluded that formal education, training, coaching on one- to one base, mentoring by senior leaders, providing especial assignments, multi- source feedback, job rotation and self - help activities are the usual leadership development practices that carried out in Guraghe zone public sector organizations to develop the capacity of leaders. Moreover his research finding revealed that the major challenges of

leadership development that face Guraghe zone public sector organizations are poor understanding in leadership development policy and strategy, improper usage selection procedures, shortage of training, lack of line managers as leadership mentors, and leaders turnover. In addition to that, there are many challenges of leadership development related with leadership skills and attitude like poor capacity to lead teams, poor capacity in formulating organizational strategies, poor capacity to lead change and poor problem solving capacity.

Chuna (2013) “The Effect of Leadership Training on the Community Development: the case of Buriji Woreda” concluded that leaders training upgrade the ability of leaders, influence the community development, should be conducted in collaboration with stake- holders and focus on strategic issues. Both of the above researchers were focusing on training aspect of leadership development in different dimensions of their perspective but not the whole practices of leadership development.

2.11 Conceptual Framework source: researcher's own developed from review literature

Fig. 2.1 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The research design and methodology implies the way the study is planned and conducted, and the procedures and techniques employed to answer the research questions. The chapter included research approach and design, description of the study area, sampling design and techniques, data type and source, data collecting procedures and the way the data were analyzed as well as ethical issues. Each of these issues was discussed one by one.

3.1 Operational Definition of words

Leadership: refers the process of influencing others to accept their visions and go together towards the accomplishment of those common visions.

Leader: refers head of Woreda public sector organization, management committee, and team leader.

Leadership development: refers the processes of developing or building public sector leaders' and employees' leadership knowledge, skills and attitudes with different leadership development activities to accomplish their organizational missions effectively and efficiently.

Public sector organizations: refers Woreda level government and public institutions that deliver different kinds of social, economic and other services to the general public.

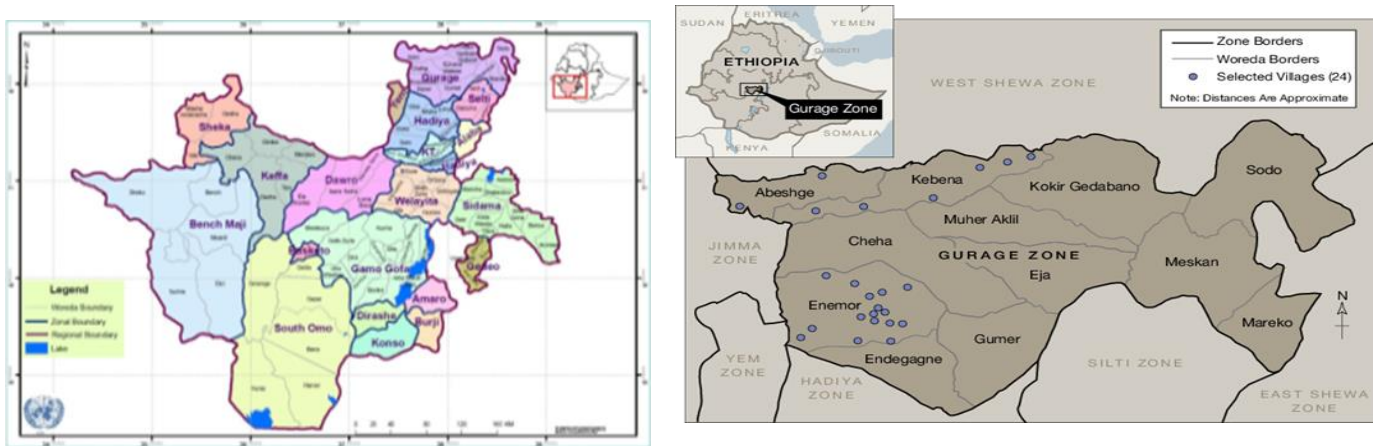
Challenge: problems or hazards that hinder the effectiveness of leadership development.

3.2 The descriptive of the study area

Enor Wereda is located 42 km south of Gurage Zone capital (Welkite), 301 km north of Hawassa that is the capital of Southern Nations, Nationalities and Peoples regional state and 197 km south of Addis Ababa. Enor Woreda bordered in the North with Cheha Woreda, in the East with Geta Woreda, in the South with Enor Ener Meger Woreda and Hadya zone and in the West with Yem special Woreda and Oromia region.

EnorWereda structured into 40 rural kebeles and 3 municipality kebeles and 24 public sectors. According to Central Statics Agency (2007) the total population of the Woreda is 154,164. From the total population the target Woreda, the number of male population is 48.67% and the female population is 51.33%. The mean annual temperature of Enor Wereda varies from 13^oc in the highland areas to 25^oc in lower places. The rainfall ranges from 801mm to 1400mm. The economic activity of Eneor Woreda is agriculture

Fig. 3.1 Administrative Map of Enor Woreda



Source: Source from GIS.

3.3 Research design

In this study the researcher used the descriptive research design to identify the challenges and practices of leadership development in Enor Woreda public sector organizations. The rationale behind to use this design is in order to explain and describe the existing situation with regards to respondents view about the practices and challenges of public leadership development in public sector organizations. Descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in a simulated or an artificial setting (Seiliger and Shohamy 1989; McDonough 1997). Thus, descriptive research is used to assess the practices and challenges of public leadership development and to provide possible solutions for those challenges.

3.4 Research Approach

In this study, the researcher used the mixed research approach. The rationale behind to use this approach is because it helps to collect, analyze and interpret quantitative as well as qualitative data. Using this approach provides the researcher with additional opportunities to answer a more complete range of research questions. Moreover, by using this approach the researcher capitalized the strengths and minimized the weaknesses of qualitative and quantitative research approach.

According to (Kumar, 2011) qualitative research helps to understand and explain feelings, values, attitude and experiences and practices of group of people. So qualitative approach is conducive to study the selected issues in depth and appropriate to assess attitudes, behaviors, and opinions of the respondents. Qualitative approach was employed to explore the situations beyond numbers and it will vital to understand the idea and to build more understanding. On the other hand, quantitative approach will help the researcher to know the magnitude of the problem. Since a well-designed and properly implemented quantitative research method enables to infer the finding obtained from the sample to the population. Therefore, this part helped the researcher to infer the conclusion to the population.

As a result, using mixed research approach helped the researcher to get adequate, relevant and reliable information by triangulating the data that increased the validity and reliability of the study.

3.5 Population and Sampling

Since the purpose of this study was to assess the practices and challenges of public leadership development in the case of Enor Woreda public sector organizations, the population of the study was all employees and leaders of public sector organizations in EnorWoreda. As information obtained from Enor Public service office there are 24 public sectors in the Woreda.

Taking all the 24 public sectors was too big and unmanageable for the researcher because of financial as well as time constraints. So among the 24 public sectors, 5 sectors were selected by following the procedure of purposive sampling. The sectors are Administration Office, public Service Office, Education Office, Health Office and Agriculture Office. The Administration

Office and public Service Office have better understanding about the practices and institutional challenges of public leadership development since they are responsible to follow up and check the processes of public leadership development as well as implementation of change management in all public sectors. So they could provide better data and that was why they were selected. The other sectors intended to select because of their better experiences and relevance in leadership development. Moreover, they have a great influence in the realization of the country's vision of poverty reduction. In addition to that, Woreda cabinet or heads of Woreda public sector offices were taken as key informants because of their responsibility and direct contact with the public leadership development processes in their respective sectors. In addition to that, leadership development is the main task of public sector leaders.

3.6 Multi stage sampling

Multi stage sampling procedure was employed to select sectors and participants of the research. In the first stage sectors were selected. The second stage used to select employees and management committees. Then in the third stage team leaders were selected.

3.7 Sample Size

Determining an appropriate sample size to ascertain population under study is a very vital issue because a large sample size means waste of more resources, time and money. On the other hand, small sample size may lead to inaccurate results. So, determining appropriate sample size depends on the purpose of the study, homogeneity or heterogeneity of the population, resources in terms of time and money, level of precision (sampling error), level of confidence (risk level) and degree of variability (Israel, 1992).

To determine the appropriate sample size for this study, the desired confidence level was assumed to be 95% and the maximum variability that is present in the population was also assumed to be 0.05. According to (Yamane, 1967), the simplified formula to calculate the sample is: +

$$n = \frac{N}{1 + N(e)^2} \text{ -----equation 1}$$

Where, n = sample size

N =population size

e = the desired level of precision is 0.05

According to Woreda Public service and human resource development office, there were 203 public servants in the selected five sectors. Out of the total public servants 68 were management committee, 26 were team leaders, and the rest 109 employees that have not found in leadership positions. The sample respondents that were taken for this study were:

$$n = \frac{N}{1 + N(e)^2} = \frac{203}{1 + 203(0.05)^2} = \frac{203}{1.5} = 135$$

Therefore, 135 sample respondents were taken for this study. In addition, after determining the total sample for this study; the sample size was distributed proportionally to each stratum. Accordingly, the sample size determination was calculated by using proportional allocation formula is shown in equation 2.

$$n_h = N_h \frac{n}{N} \dots \dots \dots \text{equation 2}$$

Where, n_h = the sample size of each stratum

N_h = total samples of each stratum

Therefore, from the total sample respondents, 45 management committee, 17 team leaders, and 73 employees were taken. In addition to that, 12 Woreda cabinets were taken for interview. The sectors are Administration Office Public service Office Education Office Health Office ,Agriculture Office ,Revenue Office, Enterprise Office ,Information technology Office ,Council Office and Prosperity parity. Focus group discussion was also conducted with 9 Woreda top management officials.

3.8 Sampling Procedures

Regarding sampling procedures to select sample respondents, the researcher employed stratified and simple random sampling techniques. First, all public servants that have been working in the selected five public sectors were identified by all sample sectors based on their responsibilities.

The sample frame was taken from Public servant and human resource office and the sample size were determined by the formula (Yamane, 1967), to get the sample size from total population.

Therefore, from the total 203 public servants, 135 were taken as a sample of the study. Then the number of management committee, team leaders, and experts from each public sector were obtained according to the proportion of the population in each stratum.

Based on this, the researcher selected 45 management committee, 17 team leaders, and 73 experts. At last the sample respondents were selected from each stratum and public sector by using simple random sampling techniques. In order to substantiate and triangulate the quantitative data Woreda top management officials and cabinet were selected purposively for FGDs and interview respectively.

3.9 Data and Instrumentation /Data Collection Techniques

3.9.1 Sources of Data

In order to generate relevant data for this study, both primary and secondary data sources were considered. Using both sources assist the researcher to substantiate the findings of the study with adequate data.

3.9.1.1 Primary Data Source

According to Biggam (2008), primary data is the information that the researcher finds out by him/herself ;regarding a specific topic. The primary source that was used in this research is the data obtained from key informants, questioners and discussants. The primary data sources of the study are employees that are working in the public organizations and leaders of the selected public organizations.

3.9.1.2 Secondary Source

Secondary data serves researchers with the opportunity to better understand and explain the research problem Biggam (2008). Thus, it is very important to start a review of the existing data with a clear mindset of what it is that one wants to accomplish with the study.

The secondary data of this study is compiled from many sources like library books, journals/ articles and other sources like annual performance report and different strategic plans of public

sectors. This data is used to get better insight on the research topic, to establish the viable platform for the theoretical framework constituting the bases of this research, and to design the sample frame and questionnaire for retrieving the primary data.

3.8.2 Data Collection Instruments

In the study to investigate the perceptions about the challenges and practices of leadership development, three instruments were used to gather relevant information. These were self-constructed closed-ended questionnaire prepared in English and translated it in to Amharic, semi-structured interview and FGD guideline that reflect the objectives of the study.

