

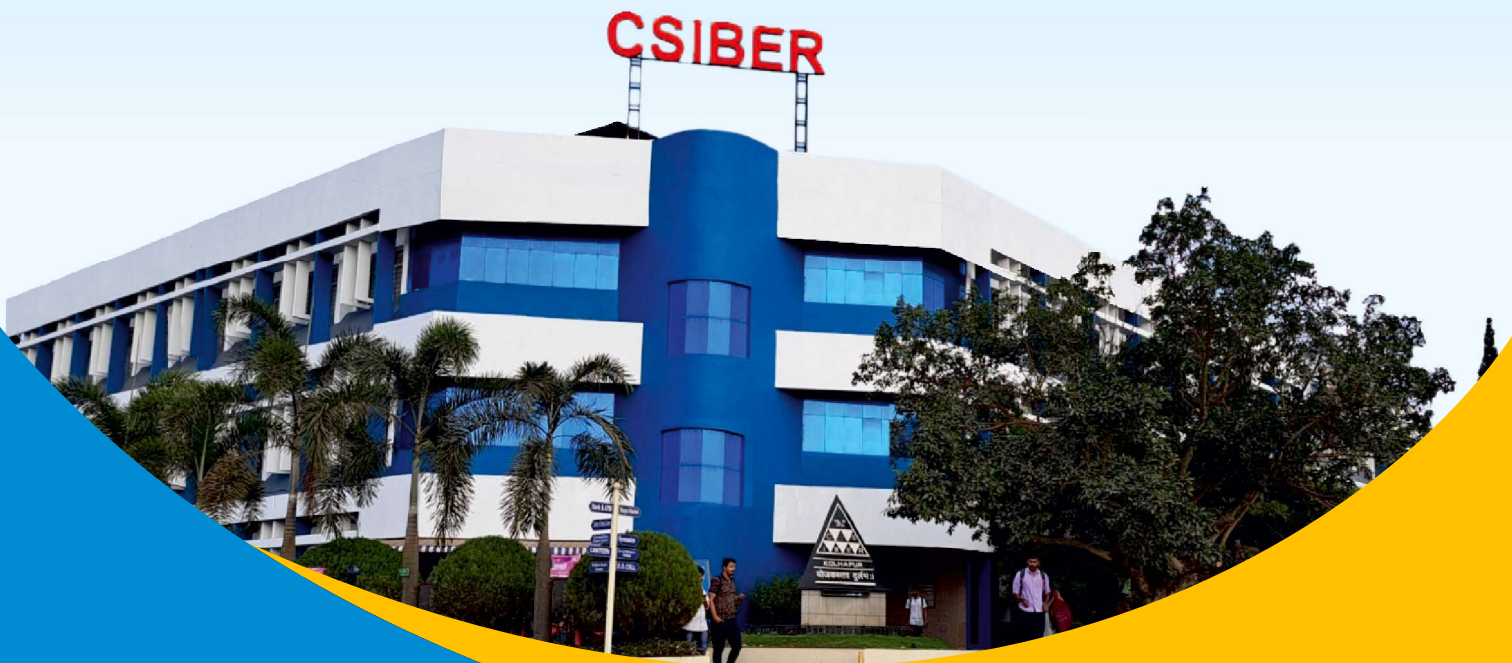
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Editorial Note

South Asian Journal of Management Research (SAJMR), is a scholarly journal that publishes scientific research on the theory and practice of management. All management, computer science, environmental science related issues relating to strategy, entrepreneurship, innovation, technology, and organizations are covered by the journal, along with all business-related functional areas like accounting, finance, information systems, marketing, and operations. The research presented in these articles contributes to our understanding of critical issues and offers valuable insights for policymakers, practitioners, and researchers. Authors are invited to publish novel, original, empirical, and high quality research work pertaining to the recent developments & practices in all areas and disciplines.

Cross-functional, multidisciplinary research that reflects the diversity of the management science professions is also encouraged, the articles are generally based on the core disciplines of computer science, economics, environmental science, mathematics, psychology, sociology, and statistics. The journal's focus includes managerial issues in a variety of organizational contexts, including for profit and nonprofit businesses, organizations from the public and private sectors, and formal and informal networks of people. Theoretical, experimental (in the field or the lab), and empirical contributions are all welcome. The journal will continue to disseminate knowledge and publish high-quality research so that we may all benefit from it.