3.8.2.1 Questionnaires

For the advantage of covering wide area, and minimizing the cost of data collection the first instrument that was used for collecting primary data was questionnaire which include closed ended questions and one open ended question. This instrument was employed to gather data from management committee members, team leaders, and other employees from the selected sectors. The Likert scale was used in the research questionnaire to assess the perceptions of the respondents about the challenges and practices of leadership development.

3.8.2.2 Interview

One on one Interview was the other type of data collection instrument in the study. This instrument was used to collect data from Woreda cabinet. Such means of data collection instrument helps the researcher to get reliable information from the target population that how they feel and think about the problem. So one on one interview is very essential to get more detailed and accurate information, hence, the researcher will get the chance to further explain the question.

3.8.2.3 Focus Group Discussion

The FGD was used because the Woreda top management officials can discuss openly and it has also advantage in that it saves time and money and more information can be obtained by one time discussion, the Woreda top management officials make each other to remember issues that have to be raised because these issues can be forgotten if the participants separately interviewed,

the participants interaction can make more important information about leadership development to be revealed, it saves time and costs (Kothari, 2004).

3.9 Method of Data Analysis

3.9.1 Qualitative Data Analysis

The data which were collected through interview and focus group discussion was analyzed by following qualitative data analysis procedures.

Coding

Following translation of voice data to word data coding was completed. Open coding was used to classify or categorize individual pieces of data to couple with some kind of retrieval system.

Finding patterns

After the completion of coding data, the researcher tried to find patterns based on frequencies of information or idea.

Developing categories

Developing categories is essential to analyze the data collected through interview and FGD because it uses to produce a framework for organizing and describing qualitative data. The data were classified into categories based on their common characteristics. Selective coding was used in forming categories.

Creating themes

Then within each category themewas identified by examining the data. Then they were labeled as categories.

Content analysis

Finally, the content of each thematic area was analyzed in line with the research questions and used to triangulate the findings of the quantitative data analysis process.

3.9.2 Quantitative Data Analysis

Data collected through questionnaire was coded and entered to computer by editing to avoid some errors in the data collection. A computer software known as Statistical Package for Social Sciences/SPSS/V.20 was used for analysis. The response obtained was analyzed and presented by the use of simple descriptive statistics such as percentages and frequencies.

3.8.10 Ethical Consideration

Prior to this study an official letter from Governance and development studies department, post-graduate program coordination office that is found under the College of Social Science and Humanity of Welkite University, was written to the Enor Woreda administration to cooperate the researcher in providing the necessary data to conduct the study that the researcher is currently undertaking i.e. Master's thesis research entitled as 'the practice and challenges of public leadership development in public service organizations'. Throughout the research, the researcher needs to assure that keeping appropriate Citation and valuing the work of others in order to avoid plagiarism, so that, the work of others appropriately cited in this research by the researcher. All information which was collected from the respondents was treated with confidentiality without disclosure of the respondents' identity. Moreover, no information modified or changed, hence information get were presented as collected and the entire literatures collected for the purpose of this study appreciated in the reference list.

CHAPTER FOUR

Data Presentation and Analysis

4.1 Introduction

The main objective of the study was to assess leadership development practices and its challenges in public sector organization in the case of Guraghe zone Enor Woreda. In order to answer the research questions and to achieve the intended objectives of the study, the questionnaire was distributed to 45 management committee, 17 team leaders, and 73 public servants or experts. Moreover, 12 Woreda cabinets were interviewed and focus group discussion was conducted with 9 Woreda top management officials.

Data collected through question were coded and entered to computer software known as statistical package for social science /SPSS/ V.20 for analysis. The findings obtained were analyzed and presented by the use of simple descriptive statistics such as percentages and frequencies. The data collected through interview and FGD were organized in logical manner and categorized them in thematic area in meaningful groups and analyzed by following qualitative data analysis procedures.

This chapter of the study presented the analysis and results of the data gathered from management committee, team leaders, and employees by using questionnaire as well as from key informants (Woreda top management and Woreda cabinet) through interview and focus group discussion.

4.2 Response Rate

The survey instrument was distributed to 45 management committee members, 17 team leaders, and 73 employees. So the questionnaire was distributed to a total of 135 respondents. From 135 respondents 130 respondents returned the questionnaire with the total response rate of 96.3%. So the data were collected from 130 respondents and the rest 5 respondents were didn't return the questionnaire.

Table 4.1 Response Rate

Strata	No populati on	No sampl e	Distribut ed	Return ed	Percentag e	Not return ed	percentag e
Management committee	68	45	45	45	100	-	-
Team leader	26	17	17	17	100	-	-
Employees	109	73	73	68	93	5	7
Total	203	135	135	130	96.3	5	3.7

Source: survey data 2022

4.3 Demographic Data of the Respondents

This part provides basic information about the demographic characteristics and frequency distribution of the respondents that include their sex, age, educational status, educational background, work experience in public sector organizations and responsibilities.

4.3.1 Sex and Age of the Respondents

Table: 4.2. Sex and Age of the Respondents

Sex of respondents	Frequency	Percent
Male	92	70.7
Female	38	29.3
Total	130	100

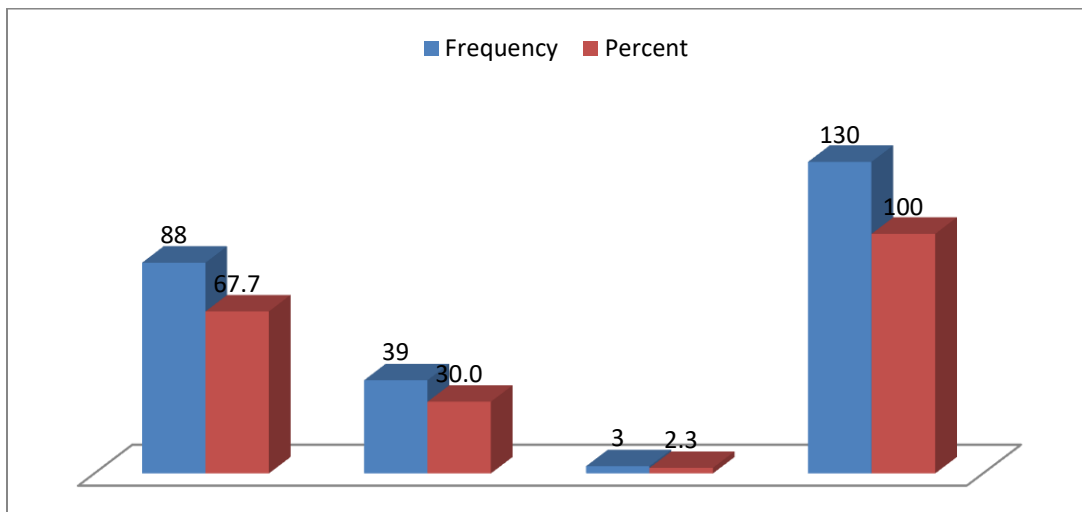
Age of respondents		
18-35	77	59.2
36-65	53	40.8
Total	130	100

Source: survey data 2022

As depicted in the above table the gender composition of the respondents was strongly dominated by male. They constitute 70.7 percent of the respondents. The rest 38 (29.3) percent of the respondents were female. Regarding their age majority of the respondents were youngsters because the age frequency distribution of the respondents showed that 77 respondents were in the age category 18 to 35 years. The respondents who belonged to the age category 36 to 65 years were 53.

4.3.2 Respondents level of educational status

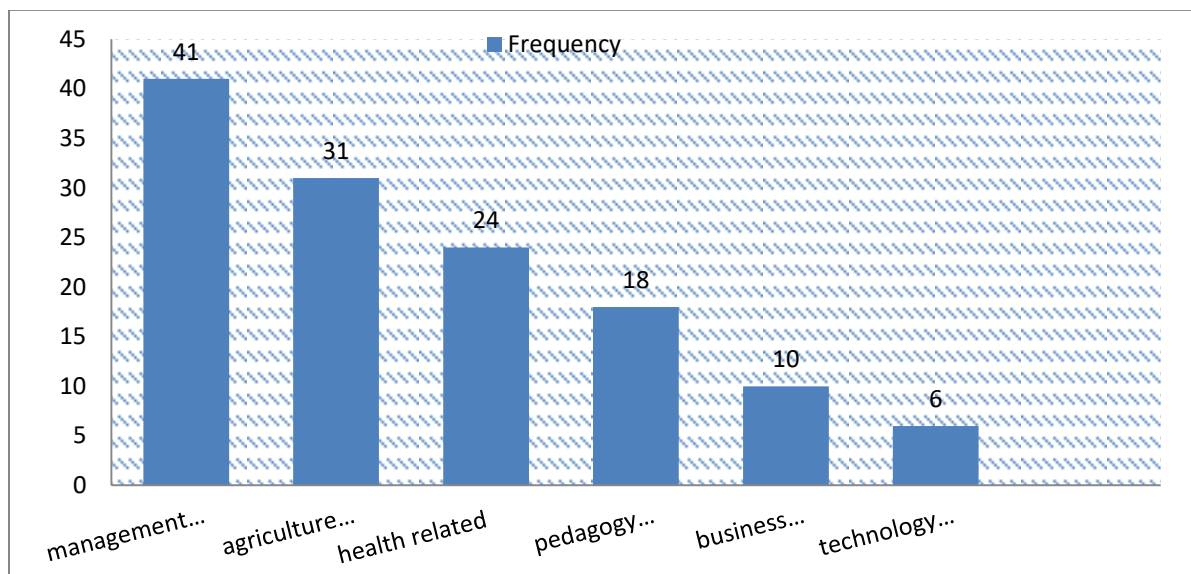
Figure 4.1 Respondents level of educational status



Regarding respondents level of educational status as the figure above reveals, majority of respondents 88(67.7 %) have first degree while 39(30 %) of respondents were college diploma holders. The rest 3 (2.3 %) of respondents have MA degree. So this shows that all of the respondents attended their education at universities and colleges and which creates good opportunities for leadership development since they can easily understand the concept of leadership development.

4.3.3 Educational back ground of respondents

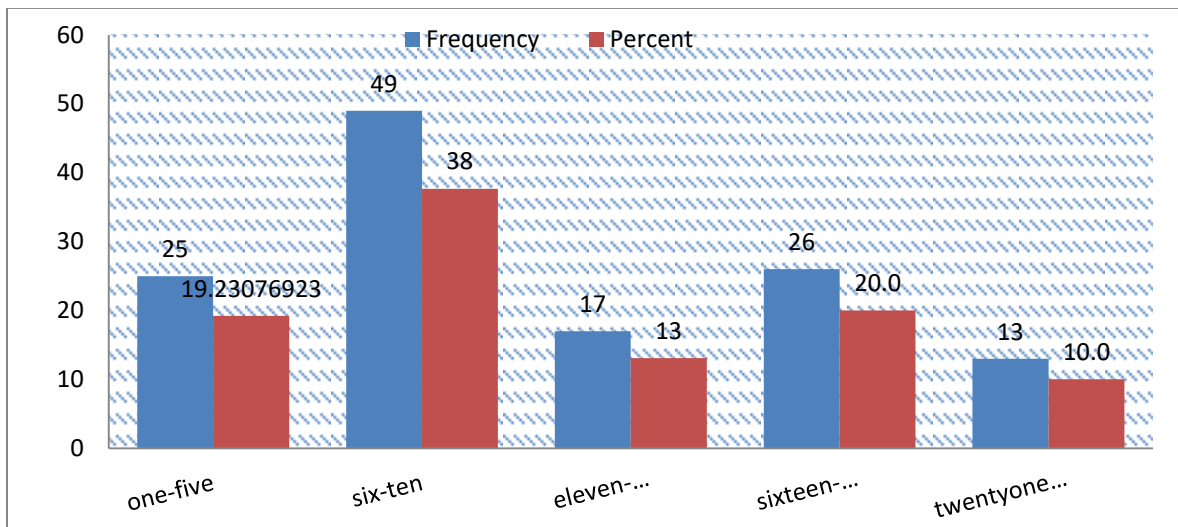
Figure 4.2 Educational back ground of respondents



The data in the figure above shows that 41(31.5%), 31(23.8 %), 24(18.5%), 18(13.8 %),10(7.7 %) and 6(4.6 %) of the total respondents were studied management related, agriculture related, and pedagogy and teaching related, health related, business related and technology related fields respectively. So this shows that all of the respondents attended their education at universities and colleges and which creates good opportunities for leadership development since they can easily understand the concept of leadership development.