Dr. Pooja M. Patil
Editor

**South Asian Journal of Management Research
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Assessing the Contents of the Ethical Leadership and Anti-corruption Training Program, and the Leaders ‘Competency Assessment, Certification and Licensing Methods: From the Experts Perspective (Experience)

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Abstract

The aim of this study was to assess the contents of ethical leadership and anti-corruption training courses, including assessment, certification, and licensing. Further, the study aims to make appropriate recommendations on the design of ethical leadership and anti-corruption training, assessments, and certification programs that will be implemented by the Federal Ethics and Anti-Corruption Commission of Ethiopia (FEACC). The sources of data for this study were purposefully selected experts (anti-corruption commissions and universities) through a questionnaire, interview, and FGD. The study findings show that the ethical leadership and anti-corruption training topics, themes, or modules for leaders are very different from the existing modules in their scope, coverage, and themes. In addition, the study also identified some of the methods/tools and procedures for ethical leadership competency assessment and evaluation; certification and licensing, that has not been considered by the commission so far, and the government may use as a norms for the leaders appointment, in hiring, firing and promotion. The study also recommend that, the FEACC should expand the existing ethics and anti-corruption training by focusing on ethical leadership and anti-corruption training program as per the suggestion of the study. Based on this initial experts suggestion the commission should conduct further studies in detail on the training program, leaders ethical leadership evaluation, certification and licensing as well as the leaders assessment and evaluation tools/methods; certification and licensing procedures. Finally, further research will be needed to the training methodology, approach, content design for emerging leaders, middle level leaders and top leaders. In addition, the specific standard for leaders' competency assessment and evaluation and certification need to be considered in order to scale up this initial study.

Keywords: Anti Curroption, Traning, Ethical Leadership, Licensing, Governance, Corrapution Prevention.

Introduction

Bishop and Preston (2000), arguing for the infusion of ethics in the management of public organization point out that: “nothing is more dangerous to the well-being of the body politic than a public official who is technically competent or strategically astute but *ethically illiterate or unfit*.” The Scholars reveal that, corruption emerges from the problem of "ethics" where ethics is about doing the right thing, adhering to the regulations' principles, fulfilling one's own responsibilities, and producing a result. According to the United Nations, "ethics" is an inspirational approach that focuses on preventing corruption and immoral behavior (Gebre, 2016). Furthermore, according to Saint-Martin and Thompson (2006), corruption occurs when public officials use public authority illegally for private ends. Mark (2002) confirms that officials of public organizations abuse ethical rules and standards in order to benefit themselves and others in the form of bribery and nepotism by compromising the public interest. Most of these unethical and immoral acts occur in the areas of human resource appointment and promotion, public contract management, and so on. To reduce such illegal activities, the government should promote professional integrity, establish an adequate salary system, and formulate transparency mechanisms. In addition, Gray, Hellman, and Ryterman (2004) suggest that corruption can be reduced by taking corrective measures such as developing codes of conduct, controlling conflicts of interest, and strengthening anti-corruption programs and projects. Furthermore, the lack of leadership

accountability and the absence of a clearly defined leadership code, both of which have a direct impact on each other, have been extensively discussed.

Though the boundaries of today's leadership role appear to be somewhat limitless, some operational and pragmatic codes of conduct must be implemented for all leaders of public institutions. This may reduce some of the frequently reported leadership misbehavior in public institutions, such as corruption" (Dereje, 2021, p.205).

Therefore, countries opted to establish ACAs on their own in different forms. Some countries delegate responsibility for preventing and combating corruption to various institutions; others established specialized agencies mandated to both prevent and investigate corruption; still others created centralized agencies that manage and coordinate anti-corruption activities (Lortkipanidze, 2014); since then, the establishment of anti-corruption agencies has become a global practice (Meagher, 2005). However, despite their differences, they perform similar functions: corruption prevention; education and awareness raising; investigating and prosecuting offenders; coordinating AC activities; and proposing AC policies. In line with these, the countries that established the minimum political, legal, and socio-economic conditions for effective governance have been successful (9th International Anti-Corruption Conference, 1999; Cardona, 2015; OECD, 2008).

In managing ethics and corrupt behaviors in an organization, both compliance-based and integrity-based approaches must be considered as two sides of the same coin (Cooper, 2012). Moreover, traditionally, ethics in public management has been divided into normative and structural perspectives. The normative perspective is concerned with instilling ethical values and implementing them in public organizations. While the structural perspective is concerned with regulatory and prescribed legal prohibitions in order to control administrators' behavior (Gilman & Lewis, 1996), in many countries, the preparation and adoption of ethical guidelines, employee codes of conduct, ethical principles, and value statements are becoming common (Pollitt, 2003). More importantly, anti-corruption regulation is taken as the central issue in public sector reform in the era of new public management (Christensen & Læg Reid, 2011), and the reform involves *preventive and repressive* measures. The preventive one entails changing our way of thinking through ethics education and trainings (Veresha, 2018).

In this regard, it is impossible to exaggerate the role that colleges, universities, and other educational establishments play in discouraging and combating corruption. Establishing a culture of integrity and openness among students and staff is the first step towards promoting an ethos of accountability and honesty. That is why academic institutions should improve and successfully implement their anti-corruption policies, in addition to hosting frequent ethical lectures and information sessions for staff and students (Hauser, 2019).

Academic establishments are in a unique position to be vital in the fight against corruption. They not only train the next generation of leaders, but they also have a special chance to share the virtues of honesty and integrity by setting a high standard for accountability, transparency, and moral behavior. Academic institutions may significantly contribute to the development of an honest and open atmosphere that deters corruption and fosters stakeholder trust by making sure that all employees are held to these standards (Hauser, 2019).

By recognizing roles of the Universities in promoting ethics and fighting corruption, the commission argues that, Professional qualification on job place is not an adequate solution for productivity in both public and business institutions and organizations. The Leaders shall be ethical in workplace and able to deliver the required professional services. Employability rate in public or business institutions shall not undermine competency pillars such as personal behavior. Education sector assessment for professional qualification shall also promote the behavioral aspect of trainees. Without proper intervention to promote ethical standards in every aspect of human intervention, it's not easy to estimate the productivity of any entity, organization or institution. To be exact, the Global practice indicate that anticorruption actions such as education and training, prevention and law enforcement need comprehensive and integrated strategic interventions that promote knowledge, information and decision making processes in public and business sectors. Building ethics and integrity in public sectors can enhance sustainable solutions in anticorruption actions. Public and business leaders and employees shall improve their integrity against the conventional ethical standards. Partly, due to lack of proper education, training and awareness creation regarding ethics and integrity in public and business sectors, leaders and employees violate laws and standards of their institutions and organizations. In the cases of

weak institutions, in terms of transparency and accountability, unethical behavior of leaders and employees result in corrupt practices and conflict of interest that can damage public trust.

Therefore, the commission, with universities in Ethiopia, is planning to address the existing handicaps observed in ethical leader promotion and corruption prevention in both public and business institutions through formal training, education, and awareness-creation practices for all leaders and employees. Knowledge, skills, and experience of leaders and employees in both public and business institutions shall be promoted through continuous capacity-building actions, assessments, certifications, and licensing (The FEACC, Commissioner, 2023).

When we see the previous anti-corruption efforts in Ethiopia, the first corruption survey was conducted by Addis Ababa University in 2001. The survey report reveals that corruption was a major challenge in Ethiopia. Further, the research conducted by Transparency Ethiopia also supports the findings of the above survey, as corruption is the third major challenge in Ethiopia (Transparency Ethiopia, 2008). The Second Ethiopian Corruption Perception Survey, which was conducted by Kilimanjaro International Corporation Limited in 2011, reported that corruption in public organizations was the seventh most serious problem in the country (Kilimanjaro, 2011). Moreover, Transparency International's corruption perception index (CPI) in recent years ranked Ethiopia at a severe stage of corruption. Despite improvements in its ranks (TI). In the Ibrahim Index of African Governance, Ethiopia scored 48.5% (Ibrahim, 2013). This indicates that corruption is still a major challenge in Ethiopia. Moreover, the World Bank's survey also showed that corruption is among the three major challenges to running a business in Ethiopia (WB, 2010). Furthermore, the Joint Governance Assessment Measurement Program survey, which was conducted in 2014 on perceptions of the level of corruption by foreign investors in Ethiopia, reveals that corruption is a major constraint for investment in the country (Selam Development Consultants, 2014). Furthermore, according to the World Bank's Diagnostic Corruption Survey, which was conducted on eight public sectors, petty corruption is day-to-day practice in public sectors. and also conclude that corruption in the public sector is eroding public confidence in the government (Plummer, 2012). Furthermore, the Transparency International's Bribery Index report indicates that petty corruption threatens people's lives and good governance conditions in Ethiopia (TI, 2014). Moreover, Transparency International's Global Corruption Barometer survey report 2013, also reveals that 44% of respondents in Ethiopia who had encountered public services reported that, in order to get public services, paying bribes is a must (TI, 2013).

Therefore, the findings reveal that the previous efforts of Ethiopia's Federal Ethics and Anti-corruption Commission have been challenged for a long time for a variety of reasons, including: lack of cooperation with relevant bodies, insufficient resources, and an unclear mandate and functions to bring about the expected change in curbing corruption (Biruk, 2016; p.vii).

In this study, the knowledge gap was considered the missing piece in previous research. It is an area that has not been explored or is unexplored. This includes the scope, target population, research methods, data collection and analysis methods, and research themes. Therefore, the past research that was conducted on corruption and anti-corruption efforts in Ethiopia was mainly quantitative surveys, project-based, which conveyed the forms and levels of corruption and corruption situations by sectors. In this case, therefore, as far as I know, there has not been much research done in the areas of ethical leadership and anti-corruption training programs study as a corruption prevention tool.