4.3.4 Work experiences of respondents

Figure 4.3 Work experiences of respondents



As it can be seen in the figure above, significant portion of the respondents 49(37.7%) have worked from 6 to 10 years followed by 26(20 %) of respondents that have worked 16 to 20 years. The rest 25(19.2 %), 17(13%) and 13(10 %) of respondents have worked 1 to 5, 11 to 15 years and 21 and above years in public sector organizations respectively.

4.3.5 Work experiences of respondents in leadership

Table 4.3 Work experiences of respondents in leadership

Work experiences of respondents in leadership positions	Frequency	Percentage
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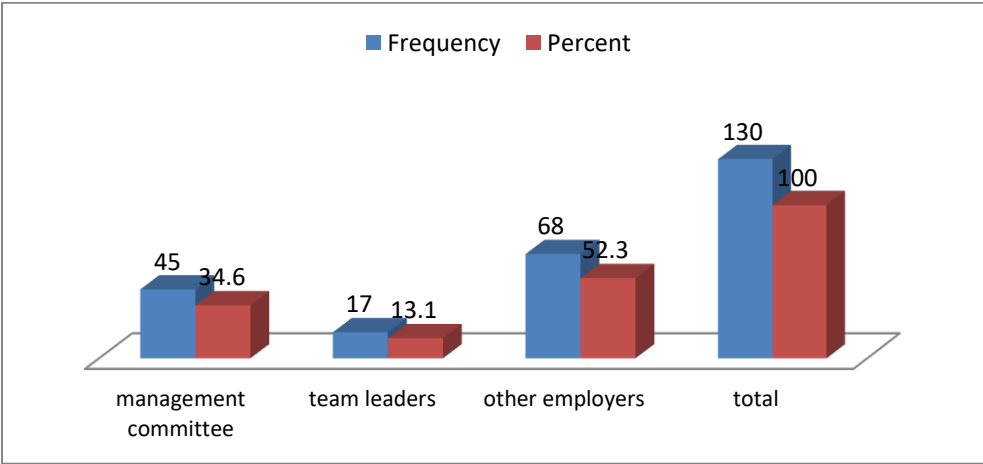
in years			
	1-3	38	61.3
	4-6	14	22.6
	7-9	10	16.1
	Total	62	100

Source: survey data 2022

The data in the table shows that majority of leaders (61.3%) have worked in public sector leadership positions from 1 to 3 years while 22.6 % of leaders have worked 4 to 6 years. The rest 16.1 % of leaders have worked 7 to 9 years in public sector leadership positions. This indicates that most of the leaders lack experience in leadership positions which implies that there is high shortage of well experienced leaders that can coach and mentor new and young leaders.

4.3.6 Responsibilities of respondents

Figure 4.4 Responsibilities of respondents



As it can be seen in figure above, regarding responsibilities of respondents it constituted 52.3 % experts, 34.6 % management committee members, and 13 % team leaders.

4.4 Findings and Analysis of the Study

4.4.1 Leadership Development Practices

Identifying the leadership development practices that are being exercised in Enore Woreda public sector organizations is one of the three objectives as well as one of the three research questions of the study. This section of the chapter attempted to show the leadership development activities that have been practicing in public sector organizations to develop the capacities of leaders.

4.4.1.1 The practices of pre-program preparation

Table 4.4 the Practices of Pre-Program Preparation

Leadership development practices	Frequency	Percentage
Preparing an organized and integrated leadership development plan		
Very often	13	10
Often	17	13
Not decided	5	3.8
Rarely	14	10.7
Not at all	81	62.3
Total	130	100
Identifying developmental leadership development model		
Very often	7	5.4
Often	15	11.5
Not decided	6	4.6
Rarely	22	16.9
Not at all	80	61.5
Total	130	100
Developing organizational leadership competency framework		
Very often	4	3.07
Often	18	13.8
Not decided	6	4.6
Rarely	19	14.6
Not at all	83	63.8
Total	130	100

Source: survey data 2022

As we can see from the above table, many of the respondents (62.3%) replied that preparing an organized and integrated leadership development plan or strategy was not practiced at all while

10.7 % of respondents responded that it was rarely practiced. On the contrary, 13 % and 10 % of respondents indicated that public sector organizations often and very often prepare well organized and integrated leadership development plan respectively. 3.8% of respondents couldn't decide whether it was practiced or not. In general this finding shows that public sector organizations in the study area have no organized and integrated leadership development plan.

Regarding identifying the better developmental leadership development model majority of the respondents (61.5%) stated that it was not practiced at all while 16.9% of respondents replied as it was rarely practiced. However, 11.5% and 5.4% of respondents answered as the practice was often and very often used as one of leadership development practices respectively. The rest 4.6% of respondents were unable to decide.

The table above also indicates that 63.8% of the respondents replied that the practice of developing organizational leadership competency framework was not used at all while 14.6% of respondents said that it was rarely exercised in public sector organizations. On the other hand, 13.8% and 3.07% of respondents indicated as public sector organizations often and very often develop leadership competency framework respectively. Still 4.6% of respondents couldn't make decision.

Similarly, the data from key informants indicated that EWPSOs have no experiences of using the practices of pre-program preparation for the task of leadership development. They said that public sector organizations in the study area have no trend of preparing leadership development plan by identifying better developmental activities and developing the core competency framework.

4.4.1.2 The practices of short- term training and Education

Table 4.5 The practices of short term training and Education

Leadership development practices	Frequency	Percentage
Short term trainings		
Very often	8	6.2
Often	35	26.9
Not decided	2	1.5
Rarely	73	56
Not at all	12	9.2

Total	130	100
Education/ management courses in universities		
Very often	10	7.7
Often	27	20.8
Not decided	7	5.4
Rarely	70	53.8
Not at all	16	12.3
Total	130	100

Source: survey data 2022

The data in the table above reveals that 56% of respondents responded that the practice of short-term trainings to build the capacities of public sector leaders was rare while 9.2% of respondents said it was not practiced at all. However, 26.9% and 6.2% of respondents answered that public sector organizations often and very often used short term trainings to develop the skills of their leaders. The remaining 1.5% of the respondents couldn't rate the practice of short term trainings.

From the same table above we can observe that more than half of the respondents (53.8%) replied that public sector organizations have rarely used education as a means to develop the overall capacities of leaders while 12.3% of respondents said it was not practiced at all. On the opposite to this, 20.8 % and 7.7% of respondents revealed that education was often and very often used by public sectors to develop their leadership skills, knowledge and attitudes. The rest 5.4% of respondents were unable to decide the rate of using education as a means to build the capacities of public sector leaders.

However, Woreda top management officials and Woreda cabinet replied that EWPSOs have used the practices of short-term trainings and education as a means to develop the capacities of leaders and employees rarely.

4.4.1.3 The practices of selection and providing opportunities to lead

Table 4.6 the Practices of Selection and Providing Opportunities to Lead

development practices	Frequency	Percentage
Selection		
Very often	21	16.1
Often	54	41.5
Not decided	5	3.8
Rarely	38	29.2
Not at all	12	9.2

Total	130	100
Providing opportunities to lead Leadership		
Very often	16	12.3
Often	47	36.1
Not decided	6	4.6
Rarely	55	42.3
Not at all	6	4.6
Total	130	100

Source: survey data 2022

The data in the table above portrays that 41.5% and 16.1% of the respondents replied that EnorWoreda public sector organizations have often and very often used the practice of selection as a means to grow future leaders. However, 29.2% and 9.2 % of respondents answered that it was rarely practiced and it was not practiced at all respectively while 3.8% of respondents were still unable to decide the rate of the practice.

As it can be seen in the same table above 42.3%, 36.1%, 12.3%, 4.6% and 4.6% of the total respondents replied as rarely, often, very often, not at all and not decided respectively for the provision of leading opportunities to young and new leaders in order to develop their leadership skills. In general 49.1% of the respondents showed that public sector organizations have often and more used the practice to develop their young or new leaders' capacities.

Likewise, the key informants' response indicated that EWPSOs have frequently used the practices of selection and provision of opportunities to lead in order to identify young leaders for leadership positions and to develop their leadership skills.

4.4.1.4 The practices of providing challenging tasks and multi-source feedbacks

Table 4.7 The practices of providing challenging tasks and multi-source feedbacks

Leadership development practices	Frequency	Percentage
Providing challenging tasks		
Very often	9	6.9
Often	52	40
Not decided	7	5.4
Rarely	47	36.1
Not at all	15	11.5

Total	130	100
Provision of multi-source feedbacks		
Very often	12	9.2
Often	55	42.3
Not decided	3	2.3
Rarely	47	36.1
Not at all	11	8.5
Total	130	100

Source: survey data 2022

As it is depicted in the table above 40% and 6.9% of the respondents replied often and very often for the use of providing challenging tasks as a means to develop the capacities of public sector leaders. On the other side, 36.1%, 11.5% of respondents answered that the practice was rarely used and it was not practiced at all respectively. The rest 5.4% of respondents couldn't decide the rate of the practice.

From the same table above, 42.3% of respondents responded that EnorWoreda public sector organizations often used the practice of providing multi-source feedbacks to build the capacities of leaders while 9.2% of respondents stated as the practice were used very often. However, 36.1% 8.5% and 2.3% of the respondents replied as rarely, not at all and not decided respectively.

The data from interview and FGD revealed that EWPSOs have always used practices of challenging tasks and multi-source feedbacks mainly for the purpose of accomplishing different organizational tasks and seasonal agriculture activities. They said that it helps them to learn from their experiences and develop their leadership skills.

4.4.1.5 The practices of coaching one to one base and mentoring by senior leaders

Table 4.8 the practices of coaching one to one base and mentoring by senior leaders

Leadership development practices	Frequency	Percentage
Coaching one to one base		
Very often	9	6.9
Often	24	18.5
Not decided	2	1.5
Rarely	36	27.7

	Not at all	59	45.4
	Total	130	100
Mentoring by senior leaders			
	Very often	5	3.8
	Often	9	6.9
	Not decided	7	5.4
	Rarely	16	11.3
	Not at all	93	71.5
	Total	130	100

Source: survey data 2022

Regarding the rate of using coaching as one of leadership development practices to develop leaders, as it is seen in table above 45.4% of respondents revealed that it was not practiced at all while 27.7% of respondents replied that it was rarely practiced.

But 18.5% and 6.9% of respondents replied as the practice was used often and very often respectively. The remaining 1.5% of respondents was unable to decide the rate of the practice.

The data in the same table above shows that the majority of the respondents (71.5%) replied that the practice of mentoring by senior leaders was not used at all while 11.3% of respondents replied as it was rarely practiced. Contrary to this, 6.9 % and 3.8 % of respondents answered that it was often and very often used to develop leaders. The rest 5.4% of respondents couldn't decide the rate of the practice.

Similarly, the responses of key informants also ensure that EWPSOs have no trend of using the practices of one to one coaching and mentoring activities as a means to develop the leadership skills of young and new leaders.

4.4.1.6 The practices of job rotation and self - help activities

Table 4.9 The practices of job rotation and self-help activities

Leadership development practices	Frequency	Percentage	
Job rotation			
	Very often	7	5.3
	Often	31	23.8
	Not decided	8	6.1
	Rarely	69	53

	Not at all	15	11.5
	Total	130	100
Self-help activities			
	Very often	22	16.9
	Often	52	40
	Not decided	2	1.5
	Rarely	41	31.5
	Not at all	13	10
	Total	130	100

Source: survey data 2022

As it is seen in the table above, more than half of the respondents (53%) responded that public sector organizations of the study area rarely used the practice of job rotation as a means to develop the leadership skills of leaders while 11.5% of respondents indicated that it was not practiced at all. 23.8% and 5.3% of respondents replied differently that is the practice was often and very often used. Still 6.1% of respondents were unable to decide the rate of the practice.

For the practice of self-help activities the same table above reveals that 40% and 16.9% of respondents replied that it was often and very often practiced in public sector leaders to develop their leadership skills. However, 31.5% and 10% of respondents responded that the practice was rarely used and it was not practiced at all respectively. The rest 1.5% of respondents couldn't decide whether leaders use self-help activities or not.

The result of interview and FGD showed that EWPSOs experiences of using self-help activities as a means to develop knowledge, skills and attitudes of leaders is weak. Regarding job rotation they said that it is one of the leadership development practices that EWPSOs have used to improve their leadership skills.

4.4.2 Perception of respondents on the way how leadership development practices are implemented in EnorWoreda public sector organizations

This section of the study aimed to know the way how public sector organizations have been implemented the leadership development practices. Understanding the way how public sector organizations have been implemented the leadership development practices helps to address the second and the third research questions that are searching out the leadership development

challenges and suggest possible valuable solutions to overcome the challenges and improve the effectiveness of leadership development efforts.

4.4.2.1 Pre-Program Preparation

Table 4.10 Pre-Program Preparation

	Frequency	Percentage
The existence of a well-organized and integrated leadership development plan, organizational leadership competency framework and leadership development model		
Strongly agree	7	5.4
Agree	22	16.9
Not decided	9	6.9
Disagree	51	39.2
Strongly disagree	41	31.5
Total	130	100

Source: survey data 2022

The data in the table above revealed that that 39.2% and 31.3% of respondents replied as disagree and strongly disagree forthe existence of a well-organized and integrated leadership development plan, organizational leadership competency framework and leadership development model. In opposite to this, 16.9% and 5.4% of respondents responded as agree and strongly agree. The rest 6.9% of respondents were unable to decide their positions. In general majority of the respondents (70.7%) expressed their disagreement this indicates that EnorWoreda public sectors have no well-organized and integrated leadership development plan, organizational leadership competency framework and leadership development model.

Similarly, the key informants also expressed that EWPSOs have no well-organized and integrated organizational leadership development plan. The leadership development task has been led without its own plan. They also said that EWPSOs have knowledge gap to identify organizational leadership competencies that are very essential to accomplish their organizational missions.

4.4.2.2 Short-term trainings and education

Table 4.11 Short-term trainings and education

	Frequency	Percentage
Leaders get trainings before they are appointed in leadership positions		
Strongly agree	12	9.2
Agree	28	21.5
Not decided	7	5.4
Disagree	49	37.7
Strongly disagree	34	26
Total	130	100
Trainings are given after conducting need assessment		
Strongly agree	8	6.1
Agree	27	20.8
Not decided	10	7.7
Disagree	37	28.5
Strongly disagree	48	36.9
Total	130	100
Trainings are given at proper time and place		
Strongly agree	12	9.2
Agree	18	13.8
Not decided	12	9.2
Disagree	58	44.6
Strongly disagree	30	23
Total	130	100

Education is given to achieve the success of organizations by building the capacities of leaders		
Strongly agree	10	7.7
Agree	32	24.6
Not decided	12	9.2
Disagree	40	30.7
Strongly disagree	36	27.7
Total	130	100
Education is given for leaders that have leadership competency gap		
Strongly agree	8	6.1
Agree	17	13
Not decided	11	8.5
Disagree	56	43
Strongly disagree	38	29
Total	130	100

Source: survey data 2022

As it is depicted in the table above, 37.7% and 26% of respondents replied as disagree and strongly disagree on the provision of short term trainings before leaders are appointed for leadership positions respectively. However, 21.5% and 9.2% of respondents responded as agree and strongly agree respectively while the rest 5.4% of respondents couldn't decide the agreement or disagreement. In general 63.7% of the respondents expressed their disagreement on the delivery of trainings for young or new leaders before they are appointed for leadership positions.

In response to the given of trainings after conducting need assessment as it is shown in the table above, 36.9%, 28.5%, 20.8%, 7.7% and 6.1% of the total respondents replied as strongly disagree, disagree, agree, not decided and strongly agree respectively. This indicates that majority of the respondents (65.4%) expressed their disagreement on the given of trainings after conducting need assessment which means leadership development trainings are given without identifying the need of leaders and organizations.

Regarding the given of trainings at proper time and place, 44.6% and 23% of respondents responded as disagree and strongly disagree for the given of trainings at proper time and place. On the other hand, 13.8% and 9.2% of respondents stated as agree and strongly agree respectively while 9.2% of respondents were unable to show their agreement or disagreement.

Therefore, this result shows 67.6% of respondents revealed their disagreement and it implies that leadership development trainings in the study area have not given at proper time and place.

For the provision of education to achieve organizational success, the table above illustrates 30.7% and 27.7% of respondents responded as disagree and strongly disagree respectively. But 24.6%, 9.2% and 7.7% of respondents replied as agree, not decided and strongly agree respectively. So majority of the respondents (58.4%) expressed their disagreement for giving education opportunities to leaders to ensure the success of their organizations by building their leadership knowledge, skills and attitudes.

In reply to the given of education for leaders that have leadership competency gap, the table above also depicted that 43% and 29% of respondents answered as disagree and strongly disagree while 13% and 6.1% of respondents replied as agree and strongly agree. The rest 8.5% of respondents couldn't decide their positions. In general near to three fourth of respondents (72%) revealed their disagreement that it implies the opportunities of education is not given for leaders that have competency gap in the study area.

The results of interview and FGD showed that leadership development trainings have been organized without assessing individual as well as organizational needs. Most of the time leadership development trainings have been given after the appointment of leaders which means trainings are not organized at appropriate time.

Concerning management courses at universities the key informants expressed that the opportunities of education is given for leaders in order to develop their leadership knowledge, skills and attitudes which enable them to ensure their organizational success. And these opportunities are given most of the time for leaders who have better performance records.

4.4.2.3 Selection and Providing Opportunities to Lead

Table 4.12 Selection and Providing Opportunities to Lead

	Frequency	Percentage
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Selection of young or new leaders for leadership positions is made based on first-hand knowledge about their better leadership role and their current better performance achievement.		
Strongly agree	13	10
Agree	23	17.7
Not decided	4	3
Disagree	44	33.8
Strongly disagree	46	35.4
Total	130	100
Young employees or the selected new leaders have been given the opportunities to lead with proper support from senior leaders to develop their leadership skills		
Strongly agree	8	6.1
Agree	30	23
Not decided	6	4.6
Disagree	58	44.6
Strongly disagree	28	21.5
Total	130	100

Source: survey data 2022

The data in the table above reveals that 35.4% and 33.8% of respondents responded strongly disagree and disagree for Selection of young or new leaders for leadership positions is made based on first-hand knowledge about their better leadership role and their current better performance achievement. On the contrary, 17.7% and 10% of respondents answered agree and strongly agree respectively while the remaining 3% of respondents were unable to decide their positions. Therefore, more than half of the respondents (69.2%) indicated their disagreement which implies that there is no proper selection of young or new leaders for leadership positions in the study area.

As it is depicted in the same table above 44.6% and 21.5% of respondents replied disagree and strongly disagree for young employees or the selected new leaders have been given the opportunities to lead with proper support from senior leaders to develop their leadership skills. However, 23% and 6.1% of respondents answered agree and strongly agree while the rest 4.6%

of respondents could not show their positions. As a result, 66.1% of respondents stated their disagreement that indicates young employees or the selected new leaders have not been given the opportunities to lead with proper support from senior leaders to develop their leadership skills.

The data from key informants indicated that new or young leaders are selected for leadership positions based on their better leadership qualities, roles as well as their outstanding performance. But few informants said that there are problems in selection of new leaders for leadership positions.

4.4.2.4 Developmental activities

Table 4.13 Developmental activities

	Frequency	Percentage
There is appropriate provision of developmental challenging tasks to develop the leadership skills of new or young leaders		
Strongly agree	11	8.5
Agree	39	30
Not decided	5	3.8
Disagree	55	42.3
Strongly disagree	20	15.4
Total	130	100
There is appropriate provision of mentoring and coaching activities from well experienced senior leaders		
Strongly agree	5	3.8
Agree	22	16.9
Not decided	5	3.8

Disagree	51	39.2
Strongly disagree	47	36.2
Total	130	100
There is proper provision of developmental and constructive multi-source feedbacks to develop young or new leaders		
Strongly agree	4	3.0
Agree	34	26.1
Not decided	7	5.3
Disagree	58	44.6
Strongly disagree	27	20.8
Total	130	100
There is conducive organizational culture that facilitates proper evaluation leaders and proper job rotation that helps to develop the performance of leaders		
Strongly agree	8	6.1
Agree	29	22.3
Not decided	8	6.1
Disagree	65	50
Strongly disagree	20	15.4
Total	130	100

Source: survey data 2022

As it is seen in the table above, 42.3% and 15.4% of respondents replied disagree and strongly disagree for the presence of appropriate provision of developmental challenging tasks to develop the leadership skills of new or young leaders. On the other hand, 30%, 8.5% and 3.8 % of respondents responded agree, strongly agree and not decided respectively. So the majority of respondents (57.7%) revealed their disagreement that it indicates in the study area there is no proper provision of developmental challenging tasks to develop the leadership skills of new or young leaders

Regarding the provision of coaching and mentoring activities from senior leaders, 39.1 % and 36.2 % of respondents replied disagree and strongly disagree respectively. But 16.9% and 3.8 % of respondents answered agree and strongly agree while the rest 3.8 % of respondents were unable to show their positions. Based on the result in the table three fourth of respondents (75.5 %) stated their disagreement that implies there is no provision of proper coaching and mentoring activities from senior leaders to develop the leadership capacities of young leaders.

For constructive and developmental provision of multi-source feedbacks to develop leaders as it is seen in table above, 44.6 %, 20.8 %, 26.1%, 3% and 5.3% of the total respondents replied as disagree, strongly disagree, agree, strongly agree and not decided respectively. As a result, more than half of the respondents (65.4%) revealed their disagreement which shows there is no proper provision of constructive and developmental multi-source feedbacks to develop leadership capacities of young employees.

As it is depicted in the table above, 50 % and 15.6 % of respondents answered disagree and strongly disagree for the presence of conducive organizational culture that facilitates proper evaluation of leaders and proper job rotation that helps to develop the performance of leaders. However, 22.3 % and 6.1 % of respondents responded as agree and strongly agree respectively while 6.1 % of respondents were unable to decide their positions. This indicates that majority of the respondents (65.4 %) expressed their disagreement that implies there is no conducive organizational culture that facilitates proper evaluation of leaders and proper job rotation that helps to develop the performance of leaders in the study area.

The data from key informants also revealed that the provision of developmental activities is not supported by one to one coaching and mentoring activities by senior leaders.