The Objective of the Study

The aim of this study was to assess the contents of Ethical Leadership and Anti-Corruption Training courses, including assessment, certification, and licensing. Further, the study aims to make appropriate recommendations on the design of ethical leadership and anti-corruption training, assessments, and certification programs that will be implemented by the Federal Ethics and Anti-Corruption Commission of Ethiopia (FEACC).

Research Questions

1. What could be the contents/considered in designing the Ethical Leadership and Anti-corruption Training courses, Assessment, Certification and licensing program ?

Motivation for the Study

This study was inspired by the need to promote ethical leadership, reduce corruption, and advance good governance in Ethiopia's public and business institutions through ethical leadership and anti-corruption training, leaders' competency assessment, certification, and licensing.

The Significance and Contribution of the Study

The findings of this study are helpful in expanding the understanding and knowledge of corruption prevention through ethical leadership training and anti-corruption training, which resulted in the advancement of good governance in both public and business institutions. To be exact, the findings of this study are valuable for Ethiopia's anti-corruption efforts in advancing knowledge of ethical leadership and anti-corruption training approaches.

The findings of this study are significant to the anti-corruption agencies, especially those mandated to prevent corruption through the promotion of ethics and good governance, the government, and other stakeholders in the anti-corruption agenda.

Limitations of the Study

We can't imagine quality research without some shortcomings; however, it needed to be addressed clearly and concisely for the readers. Thematically, this study narrowed to assess the experts' suggestions and experiences on the course contents of the ethical leadership and anti-corruption training program module content, leaders' ethics competency assessment and evaluation tools, and certification and licensing procedures. Methodologically and qualitatively, the sources of data for this study were purposefully selected experts (anti-corruption commissions and universities) through questionnaires, interviews, and FGD.

Literature Review

This section reviews the literature that supports the study. It also contains the conceptual model developed by the researcher in order to show the alignment of the FEACC mandate and the university mandates intended to design the ethical leadership and anti-corruption training programs.

Ethics, Anti-corruption and Governance

Scholars such as Johnston (2014) and Fritzen & Dobel (2018) argue that, in order to eradicate systematic (endemic) corruption effectively, transforming the governance system, shaping unclear anti-corruption policies, and establishing strong anti-corruption bodies are crucial preconditions. Moreover, previous research on the effectiveness of anti-corruption agencies in various countries reveals that legal "structures and institutional powers and authorities" are key to the success of anticorruption agencies. To put it differently, any attempt to cause behavioral changes by restructuring formal institutions cannot be successful unless it is accompanied by perceptual changes in individuals. "In this line of reasoning, how an anti-corruption agency is able to change individual perceptions is an important concern for a corruption study" (Choi, 2009). Furthermore, Stevulak & Brown (2011) describe an approach that encourages cultivating ethical behavior rather than penalizing wrongdoers in both public and private organizations. In this case, even though the integrity approach is widely accepted and advocated in regulating organizational ethics (Choi, 2009), methods, procedures, and instruments must be applied to control the unethical behavior of an organization's members (Tremblay, Martineau, & Pauchant, 2017).

According to the United Nations, the integrity approach builds accountability and good governance practices, which reduce the cost of public management (Stevulak & Brown, 2011). Moreover, the integrity approach is a long-term investment that can change organizational culture and positively reshape the relationship between citizens and public service delivery (OECD, 2000). Therefore, the integrity based approach has been recognized

and has attracted the attention of national as well as international organizations such as the UN, OECD, WB, and IT (Huberts, 2014). Thus, an integrity-based approach has changed public management orientation towards new thinking (Heywood, 2012). In the 1990s, compliance and integrity-based approaches were used together to curb corruption. This framework helps countries fight corruption in an effective way (Pope, 2000). Academicians and practitioners argue that balancing compliance and integrity approaches is a means to successful management ethics (Tremblay et al., 2017). More importantly, the National Integrity System (NIS) is built on the state's key factors, such as branches of government (legislative, executive, and judiciary), the media, private sector, and civil society (Pope & Vogl, 2000). The ethics infrastructure rests on management, guidance, and control, which contain various elements with specific functions (Bertók, 2005).

On the other hand, the compliance and integrity fused approaches framework has focused on the following: i) "Detection practices"; ii) "Normative practices" (policies and standard procedures); iii) "Structural practices" (offices and personnel); iv) "Social and environmental responsibility practices" (community involvement, environmental responsibility); v) "Consultation and participation practices" (employee involvement in ethical initiatives, dialogue); and vi) experiential ethical development practices (artistic training, mind-body approaches, spiritual practices). (Tremblay et al., 2017). To be exact, in fighting corruption, different countries and institutions have standard procedures, laws, and other legal documents with oversight agencies. Such an approach will not be effective in combating corruption unless ethical/moral governance is in place (Erakovich, Kavran, & Wyman, 2006). In other words, "institutionalization" of ethics as part of ethics management is crucial. Institutionalization of ethics is about enforcing and implementing ethics in the day-to-day functioning of public administration by adopting various instruments and managing ethics both in formal and informal ways.