4.4.2.5 Self-help activities

Table 4.14 Self-help activities

	Frequency	percentage
There is high commitment and initiation of leaders to read different printed materials, watch video and listen audio tapes	7	5.3
Strongly agree	36	27.7
Agree	7	5.3
Not decided	59	45.4
Disagree	21	16.1
Strongly disagree	130	100

Total		
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Source: survey data 2022

Concerning the commitment and initiation of leaders to read different printed materials, watch video and listen audio tapes to develop their leadership knowledge, skills and attitudes, as it is seen in table above 45.4 %, 16.1%, 27.7 %, 5.3 % and 5.3% of the total respondents responded as disagree, strongly disagree, agree, strongly agree and not decided respectively. In general more than half of the respondents (61.5%) expressed their disagreement that it shows there is no commitment and initiation of leaders to read different printed materials, watch video and listen audio tapes to develop their leadership knowledge, skills and attitudes in the study area. The data from key informants revealed the same result.

4.4.3 Challenges of Leadership Development

One of the specific objectives of this study was to find out the challenges of leadership development that public sector organizations face in their efforts of developing the present leaders and growing future leaders. This section of the study attempted to show the basic challenges that hinder the effectiveness of leadership development in public sector organizations in order to answer the second research question of the study.

4.4.3.1 Challenges related to organization

Table 4.15 Challenges related to organization

	Frequency	Percentage
Challenges of leadership development interns of lack of well-organized and integrated leadership development plan, absence of clear organizational leadership development model and leadership competency framework, problem of including leadership development tasks as parts of organizational plan, knowledge gap, problem of giving attention and allocating adequate resource for		

leadership development, poor alignment of leadership development tasks with organizational vision and lack of conducive organizational culture for leadership development	44	33.8
Strongly agree	57	43.8
Agree	5	3.8
Not decided	18	13.8
Disagree	6	4.6
Strongly disagree	130	100
Total		

Source: survey data 2022

The data in the table above reveals that more than three fourth of respondents (77.6%) expressed their agreement for lack of well-organized and integrated leadership development plan, absence of clear organizational leadership development model and leadership competency framework, problem of including leadership development tasks as parts of organizational plan, knowledge gap, problem of giving attention and allocating adequate resource for leadership development, poor alignment of leadership development tasks with organizational vision and lack of conducive organizational culture for leadership development are the basic challenges of leadership development in EnorWoreda public sector organizations. On the contrary, 18.4% of respondents stated their disagreement while 3.8 % of respondents couldn't sow their positions. The key informants mentioned most of the above problems as the major challenges of leadership development in the study area.

4.4.3.2 Challenges related to top leaders

Table 4.16 Challenges related to top leaders

	Frequency	Percentage
Challenges of leadership development in line with lack of commitment for leadership development, lack of giving adequate time and busy with other tasks, turnover, selecting new / young leaders for leadership positions without having first-hand knowledge about their leadership competency and performance,		

and lack of the required leadership skills for leadership	34	26.1
development	62	47.7
Strongly agree	8	6.1
Agree	21	16.2
Not decided	5	3.8
Disagree	130	100
Strongly disagree		
Total		

Source: survey data 2022

As it is indicated in the table above, near to the three fourth of respondents expressed their agreement for lack of commitment for leadership development, lack of giving adequate time and busy with other tasks, turnover, selecting new / young leaders for leadership positions without having first-hand knowledge about their leadership competency and performance, and lack of the required leadership skills for leadership development are challenges of leadership development related to top organizational leaders. However, 19 % of respondents stated their disagreement while the rest 6.1 % of respondents were unable to express their positions.

The key informants mentioned well experienced senior leaders turnover, lack of commitment for leadership development tasks and lack of the required leadership competencies are the main leadership development challenges that are related with the Head of EWPSOs.

4.4.3.3 Challenges related to young or new leaders

Table 4.17 Challenges related to young or new leaders

	Frequency	Percentage
Challenges of leadership development in line with young or new leaders lack of commitment and initiation for leadership role, turnover, lack of readiness to take responsibilities and lack of developmental attitude		
Strongly agree		
Agree		
Not decided	40	30.7
Disagree		
Strongly disagree		
Total	57	43.8
	6	4.6

	21	16.1
	6	4.6
	130	100

Source: survey data 2022

As depicted in table above, almost three fourth of the respondents (74.5 %) revealed their agreement for lack of commitment and initiation for leadership role, turnover, lack of readiness to take responsibilities and lack of developmental attitude are challenges of leadership development related to young or new leaders in the study area. On the other side, 20.7 % of respondents expressed their disagreement to the listed challenges. The remaining 4.6 % of respondents couldn't decide their agreement or disagreement.

4.4.3.4. Challenges related to motivation

Table 4.18 Challenges related to motivation

	Frequency	Percentage
Challenges of leadership development in terms of lack of proper promotion and career development, high shortage of trainings, shortage of salary and other benefits, improper job rotation, improper evaluation and firing out of leaders and absence of proper placement of leaders based on their competency, initiation and commitment		
Strongly agree	44	33.8
Agree	53	40.7
Not decided	7	5.4
Disagree	19	14.6
Strongly disagree	7	5.4
Total	130	100

Source: survey data 2022

The data in table above reveals that almost three fourth of respondents (74.5 %) expressed their agreement for lack of proper promotion and career development, high shortage of trainings, shortage of salary and other benefits, improper job rotation, improper evaluation and firing out of leaders and absence of proper placement of leaders based on their competency, initiation and commitment are challenges of leadership development related to motivation in the study area. However, 20% of respondents indicated their disagreement on the mentioned challenges while the rest 5.4 % of respondents were unable to show their positions.

4.4.3.5 Challenges related to work

Table 4.19 Challenges related to work

	Frequency	Percentage
Challenges of leadership development with regard to high work load, over field work and lack of time for organizational leadership development		
Strongly agree	36	27.7
Agree	64	49.2
Not decided	3	2.3
Disagree	20	15.4
Strongly disagree	7	5.3
Total	130	100

Source: survey data 2022

As it is seen in table above, more than three fourth of respondents (76.9%) revealed their agreement as high work load, over field work and lack of time for organizational leadership development are the challenges of leadership development related to work in the study area. However, 20.7 % of respondents expressed their disagreement on the listed challenges while the rest 2.3 % of respondents were unable to show their positions.

4.4.4 Suggested solutions to overcome the leadership development challenges from respondents

- Public sector organizations should have well-coordinated leadership development plan that shows the horizontal and vertical connections of leadership development activities
- Selection of young and new leaders for leadership position should be based on clear criteria and the criteria should be their better performance achievement record, their leadership role and qualities, their personal commitment and attitudes. The criteria should not be being relative, friend, being orator or place.
- Young and new leaders should get trainings before they are appointed for leadership positions.
- Leaders should get short term trainings regularly

- Public sector leaders' salary and other incentives should be improved and it should be in line with their huge burden and responsibilities
- Instead of blaming and early firing out of young leaders, it is better to give them adequate time and continuous proper support to develop their leadership skills from top leaders
- Leaders should be evaluated based on their work performance, leadership competencies, personal commitment and based on their organizations' performance

4.5 Discussion and Interpretation

4.5.1 Leadership Development Practices

Identifying the leadership development practices that are being exercised in Enore Woreda was one of the specific objectives of this study as well as one of the three research questions of the study. In order to address them, this section attempted to show the leadership development practices that EWPSOs have really used to develop the capacities of present leaders and to grow future leaders through detailed discussion and interpretation of the findings.

4.5.1.1 The practices of Pre-Program Preparation

Employing an integrated approach in the practices to develop leaders is also found to be sound approach as concluded by Draper (2003) in his review of good practices across public services which points to the use of well-coordinated and integrated activities.

On the contrary to this, as it was seen in table 4.4, many of the respondents (62.3 %) replied that preparing an organized and integrated organizational leadership development strategy or plan was not practiced at all in EWPSOs. Regarding identifying the better developmental leadership development model as in the table 4.4, majority of the respondents (61.5 %) responded that it was not practiced at all. Moreover, 63.8 % of respondents answered that the practice of developing organizational leadership competency framework was not totally exercised in the study area based on table 4.4.

The data from key informants through interview and focus group discussion also indicated that leadership development tasks aren't led by plan or strategy in EWPSOs as well as they have no organizational leadership development model and leadership competency framework.

This indicates that leadership development activities are not organized and integrated in a manner that can work together in harmony. On the other hand, since there is no leadership development model, the organizations couldn't identify the better developmental practices with less developmental practices. In addition to this, it is difficult to know the basic leadership skills that each public sector leaders should develop to ensure the success of their respective organizations without having organizational leadership competency framework that shows the basic leadership skills.

4.5.1.2 The Practices of Short Term Trainings and Education

The data in table 4.5 revealed that majority of the respondents (56 %) stated that the practice of using short term trainings as a means of leadership development to build the capacities of public sector leaders was rare. In the same table more than half of the respondents (53.8 %) responded that the rate of using education/ management courses in universities to develop knowledge, skills and attitudes of public sector leaders was rare.

At certain extent opposite to this, the key informants stated that even if it is not adequate public sector organizations use short term trainings and education as a means to develop the capacities of their leaders and employees. They said that federal and regional governments have given short term trainings for public sector leaders in different time. In addition to this, woreda public sector organizations also arrange different short term training programs to middle and lower level leaders for the purpose of building their capacities at least two times a year. In this case they raised Woreda Health and Education Offices as good example that they have good experiences in arranging short term trainings. Moreover, they expressed that SEPDM Enore Woreda sub-branch Office also has given short term trainings in different time to middle and lower level leaders. Of course they didn't deny that these trainings are not regular.

Regarding management courses in universities, still the key informants justified that public sector organizations have used the practice to develop the overall capacities of leaders and employees. They said that at this time/ year 4 top level and 7 middle level leaders have been attending their education in different universities. Therefore, EWPSOs have used short term trainings and education as practices of leadership development to develop knowledge, skills and attitudes of public sector leaders.

4.5.1.3 The Practices of Selection and Providing Opportunities to Lead

As it was seen in table 4.6, 57.6 % of the respondents replied that EWPSOs have often and more used selection as one of leadership development practices to grow leaders. The key informants' response also shows the same result.

Concerning providing opportunities to lead the same table above revealed that 48.4 % of respondents answered that public sector organizations have often and more used to develop the leadership skills of young or newly proposed leaders. But the same 46.9 % of respondents stated that the rate of using the practice was rare and not at all. So it is difficult to decide whether public sector organizations have used the practice of providing opportunities to lead for young leaders or not. On the other side, the key informant's response indicated that EWPSOs have the trend of providing young or new selected leader's opportunities to lead like chairing meetings to develop their leadership skills.

4.5.1.4 The practices of providing challenges and multi-source feedbacks

Feedback availability is especially important to developing leaders via challenging work experiences because access to feedback helps individuals deal and cope with uncertainty. In particular, we expected that feedback availability would help reduce the evaluation uncertainties that arise due to too much developmental challenge in an experience (Kraus and Wilson, 2014).

In opposite to this, table 4.7 revealed 47.6 % of respondents replied that the rate of using the practice of providing challenging tasks in the study area as a means of developing capacities of leaders was rare and not at all. However, 46.1 % of respondents as well as the key informants stated that public sector organizations have frequently used the practice of providing challenges to young leaders for the purpose of developing their problem solving skills. During the time of data collection the researcher observes the provision of challenging tasks for selected middle level leaders (management committee) and lower level leaders (team leaders).

For the practice of providing multi-source feedbacks, as table 4.7 revealed majority of respondents (46.1 %) replied that EWPSOs have often and more used the practice to develop leaders. Using the practice of providing feedbacks helps leaders to get different feedbacks from

senior leaders, employees, customers and others. It is essential to develop leaders through challenging tasks because it helps leaders to deal and cope with challenging situations.