Therefore, countries have introduced rules and codes of conduct in recent decades to clarify standards and values in order to prevent corruption and unethical behavior. Still, the code of ethics is important in public sector reform (Demmke & Moilanen, 2011). "Code of conduct" is defined by the International Federation of Accountants (2007) as "values, rules, standards, and principles that guide organizational procedures, decisions, and systems in order to ensure the rights of all citizens" (Disoloane, 2012, p.33). Public organizations' codes of ethics are designed for the following reasons: to provide a solution to an ethical problem; to educate about the mission of the organization; and to promote ethical sense in the organization (Grundstein-Amado, 2001). "A code of ethics is a statement of principles that describes desirable professional conduct and guides individuals in resolving ethical problems" (Grundstein-Amado, 2001). A code of ethics is crucial for the healthy functioning of all organizations, whether public or private. Moreover, according to Kinchin (2007), a "code of ethics" has the potential to be accountable in decision-making. However, efficiency would decrease if the factors related to ethics in public organizations were not taken into account. Codes are a powerful tool that promotes organizations' credibility and prestige in the eyes of the public (Bivins, 1993).

Managing corruption and unethical behavior is seen as having a structural and normative approach (Pugh, 1991). The structural approach is based on a formal legal prescription to manage and control behaviors, while the normative approach focuses on the development of ethical values in an organization (Erakovich et al., 2006). On the other hand, enacting clear behavioral standards consistent with social needs, accountability, operationalization of concepts, increased transparency, and due process. "Nowadays, we grow, live, and work in organizations. Therefore, organizations provide us with two essential modes of ethics management and control: normative and structural approaches, which should be complementary. Moreover, "the basis for a structural perspective is on external controls, including the codification of laws and regulations, and the basis for a normative perspective is on internal values of rightness and wrongness" (Erakovich et al., 2006, pp.1242-43). Both compliance-based and integrity-based approaches to ethics management are the most important strategies to control corruption.

Therefore, OECD countries identified key public service values that combine both new and traditional values such as legality, impartiality, transparency, integrity, equality, efficiency, justice, and responsibility. "Traditional values reflect the fundamental mission of the public service, while new values articulate the requirements of a new ethos" However, building an effective culture of ethics and public service values largely depends on the commitment and support of political leaders. Thus, intolerance of corruption and unethical behavior encourages ethical governance (Misra, 2016). Moreover, "community members share important and long-lasting beliefs, ideals, and principles about what is good and desirable and what is not." "pursue the public interest with accountability and transparency [democratic values]; serve professionally with competence,

efficiency, and objectivity [professional values]; act ethically to uphold public trust [ethical values]; and demonstrate respect, equity, and fairness in dealings with citizens and fellow public servants [human values]." (NASPAA, 2009,p.2). In this case, in an organizational context, ethical guidelines address a number of values such as accountability, excellence, respect, honesty, integrity, loyalty, fairness, and probity. Moreover, it also addresses professional values (efficiency, effectiveness, quality, service, and innovation), people-oriented values (humanity, caring, compassion, and tolerance), as well as democratic values (rule of law, responsiveness, representativeness, neutrality, and openness). (Kernaghan, 2003).

Scholars argue that even though many countries have established legal frameworks for addressing corruption and unethical problems, which range from constitutions to codes of conduct, moral value creation needs great attention for anticorruption regulation (Misra, 2016). Effective ways of controlling corruption are based on a sound policy that promotes ethical values; political support for moral and ethical values; making public service by using technology to reduce human interference; establishing a national integrity commission (agency); providing effective training to civil servants; and establishing a system that motivates honesty, among others. In addition, in the process of reducing corruption, countries enact various laws and ratify conventions, establish anti-corruption agencies, and work procedures. These efforts cannot produce the desired result unless they are supported by human commitment and ethical behavior (Misra, 2016). More importantly, organizational ethics is evolutionary and dynamic; it has been evolving and developing with the development of public administration and management (Hijal-Moghrabi & Sabharwal, 2018). While ethical problems and corruption are also changing with societal development and emerging technologies.

Furthermore, on a daily basis, ethics standards impact decision making, effectiveness, job satisfaction, and employee stress, and turn-over, but above all, employee commitment in an organization. Acceptable ethical standards are characterized by the smooth functioning of public administration. The political elite must support the design, implementation, and enforcement of ethics and anticorruption policies and regulations for ethics to be effective (Demmke & Moilanen, 2011). The code of ethics in public organizations directs the day-to-day lives of civil servants, promotes the independence of public officials, and professionalizes staff relationships if it is supported by ethics training and education (Misra, 2016). To be exact, the discourse relates ethical values to other people who are closely related to professional public services. Historically, the OECD has been at the forefront of promoting new public management in the public sector over the past two decades.