4.5.1.5 The Practices of Coaching and Mentoring Activities and Job Rotation

Individual skill development programs are characterized by the assessment of a leader's personality, values, and behaviors, oftentimes with a 360-degree feedback assessment to identify the strengths and weaknesses of a leader. For this one to one base coaching is very important. The assignment of mentors also can orient new or newly promoted leaders toward the vision and values of the organization. Mentors and new leaders can be matched internally and should be selected based on job knowledge and compatibility to establish the mutual trust and respect vital to mentoring relationships. A mentoring relationship can also help a leader understand the goals and operational style of the organization (Kraus and Wilson, 2014).

In the contrary to this, as it was depicted in table 4.8, near to three fourth of the respondents (73.1 %) answered that the rate of using the practice of one to one base coaching was rare and not at all. Similarly table 4.8 revealed that more than three fourth of respondents (82.8 %) replied that using the practice of mentoring by senior leaders was rare and not practiced at all. The key informants' response also revealed EWPSOs have no experience of using the practices of coaching and mentoring activities to maximize the development of new or young leaders. The absence of coaching and mentoring activities could highly affect the effectiveness of leadership development efforts of public sector organizations.

Regarding the practice of using job rotation as a means to develop the leadership skills of leaders, the table 4.9 revealed that the majority of respondents (64.5%) responded that it was rarely practiced and not practiced at all. However, the results of key informants indicated the opposite. They said that EWPSOs have the experience of moving leaders from one work process to other work process in the same sector as well as from one sector to other sector for the purpose of improving their leadership skills. From her observation the researcher understood that there is a practice of using job rotation.\

4.5.1.6 The practice of self-help activities

The data in the table 4.9 illustrated that more than half of the respondents (56.9%) responded that public sector leaders have often and more the practice of self-help activities to develop their knowledge, skills and attitudes. However, the key informants indicated that public sector leaders have very weak experiences in reading leadership development books and recent research papers in the field of leadership development.

4.5.3 Perception of respondents about the way how EWPSOs have been implementing LDP

The main objective of the study was to assess the practices and challenges of leadership development in EWPSOs. This section of the study tried to discuss and interpret the findings about the way how EWPSOs have been implementing the leadership development practices that they have used to develop the capacities of the present leaders and to grow future leaders. This helped to dig out the missing elements during the implementation of the existing leadership development practices in the study area by interpreting and discussing the findings as well as relating them with review literature. Moreover, it enabled to answer the third research question by indicating what measures should take to fill the missing elements.

4.5.3.1 Pre-program preparation

Integrating leadership development trainings with other developmental activities seems to get more weight among scholars. After making an assessment on researches in the field of leadership Yuki (2010) concludes that: Training and development are more effective when they are coordinated with each other, supported by a strong learning culture, and integrated with other human resource activities such as career counseling, staffing decisions, performance appraisal, and succession planning.

.Those findings of the study by Groves (2007) prove that the best practice organizations effectively integrate succession planning with activities to develop leaders that include developmental activities and training. Employing an integrated approach in the practices to develop leaders is also found to be sound approach as concluded by Draper (2003) in his review of good practices across public services which points to the use of well-coordinated and

integrated activities. The following are the most important ones forwarded by Draper to be followed by developing countries:

As it was discussed in the previous section, EWPSOs have no experience of making well organized pre-program preparation for leadership development. They have no organized and integrated leadership development plan or strategy, organizational leadership competency framework and no leadership development model that helps to identify the better developmental leadership development activities for their particular situations. This implies that leadership development practices which have been exercising in EWPSOs to develop leaders are not organized and integrated in a way that they work together in harmony. This means the activities are being implemented in a leaner fashion without any interconnection among them. Such way of implementing leadership development activities highly minimizes their effectiveness because the nature of leadership development practices is dependable. The success of one activity is highly depending on the availability of the other leadership development activity. For example the provision of challenges without the use of proper coaching activities and provision of constructive feedbacks is demoting young leaders instead of helping them to grow.

4.5.3.2 Short term trainings

A natural starting point for an organization that wants to grow leaders is training. Not middle or senior managers but team leaders. The cardinal principle in leadership development is never to appoint someone a leader without the appropriate form of training or preparation. Team leaders are at the base of a natural pyramid. They are the seedbed from which operational leaders come, and they in turn beget strategic leaders (Adair, 2005).

However, EWPSOs did the opposite. As it was seen in table 4.11, more than half of the respondents (65.4 %) expressed their disagreement on the delivery of short term trainings for new or young leaders before they are appointed in leadership positions. This implies that new or young leaders have been appointed for leadership positions without the provision of trainings about the generic functions and qualities of leaders.

But in the study area as the data in table 4.11 revealed that 65.4 % of the respondents stated their disagreement on the given of trainings based on the outcome of need assessments. This indicates

that EWPSOs, regional and federal governments have been delivering leadership development trainings without conducting organizational as well as individual need assessments. The key informants also ensure this. As it was seen in review literature part of the study, conducting need assessment helps to identify knowledge and skills gap or deficiencies of individual leaders as well as organizational performance gaps or challenges. Then trainings should arrange based on the outcomes of the assessment in order to address or overcome the identified individual and organizational deficiencies. However, the provision of trainings without assessing organizational and individual needs may not able to achieve their intended objectives.

In table 4.11, 67 % of respondents revealed their disagreement for the given of trainings at proper time and place. This indicates that leadership development trainings that are arranged in EWPSOs, federal and regional governments are not given in proper time and places that facilitates learning.

4.5.3.3 Education/ management courses in universities

Universities equip the potential leaders with general knowledge and the means for acquiring technical or professional knowledge later on. Curiosity, the hunger to learn, the ability to think clearly, and these seeds of creativity: such are the legacies of a good education to a leader Adair (2005).

In the study area, based on table 4.11, majority of the respondents (58.4 %) expressed their disagreement for the provision of education to leaders is to achieve the success of organization. It implies that the provision of opportunities for leaders to attend their education in universities is not aligned with the vision of their organizations. But the findings from key informants (Woreda top management officials and Woreda cabinet) shows on the other side. They said that opportunities of education have been given for leaders to develop their knowledge, skills and attitudes which enable them to improve their organizational performance. This is because it is impossible to achieve organizational success without well competent leaders.

Concerning this, table 4.11 illustrated that 72 % of respondents indicated their disagreement for the item that describes ' education is given for leaders that have leadership competency gaps in order to develop their leadership knowledge, skills and attitudes'. It implies that the opportunities

of learning management courses in universities have given for leaders that have better leadership competencies. It might be debatable to whom this chance should be given. But in leadership development perspective it should be given for leaders that have leadership competency gaps for the purpose of developing their capacities that enable them to improve their organizational performance.

4.5.3.4 Selection

Natural selection of leaders needs to be understood. Leaders are emergent, elected or appointed, or some combination of the three. Difficulty arises when electors or selectors lack first-hand knowledge of a candidate for a leadership role. New leaders should be selected based on their leadership and teamwork, decision making, communication, self-management abilities and personal qualities Adair (2005).

In the contrary to this, table 4.12 portrayed that more than half of the respondents (69.2 %) expressed their disagreement about selection of employees for leadership positions is made based on first-hand knowledge about their better leadership roles and their current better work performance achievement. This implies the existence of improper selection of new or young employees for leadership positions. But except some key informants, majority of them didn't agree with this. They responded that new or young leaders are selected for leadership positions based on their better leadership qualities, roles as well as their outstanding performance. Based on the researcher's critical observation, even if the key informants said that there is no problem on the selection of young or new leaders, the reality on the ground shows the reverse.

As the researcher observes new or young leaders for leadership positions selectors lack first-hand knowledge about their current leadership competencies and performances. The existence of such problems highly hinders the effectiveness of leadership development efforts and demotes employees who have better leadership competencies and better work performance.

4.5.3.5 Provision of opportunities to lead

The only way in which the growing need for leadership in management can be met is to find the potential leaders and then start their training and give them the chance to lead. At least create the conditions necessary for growth they can do no better than to give potential

leadersthe chance to lead. That opportunity should be accomplished by practical help in the form of training and support Adair (2005).

However, as it was seen in table 4.12, 66.1 % of respondents stated their disagreement for provision of opportunities to lead with continuous support from senior leaders to young or new leaders for the purpose of developing their leadership skills. It implies that even if EWPSOs have trend of delegating powers and tasks for young employees, there is no proper provision of coaching activities and constructive and developmental feedbacks in order to develop their leadership skills through their experiences.

4.5.3.6 Developmental activities

According to Yuki (2010) developmental activities are usually embedded within operational job assignments or conducted in conjunction with those assignments. The developmental activities can take many forms, including coaching by the boss or an outside consultant, mentoring by someone at a higher level in the organization, and special assignments that provide new challenges and opportunities to learn relevant skills.

Assessing the program and consistently providing leaders with challenges, support, and access to feedback are also vital for leader development. Subordinates are one important source of feedback and leadership theory encourages gauging their cognitions, emotions, and beliefs for this purpose. Job rotations, strategic job assignments, and action learning projects can also be effective methods of development if provided in a good feedback environment where leaders have specific goals and are given task-level feedback (Kraus and Wilson, 2014).

On the opposite to this, in the study area there is no proper provision of challenges with proper senior leaders support which can help young leaders to develop their leadership skills. The data in table 4.13 indicated that 57.7 % of respondents stated their disagreement on the trend of providing appropriate developmental challenging tasks with proper support to develop young leaders' leadership skills. It shows that young or new leaders didn't get on job support from senior leaders to accomplish their assigned tasks effectively. As it was discussed in the previous section and illustrated in table 4.8 in the study area there was no experience of providing coaching and mentoring activities by senior leaders to new and young leaders as a means to

develop their leadership skills. So it is difficult for young & new leaders to accomplish the given challenges and learn from their experiences with the exclusion of coaching and mentoring practices.

Providing stretched challenges to young leaders and helping those to meet the challenges have a great positive effect on their leadership development because it helps them to overcome the challenges as well as learn from their experiences. However, the provision of challenges to young leaders without proper support from senior leaders may discourage the motive of young leaders and it negatively affects their leadership development effort.

Regarding this, table 4.13 portrayed that majority of respondents (65.4 %) stated their disagreement for the provision of appropriate and developmental multi-source feedbacks in EWPSOs to develop leaders. Even if providing multi-source feedbacks is one of the leadership development practices that is used to develop leaders in the study area, their feedbacks are not developmental and constructive. The absence of coaching and mentoring activities to young leaders from senior leaders as leadership development practices also shows there is no provision of purposive feedbacks in line with the strength and weakens of young leaders. Moreover, 65.6 % of respondents also expressed their disagreement on the existence of conducive organizational culture that facilitates proper evaluation of leaders and job rotation of leaders for the purpose of building capacities of public sector leaders.

The absence of the proper provision of developmental activities as a means to develop and grow present and future public sector leaders may come from lack of well experienced senior leaders that can be serve as exemplary leaders for young or new leaders as it was indicated in table 4.13. This table revealed that 61.8 % of respondents expressed their disagreement on the availability of well experienced senior leaders in EWPSOs. The findings from the key informants also implied that there is high shortage of well experienced senior leaders in the Woreda because of turnover and other challenges.

4.5.3.7 Self-help activities

Leadership personal development refers to an activity of leadership development that fits to the development objectives initiated by an individual. In this regard many scholars claim that

leadership development requires two preconditions; the willingness to identify one's limitations and the willingness to learn to change these limitations. Yuki (2010) also considers what he prefers to call 'self-help' as one aspect of leadership development

In contrast to this, table 4.14 revealed that 61.5 % of respondents expressed their disagreement on the commitment and initiation of leaders to develop their leadership knowledge, skills and attitudes through reading different printed materials, watching video and listening audio tapes. As it was seen in the review literature part of the study leader's individual commitment is one of the key essential elements for the effectiveness of leadership development efforts. According to the key informants even if there is shortage of reading materials and other resources that are relevant to the development of leadership skills, the public sector leaders' interest and trend of reading is very weak.