We also ask countries to recognize that the three "Es"—Effectiveness, efficiency, and economy—make no sense if public servants do not know what value they must achieve effectively and efficiently (Balia, Bertok, Turkama, Van Delden, & Lewis, 2007). In addition, UNCAC (2003) indicates that "the principles of proper management of public affairs and public property, fairness, responsibility, and equality before the law, and the need to safeguard the integrity and foster a culture of rejection of corruption" (UNCAC 2nd & Harutyunyan, 2003).

Therefore, trust in public organizations is strengthened through administrative rules, standards, laws, and regulations relating to the provision of services and information. Public bodies can increase this organizational trust by adopting new technologies such as government websites, suggesting that ICT-based public service delivery can be one of the institutional tools to strengthen trust in moral responsibility, make the process more transparent, and reduce the discretion of public officials (Welch, Hinnant, & Moon, 2005). The trustworthiness of government services emanates from ethical service delivery, competence, and providing quality service for citizens (Yao, 2014). Scholars argue that understanding public administrators as moral agents is important for at least three reasons. First, this view of public administrators began to shift focus away from traditional approaches to administrative ethics, which focused on laws and regulations, and toward ethics based on the inherently moral nature of public service. This shift is critical because, paradoxically, deep-rooted interpretations of administrative ethics contribute to the development of a culture of cynicism and suspicion rather than trustworthy and moral public services. Second, viewing administrators as moral agents allows us to consider administrative ethics as a subset of professional ethics and to consider important issues such as the moral obligations of governance experts. Finally, viewing public officials as moral agents promotes a better understanding of the substance and subtlety of trust in government (Garofalo, 2008).

Scholars recommended that "to translate core values into action, countries need to frame and construct standards of conduct and create environments where core values guide actions" (Erakovich et al., 2006, p.

1238–39). Better organizational performance is likely to ensure integrity, transparency, and accountability; enhance citizen satisfaction and participation; and strengthen the anti-corruption drive (Ashour, 2004). Moreover, to use rewarding ethical behavior as a mechanism to change the volume of unethical behavior and corruption, public organizations need to establish a strong and effective system to do so (Ibrahim, Ewere, & Adu, 2015). Nowadays, the pressure is on the government to use its power and resources properly. In this case, an integrity mechanism is needed to revise service standards, offer guidance, and enforce and monitor their day-to-day activities (Evans, 2012).

Furthermore, a public service dedicated to ethics and professionalism is more likely to achieve its ends if it has an ethical infrastructure. To increase professionalism, there must be a career system based on the principle of merit that allows the promotion and recruitment of civil servants in a fair and neutral manner. It is a clear law that delineates the legal rights and responsibilities of public servants (Saint-Martin & Thompson, 2006). Effective human resource policy is the one that articulates better civil service pay, enhances human resource capacity development, and incorporates disciplinary corrective measures. Through preventing, detecting, investigating, and prosecuting wrong-doers (unethical behavior), ethics can also be encouraged. (Armstrong, 2000). Even though different professions, for instance, lawyers, have differences in their legal systems, procedures, practices, and customs, they have one thing in common, and that is "standards," which focus on competence and integrity (Carr, 2005). Therefore, literature illustrates that civil servants are the drafters of a code of ethics as well as ethical principles (Gebre, 2016).

Anti-corruption Regulation and Ethical Governance

According to the president of the Republic of Rwanda, "there can be no doubt that corruption is very costly to both governments and businesses and, as such, impacts negatively on our development efforts." Therefore, it makes economic sense and is good politics to fight corruption. "Equally not in doubt is the fact that the success of the fight against corruption depends on good governance" (GPAD, 2016, p. 4). Therefore, the OECD defines the term "governance" as the exercise of political authority and control in a society in relation to managing its resources for economic and social development (OECD, 1995). Governance as a broad term encompasses the way states function, structural and institutional arrangements, decision-making procedures, policy-making, implementation capacity, information flow, leadership effectiveness, and the nature of the relationship between the rulers and the ruled. Therefore, governance affects not only the integrity, efficiency, and profitability of the state but also its effectiveness in meeting the needs toward which the organization and activities of the state are oriented (Misra, 2003). The design of the governance system is also an important aspect. Creating a network of people with distributed power, decision-making, and information flows creates a variety of independent channels of communication and supervision that facilitate localized decision-making, internal competition, and cross-checking in a well-designed system. The reliability of the information needed for management and governance purposes flows through the organization (Renn, 2009).