4.5.4 Perception of Respondents about Challenges of Leadership Development

A number of factors affect leadership development as a challenge. Some of the challenges are related to the lack of concern to develop leadership development program. The other challenge can be related to lack of the knowhow of developing leadership development program. The third which is the most important challenge is concerned with identifying and developing the necessary leadership competencies that the specific organizational context demands and the appropriate tools to develop these competencies. And finally, there can be challenges of prioritizing the need for leadership development; whether to train an individual leader or developing collective leadership capabilities that involves the leader and the followers. Bolden (2005).

4.5.4.1 Challenges related to organization

The prevailing organizational culture can also be a challenge to enhance leadership development. Organizations that do not create a learning organizational culture may not be successful in developing leadership capabilities. The other challenge in relation to leadership development is related to lack of clearly identified purpose of leadership development initiative. Trever and Hill (2012) conclude that the initiative to arrange leadership development training or undertaking any

other leadership development scheme needs to have a clearly defined purpose and needs to be aligned with organizational strategy: for otherwise it will be a waste.

The study by Naidoo and Xollie(2011) which aims to find out leadership challenges in the public sectors of South Africa proves that the failures in public service delivery and effective implementation of development activities is caused by the adoption and implementation of theories and models in relation to leadership development and practice that are Western in nature. The study further asserted that the adoption and implementation of leadership approach needs to consider local realities and contexts. Hence the training and development practices and the leadership practices in the public sector need to focus on solving local problems.

Similar to this, table 4.15 revealed that more than three fourth of respondents (77.6 %) expressed their agreement for lack of well-organized and integrated leadership development plan, absence of clear organizational leadership development model and leadership competency framework, problem of including leadership development tasks as parts of organizational plan, knowledge gap, problem of giving attention and allocating adequate resource for leadership development, poor alignment of leadership development tasks with organizational vision and lack of conducive organizational culture for leadership development are the basic challenges of leadership development in EnoreWoreda public sector organizations.

4.5.4.2 Challenges Related To Top Leaders

Lack of concern for leadership development is found to be the primary challenge of leadership development. The findings of the study by Trever and Hill (2012) shows for leadership development to be successful the willingness of those on the top of organizations is important.

As it is indicated in the table 4.16, near to the three fourth of respondents expressed their agreement for lack of commitment for leadership development, lack of giving adequate time and busy with other tasks, turnover, selecting new / young leaders for leadership positions without having first-hand knowledge about their leadership competency and performance, and lack of the required leadership skills for leadership development are challenges of leadership development related to top organizational leaders.

4.5.4.3 Challenges Related To New Leaders

As depicted in table 4.17, almost three fourth of the respondents (74.5 %) revealed their agreement for lack of commitment and initiation for leadership role, turnover, lack of readiness to take responsibilities and lack of developmental attitude are challenges of leadership development related to young or new leaders in the study area.

4.5.4.4 Challenges Related To Motivation

Effective leadership is imperative in organizations of all types. There is, however, a dearth of leadership development models that can effectively communicate the need for values-based leadership that can touch people's hearts and motivate them to personal and organizational transformation to promote ongoing behavior change in leaders, it is essential to tap into the energy, commitment and authenticity that reside within the culture concerned (Malunga, 2006).

The data in table 4.18 reveals that almost three fourth of respondents (74.5 %) expressed their agreement for lack of proper promotion and career development, high shortage of trainings, shortage of salary and other benefits, improper job rotation, improper evaluation and firing out of leaders and absence of proper placement of leaders based on their competency, initiation and commitment are challenges of leadership development related to motivation in the study area.

4.5.4.5 Challenges Related To Work

As it is seen in table 4.19, more than three fourth of respondents (76.9%) revealed their agreement as high work load, over field work and because of this lack of time for organizational leadership development are the challenges of leadership development related to work in the study area. The key informants also said that most of the time top level leaders of the public sector organizations are sent to rural kebele for seasonal campaign tasks and because of this they didn't get ample time for organizational leadership development tasks.

CHAPTER FIVE

Conclusion and Recommendation

5.1 Introduction

In this chapter the conclusions which are drawn from the discussions and interpretations of the key findings were presented. Following the conclusions, recommendations to overcome the identified leadership development challenges as well as to improve the leadership development practices of public sector organizations and to give clue for future researcher were provided.

5.2. Conclusion

This study had three research questions. In order to answer these research questions, the necessary data were collected from management committee, team leaders and employees by using the data collection instrument which is questionnaire as well as from key informants (Woreda top management bodies and Woreda cabinet) through interview and focus group discussion. Then the collected data were analyzed to find out the key findings. Following that the key findings were discussed and interpreted in line with the existing research works in the field of leadership development. Based on these discussion and interpretation of the key findings, the following conclusions are drawn.

5.2.1 Pre-Program Preparation

As it was discussed and interpreted above, EWPSOs lack the experience of pre-program preparation for leadership development. They have no well -organized and integrated leadership development plan or strategy. All other organizational activities are well organized and planed in a way that shows their horizontal and vertical integration which plays pivotal role for the effectiveness of the activities. However, the leadership developmental activities are not organized and integrated in a way that they work together in harmony. This is because top level leaders or heads of Woreda public sector don't give a particular attention for leadership development. They miss the importance of leadership development for their organizational success.

Moreover, public sector organizations in the study area have no leadership development model. This brings a challenge for public sector organizations to identify the better developmental leadership development activities that can fit their particular situations. It leads them to miss the key leadership development activities which play pivotal role for the effectiveness of the other leadership development practices. As a result, the organizations fail to implement most of the leadership development practices in proper manner that ensure their effectiveness.

EWPSOs also have no leadership competency framework which shows the key leadership knowledge, skills and attitudes that are taken as a minimum requirement to accomplish the given organizational tasks. Because of this the organizations face challenges in setting proper leadership competency evaluation criteria.

5.2.2 Short Term Trainings and Education

Trainings and education are very essential leadership development practices that can be used tools to develop individual leader's leadership knowledge, skills and attitudes. Even if, there is high shortage of trainings and education in EWPSOs, they have been using the practices as leadership development practices to develop the knowledge, skills and attitudes of leaders. However, there are a number of problems in their implementation.

As it was discussed and interpreted above, trainings are not given at proper time. Based on recent leadership development research after selecting potential employees for a leadership position, training should be given before their appointment for a leadership position. The proper time for leadership development training is a time after selection of new leaders and before they are appointment in leadership positions. But in the study area leadership development trainings are given after the appointment of young and new leaders for leadership positions that is wrong in leadership development principle.

Conducting need assessment is the base line or corner stone for the effectiveness of training programs. This is because it helps to identify individual leaders as well as organizational deficiencies and to address them. However in EWPSOs, trainings are given without assessing the needs of leaders and organizations. Because of this, the trainings that are given by the federal, regional and local governments couldn't bring the expected behavioral changes on leaders.

Regarding education, the findings revealed that in one side the opportunity getting the chance is too limited, on the other side it is given only for leaders that have better performance achievement. As a result, leaders that have leadership competency gaps couldn't get the chance to attend management courses in universities to improve their performance gaps. To the worst they are refused to attend their education in distance, extension or weekend programs in their personal cost by SEPDM.

5.2.3 Selection and Providing Opportunities Lead

According to John Adair, (2009) young and new leaders should be selected based on their leadership and team work, decision making, communication, self-management activities and personal qualities. Selectors of young and new leaders should select based on their leadership role and current better performance achievement. But in the study area young and new leaders are not selected based on their better leadership role and their current better work performance. This is because selectors (Woreda top management bodies and head of public sector organization) lack fist-hand knowledge about the leadership role and performance of young and new leaders. This is emanated from poor information management and poor employees profile arrangement system. It hinders the effectiveness of leadership development efforts and demotes employees who have better leadership role and better work performance achievement.

After selecting potential employees for leadership positions, giving them a chance to lead plays a pivotal role for the effectiveness of leadership development program because responsibility grows leaders. Similarly as it was discussed above in the study area there is a trend of providing young and new leaders opportunities to lead for the purpose of developing their leadership skills. However, this provision of opportunities to lead is not supported by continuous supervision of senior leaders with provision of developmental and constructive feedbacks. So the practice of providing opportunities to lead for young and new leaders lacks senior leaders follow up activities and it affects the effectiveness of the practice.

5.2.4 Developmental Activities

As it was discussed and interpreted above, the findings show that EWPSOs have frequently used the practices of providing challenging tasks and multi-source feedbacks as a means to develop the capacities of leaders. However, these practices are exercised without the existence of the practices of coaching and mentoring activities by senior leaders that highly determine the success of the practices of providing challenges and multi-source feedbacks.

As a result, in the study area young and new leaders haven't got the on job support from senior leaders to accomplish their assigned challenges effectively and to learn from that successful task accomplishment experience. Moreover, young and new leaders lack the provision of proper developmental and constructive feedbacks in line with their leadership development progresses that can be a catalyst for their mission accomplishment from senior leaders. This is because on one side there is a high shortage of well-experienced senior leaders in public sector organizations in the study area and on the other side even the few experienced senior leaders don't give a particular attention for leadership development.

5.2.5 Self-help Activities

As a scholar in the field of leadership development, every leader must be committed to develop his/her own leadership capacity. A leader's personal commitment and dedication are very essential for effective leadership development. But in the study area public sector leaders lack commitment and initiation for their leadership development. Their trend of reading different printed materials, watching videos and listening audiotapes for the purpose of developing their leadership knowledge, skills and attitudes is very weak.

5.2.6 Challenges of Leadership Development

According to scholars in the field of leadership development, a number of factors affect leadership development as a challenge. Some of the challenges are related to organizational leadership development programs. Others are related to organizational culture and resource availability. Still others are related to leaders and motivation.

Similarly as it was discussed and interpreted above, the findings of the study revealed that in EWPSOs there are a number of challenges which highly affect the leadership development

efforts of the organizations. Lack of well-organized and integrated leadership development plan, absence of clear organizational leadership development model and leadership competency framework, problem of inclusion of leadership development tasks as parts of organizational plan, knowledge gap, problem of giving attention and allocating adequate resource for leadership development, poor alignment of leadership development tasks with organizational vision and lack of conducive organizational culture the basic challenges of leadership development related to organizations.

There are also challenges that are related to leaders. The challenges which are attached to top leaders of the organization are lack of commitment for leadership development, lack of giving adequate time and busy with other tasks, turnover, and improper selection of young and new leaders for leadership positions and lack of the required leadership skills. On the other hand, lack of commitment and initiation for leadership role, turnover, lack of readiness to take responsibilities and lack of developmental attitude are challenges of leadership development related to young or new leaders.

The challenges which are related to motivation are lack of proper promotion and career development, high shortage of trainings, shortage of salary and other benefits, improper job rotation, improper evaluation and firing out of leaders and absence of proper placement of leaders based on their competency, initiation and commitment. Moreover, work load, over field work because of it lack of time for organizational leadership developments are the challenges of leadership development related to work.