On the other hand, the UNDP policy document defines governance as the exercise of political, economic, and administrative powers to regulate the affairs of a country. It includes the processes, mechanisms, and institutions that allow groups and individuals to express their well-being, exercise their rights, fulfill their obligations, and mediate their disagreements (UNDP, 1997). Therefore, improving the governance system's ethics, accountability, justice, and fairness is critical to the anti-corruption campaign. Moreover, in spite of rules and regulations in the governance system, the problem of corruption and unethical behavior cannot be resolved unless human commitment and good will, above all morality, are in place (Misra, 2016). According to Renn (2009), governance in general is a goal-oriented ethical concern that is management-focused. Therefore, corruption prevention is about all the features of good governance that are implemented in various agencies (OECD, 2008). Organizational culture is mainly shared beliefs and assumptions among constituents of the organization (Schein, 1985). Organizational culture is a normative construct of shared behavior guided by policies, procedures, and systems that guide the ethical actions and decisions of organizational members (Agarwal & Malloy, 1999). Moreover, the power of civil society is vital to the governance process. Thus, strong integrity policies both in normative and structural approaches are needed in order to put into practice the power of civil society in the process of fighting corruption (Bruce, 2001). To be exact, promoting integrity in public administration means applying norms, values, and ethical principles to the day-to-day operations of public service organizations in order to prevent unethical behavior and corruption. So, integrity is central to promoting

good governance (Evans, 2012). In this connection, in the last two decades, corruption and its control have become a central agenda item in the debate on good governance (Fritzen & Basu, 2011).

When the term "governance" is preceded with the connotation "good", some value-assumptions and attributes such as efficiency, accountability, transparency, participation, rule of law, justice, and control of corruption are added to it (Drake, Malik, Xu, & Kotsioni, 2003). The recent concern for good governance and building public confidence in the administration has resulted in the need to adhere to moral and ethical principles that emphasize "fairness," "conscience," and moral clarity, and they give the idea a prominent place by admitting that officials are ultimately accountable to the people. In an effort to preserve high standards of moral and ethical behavior by public administrations, government organizations rely on a number of enforcement mechanisms, such as legal regulations, professional rules, codes of ethics, and ombudsmen, to monitor ethical standards (Misra, 2016). Strengthening institutions to promote good governance is the best strategy to prevent corruption in the public sector. In other words, strengthening the governance system means straightening moral and ethical values. Institutions must be free of interference and have autonomy in order to function effectively (Misra, 2016; Huberts, 2018). Independence and autonomy are most important to anti-corruption agencies.

On the other hand, the term "integrity violation" broadly encompasses various corrupt practices such as improper use of power and official information for private gain; potential conflicts of interest; favoritism and bribing; and terrorization and discrimination. As a result, acts that violate ethical values and norms are considered integrity violations. Integrity is becoming the central topic in governance and public policy making. This idea is crucial in understanding government ethics and corruption (Huberts, 2018). Because Corruption involves misuse of power, nepotism, and favourism, which is against acceptable oral standards, norms, and values. Integrity identifies the acceptable standard of behavior from the opposite one. Therefore, the present position of multidisciplinary public governance studies warrants greater attention to "ethics and integrity" Moral values and norms are often lacking when academics describe, explain, and understand the reality of governance and administration. The predominant focus is on goals and interests; prejudice and irrationality; institutions; power and context. A change of ethics and integrity is required "in the prevailing fields of study." But also for integrity and ethics researchers, standard scientific articles should be the center of attention. Moral values and norms are assumed to play a significant role in day-to-day politics and administration, and researchers, in this sense, are part of the ethics industry (Huberts, 2018).

Ethical Leadership and Good Governance

In the last couple of decades, anti-corruption campaigns and projects have comprised the elements of ethical Leadership and good governance by different organizations, ranging from international, national, and NGOs (Moroff & Schmidt-Pfister, 2010). Good governance and ethics policies share the following in common, i.e., fighting corruption, accountability and transparency, and participation of all stakeholders and citizens at large (Demmke & Moilanen, 2011). Therefore, organizations should focus on workplace policies that are intended to create employees who arrive on time day in and day out, do their job, work hard, strive to do the right thing, and often produce breakthroughs that promote the interests of the company (Renn, 2009). Good governance further involves processes, institutions, and effective mechanisms that serve the interests of citizens and ensure that citizens exercise their rights and obligations. In the process of governance, transparency, accountability, participation, and the rule of law are also essential for the governance system to be open and effective (Misra, 2016; Nabatchi, 2012).