5.3 Recommendations

5.3.1 Recommendations for EWPSOs

Based on the conclusions of this study, the recommendation for improving the leadership development efforts of public sector organizations are as follow:

- To address the fast increasing need and demands of the society, public sector organizations should have many leaders who are willing, able to lend active hand and work together in cooperation. One leader on the top and many followers at the bottom principle don't fit for today's public sector organizations. Developing leadership skills in others is very essential for organizations to succeed in rapidly changing situations. So public sector organizations should understand the importance of leadership development and allocate adequate resources for leadership development in order to accomplish their missions effectively and efficiently.
- In order to have context base leadership competencies, public sector organizations should identify the proper leadership competencies in line with the roles that their leaders are supposed to play. Since all leadership development activities are not developmental, they should identify better developmental leadership development practices to develop the selected leadership competencies. Leadership development activities are more effective when they are well coordinated and integrated in a way that they support each other. So public sector organizations should plan the leadership development activities in organized and integrated manner and in a way that they work together in harmony.
- Young and new leaders for leadership positions should be selected based on their leadership role, qualities and their better successful task accomplishment performance in their current positions. For this public sector organizations should improve their performance measurement trend, information management system and employees/ profile arrangement system. Moreover, Provision of opportunities to lead for young leaders should be combined with senior leader's deliberate follow up activities to inform their weakness and show the way how they improve and enhance their leadership skills.
- Instead of blaming and firing out of young leaders with their failure accomplishing the given tasks effectively at the expected level. Public sector organizations should develop a system in which young leaders get continuous support to accomplish their missions successfully from senior leaders with the provision of developmental and constrictive feedbacks in line with their leadership development progresses.
- Placement of leaders is one of the key determinant factors for the achievement of organizational success and the effectiveness of leadership development programs. Proper

placement of leaders motivates leaders to increase their commitment to accomplish their leadership role effectively and to attain high level performance. It also can strengthen the acceptance of leaders on their employees which is very essential to influence and lead them towards the desired goal. So placement of leaders should be based on their leadership competency, commitments, dedication and their educational back ground.

- Public sector organizations should provide simple short term trainings about the generic leadership functions, roles and qualities for young leaders before they are appointed for leadership positions. This helps team leaders to introduce with leadership functions as well as enable them to share the leadership responsibilities of their organizations and responsibilities and burdens of the head of the organization.
- Provision of developmental activities can facilitate the development of individuals' cognitive and strategic leadership skills by motivating individuals to think critically about the situation and enhance individuals' interpersonal leadership skills by enabling individuals to experiment with new ways of influencing people. However, it should be supported with the assessment of a leader's personality, values, and behaviors to identify the strengths and weaknesses of a leader by senior leaders coaching and mentoring activities.

5.3.2 Recommendations for the SNNPRG

- Conducting need assessment is the base line or corner stone for the effectiveness of training programs. This is because it helps to identify individual leader's as well as organizational deficiencies and to address them .Since there is lack of training need assessment, some sort of inputs that could be included in the training design could be missed and this may make the training program ineffective and because of it the intended behavioral changes in leaders may not be observed at intended level. So the government of SNNPR should develop the trend of conducting need assessment before the provision of leadership development trainings.

- Assessing the effectiveness of development programs, providing relevant, useful, and task-focused feedback are very essential for the effectiveness of leadership development programs. So the SNNPR government should assess the extent how much the trainings that were delivered for public sector leaders were effective and attain the intended behavioral changes on leaders.
- Universities equip the potential leader with general knowledge and the means for acquiring technical or professional knowledge. Curiosity, the hunger to learn, the ability to think clearly, and these seeds of creativity: such are the legacies of a good education to a leader. Public sector leaders' chance to attend higher education in universities is too limited. So the government should develop a system that public sector leaders can get better educational opportunities to maximize their leadership knowledge, skills and attitudes.
- The government of SNNPR should understand the importance of implementing appropriate salaries and benefits for public sector leaders to ensure organizational transformation

5.3.3 Recommendations for future researchers

The findings of this study clearly indicate the importance of continued research on leadership development. Based on the findings, the following recommendations are made:

- This study provides information about the practices and challenges of leadership development in EWPSOs. To the researcher's knowledge only few researches have been conducted on leadership development in other parts of the region. Therefore, it is recommended that this study should be repeated in other parts of the region as well as the country.
- The findings of this study show that there is high shortage of well experienced senior leaders in Woreda public sector organizations in the study area because of high turnover rate of senior leaders. So it is imperative to conduct research on the causes of senior leader's turnover in public sector organization.

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According to John Adair [2009] young and new leaders should be selected based on their leadership and team work.

The findings of the study by Trever and Hill [2012] shows for leadership development to be successful the willingness of those on the top of organizations is important.

YUKI [2010] also considers what he prefers to call self help as one aspect of leadership development.

New leaders should be selected based on their leadership and team work, decision making, communication, self capabilities and personal qualities ADAIR [2005].

YUKI[2010]concluds that tranining and development are more effective when they are coordinted with each athre .

TEMESGEN[2015] the major challenges of leadership development are poor understading in leadership development policy and strategys.

Study by APPELBAUM,GLAVESandST,PIERRE[1998] shows that in the process of organizational transformation ,leadership and learning process are critical challenges

Secondary data serves researchers with the opportunity to better understand and explain the reseaech problem.BIGGAM [2008].

According to BIGGAM [2008] primary data is the information that the researcher finds out by him /herself regardingas specific tooic .

According to [KUMAR2011] quailtative rearch helps to understand and explain feelings,values ,attitude and expreience and practieses of group of people .

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Appendix 1

WOLKITE UNIVERSITY

College of Social Science and Humanities

Department of Governance and Development studies

Questionnaire to be filled by the management committees and other employees of EnorWoreda Public Sector organizations a study on: - “Assessing Leadership Development Practices and Its Challenges in Public Sector Organizations: The Case of EnorWoreda”.

Dear Participants

I would like to express my heartfelt appreciation, in advance, for taking time to discuss the following issues. The questionnaire is designed for the preparation of a research for the fulfillment of M.A degree in Development Planning and Management.

The purpose of this questionnaire is just to get information regarding Assessing Leadership Development Practices and Its Challenges in Public Sector Organizations in the study area. To successfully conduct this research, it is mandatory to investigate the issues from different insights by involving different stakeholders and professionals. In this regard, you are the one who can give the correct information; hence I kindly request you to respond to the questions. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer.

Yours faithfully,

Kedija Sani

My Address

Tel: +251922490250

E-mail: kedijasani2021@gmail.com

Thank you very much!

General instructions

- ❖ There is no need of writing your name
- ❖ In all cases where answer options are available, please put “X” in the appropriate box
- ❖ For questions that require your opinions, please try to describe your answer honestly on the space provided.

I. Basic demographic data

Please answer by putting “X” where appropriate

- 1) Age in years 1) 18 to 35 2) 36 to 65 3) Above 65
- 2) Sex 1) Male 2) Female
- 3) Educational Status 1) Below diploma 2) College diploma
 3) First degree 4) Second (masters) degree
 5) PhD degree
 6) If other specify -----
- 4) Educational background (subject area) -----
- 5) Work experience
 A. as public servant-----years
 B. as leader at leadership position in public sector organization -----years
 C. If any experience in other areas please specify-----
- 6) Name your organization -----
- 7) Your current position in your organization-----

No	Leadership development practices	Very often	Often	I don't know	Rarely	Not at all
		5	4	3	2	1
1	Developing an organized and integrated leadership development strategy					
2	Identifying leadership development model					
3	Designing leadership competency framework					
4	Short term training					

The following statements are designed to identify the frequent leadership development practices that are being exercised by public sectors. Please rate the practices in their order of frequency. 5= very often 4= often 3 = I don't know 2= rarely 1 = not at all

5	Education					
6	Selection					
7	Providing opportunities to lead					
8	Providing challenging tasks					
9	Coaching one to one base					
10	Multi-source feedback					
11	Job rotation					
12	Mentoring by senior leaders					
13	Self-help activities					

The following statements are designed to know how well leadership development practices are being exercised in EnorWoredapublic sector organizations. Please rate as;

**5= Strongly Agree 4=Agree 3 =Undecided 2= Disagree
1=Strongly Disagree**

No	Leadership development practices	Stron gly agree	Agree	Neutra l	Disagr ee	Strongly disagree
	Developing strategy	5	4	3	2	1
1	There is an organized and integrated leadership development strategy					
2	There is a clear leadership competency framework					
3	There is an identified leadership development model					
	Theoretical base					
1	Leaders get training before appointed in leadership position					
2	Trainings are given after conducting need assessment					
3	Trainings are given at proper time					
4	Education is given to achieve the success of organizations					
5	Education is given for leaders that have competency gap					
	Selection and support					
1	Selection of new leaders is made based on first- hand knowledge of their					

	leadership role					
2	Young employees get the opportunity and support to lead to develop their leadership skills					
	Practical base					
1	There is the provision of developmental challenging tasks for young leaders					
2	There is the provision of coaching & mentoring activities					
3	There is a trend of providing feedbacks					
4	There is a trend of evaluation & job rotation to build leadership capacities					
	Personal effort					
1	There is commitment of leaders to read, watch video to develop themselves					
	Executive					
1	There is an effective leader					

I. The following statements are developed to identify the challenges of leadership development in the EnorWoreda public sector organizations. Please rate them as 5=Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Challenges of leadership development	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Challenges related to organization	5	4	3	2	1
1	Lack of an organized and integrated leadership development strategy					
2	Absence of clear leadership development model					
3	Lack of clarity on civil service reform					
4	Problem of allocating adequate resources for leadership development					
5	Poor alignment of organizational vision with individual vision					
6	Knowledge gap about leadership					
7	The unchanged culture of the organization					
	Challenges related to senior leaders					
1	Lack of commitment for leadership development					
2	Lack of adequate time or busy with other tasks					
3	Turnover intention					
4	Selecting new leaders without adequate knowledge about their leadership qualities and competencies					

5	Lack of the required leadership competencies					
	Challenges related to employees					
1	Lack of commitment for leadership role					
2	Turnover intention					
3	Lack of readiness for responsibility					
4	Lack of developmental attitude					
	Challenges related to motivation					
1	Lack of proper promotion					
2	Shortage of training					
3	Shortage of salary and other benefits					
4	Lack of proper job rotation					
	Challenges related to nature of work					
1	Work load					
2	Over field work					

II. Questions concerning possible solutions for challenges of leadership development

1. What will be the possible solutions to overcome those challenges and improve the leadership development efforts in public sector organizations?-----

Appendix--2

Interview question for Woreda cabinet

II. Questions about leadership development practices

1. How do you explain leadership development?_____

2. What kinds of leadership development practices are being exercised in Enemor and Ener Woreda public sectors? _____

3. How leadership development practices are identified, organized and realize in public sectors?_____

4. Who is the responsible body for leadership development task? Why?

III. Could you explain how the following leadership development practices are being exercised in public sectors, please?

1. Developing leadership development strategy

2. Selection of new leaders

3. Training of leaders

4. Education of leaders

5. Coaching of young leaders

6. Mentoring of new leaders

7 Providing challenging tasks

8. Promotion of leaders

9. Placement of leaders

10. Job rotation

11. Providing feedbacks

12. Firing out of leaders

IV. Questions concerning challenges of leadership development

1. What are the challenges of leadership development related to organization?

2. What are the challenges of leadership development related to senior/top leaders?

3. What are the challenges of leadership development related to employees/ young leaders?

4. What are the challenges of leadership development related to motivation?

5. What are the challenges of leadership development related to nature of work?

V. Questions concerning the possible solutions for the challenges of leadership development in public sector originations

1. What will be the possible solutions to overcome those challenges and improve the leadership development efforts in public sectors?

Appendix--3

Institute of Leadership and Good Governance (ILG)

Guiding questions for focus group discussion with Woreda top management officials

1. How do you explain leadership development and it's important in public sector organizations?
2. What are the leadership development practices that have been exercising in Enemore and Ener woreda public sectors to develop leaders and how they have been implementing those leadership development practices?
1. What are the institutional challenges that hinder the success of public sectors in their leadership development efforts?

2. What are the expected possible solutions to overcome those challenges?