More importantly, the phrase "good governance" is increasingly being used to call attention to the need for "governance" to operate according to the rule of law and, above all, in a corruption-free manner. Good governance is agreement-oriented, accountable, transparent, participatory, responsive, efficient, effective, fair, and inclusive, and it pursues the rule of law (Anello, 2008). Good governance is about enacting and implementing proper policies and procedures that guarantee ethical management as well as efficiency and effectiveness. More importantly, the goal of good governance is to minimize corruption by establishing an accountable and transparent system, sustaining the rule of law, and minimizing corruption (Anello, 2008). In other words, the art of "good governance" is to have adequate processes in place to prevent mistakes while promoting effective growth and innovation to realize the strategic goals of the organization. Procedures, processes, and rules are essential and valuable as long as they contribute to the general objectives described above. When rules start to undermine these goals, they quickly become obstacles to good governance (Renn,

2009). In this regard, Englebert (2002) defines good governance as a set of qualities including institutions, government accountability, and property rights stability free of corruption. When donors initiate the agenda of good governance, the aim is to place more focus on anti-corruption, accountability, and efficient governance (Randall & Theobald, 1998).

Good governance is characterized by the variables of governance such as "improving efficiency, effectiveness, and accountability of the public sector; political and economic stability; intolerance of corruption; peace and national unity; openness and transparency; law and order; the rule of law; respect for human rights and civil liberties; political rights and freedom of association; multi-partyism; citizen participation in the process of governance; free and fair elections; and press or media freedom" (Maserumule & Gutto, 2008, p.83). On the contrary, corruption occurs when public servants and political elites deviate from ethical norms and values to achieve personal ends (Haque & Mohammad, 2013). The World Bank also defines corruption as the abuse of public office for private gain (WB, 1997). In this connection, corruption is the unlawful and improper enrichment of oneself by using public authority (Haque & Mohammad, 2013). Therefore, according to Kim (2008), public sector corruption is mostly related to a lack of good governance practices such as accountability, transparency, responsiveness, and participation. Transparency and accountability are strongly linked in the process of fighting corruption, with the internalization of values in an open government system (Lyrio, Lunkes, and Taliani, 2018). In this case, the OECD is playing a role in promoting an ethical public sector by providing guidance and advice for its members (OECD et al., 2000).

There has been much debate on good governance and integrity in relation to corruption and ethics. With advancements in technology, the concepts of governance and ethics are involved in the realm of digital ethics. There is also much to be said about digital governance, and even more to understand and theorize, but one thing is clear: digital governance is digital ethics, also known as information, computer, or data ethics (Floridi & Taddeo, 2016). The practice of developing and implementing policies, procedures, and standards for the proper development, use, and management of the information sphere is known as "digital governance" (Milakovich, 2012). It is also a matter of convention and good coordination, which are not always moral or immoral, legal or illegal. For example, through digital governance, a government agency or a company can (a) determine and control the processes and methods used by data stewards and custodians to improve the data quality, reliability, access, security, and availability of its services and (b) design effective decision-making and accountability procedures for data-related processes. (Florida, 2018). Furthermore, "digital governance" includes specific guidelines and recommendations for digital regulation. Furthermore, digital regulation includes a system of rules and legislation that apply and are elaborated and implemented through social or government institutions to regulate the behavior of related agents in the info-sphere. And compliance is an important link through which "digital regulation" shapes "digital governance" (Floridi, 2018). Digital ethics, as a branch of "ethics", studies and assesses moral issues related to data and information (including its generation, capture, preservation, processing, dissemination, sharing, and use), algorithms (including artificial intelligence, artificial assets, machine learning, and robots), and associated practices and infrastructure (including responsible innovation, hacking, programming, and professional codes and standards) to formulate and support morally sound solutions (e.g., good behavior or good values). Therefore, "digital ethics shapes digital regulation and digital governance through the relationship of moral evaluation" (Floridi, 2018, pp. 1–7).

Anti-corruption Agencies Mandate

Countries all over the world are adapting to various institutional models of AC agencies. So far, the United Nations Convention against Corruption (UNCAC) has not recognized the best model. Most countries, particularly those that have ratified or signed the United Nations Convention Against Corruption, have four dominant AC institutional models in place (UNDP,2005).The preventive model, the law enforcement model, the multipurpose model, and the coordination model are among them (Transparency International Georgia, 2014). Even though the countries adapt different institutional models for their own, they have the following functions in common: (i) supervision and coordination; (ii) knowledge creation; and (iii) research development of policy proposals, education, and awareness-raising, as well as corruption investigation and prosecution (Cardona, 2015). To regulate corruption, this common function employs both a value-based and a compliance-based approach. More importantly, these functions are defined in this dissertation as anti-corruption regulations. In this regard, the important point in an institutional arrangement is choosing the type of agency that is intended to be established with the appropriate legal framework and resources needed, and so forth. Indeed, the

government's efforts to strengthen this agency's capacity are critical to its effectiveness (UNDP, 2005). For example, the multi-purpose agency model is also known as the single agency approach. Their functions are both preventive and repressive. In this context, this agency also provides technical assistance on corruption prevention, including policy analysis and policy development on anti-corruption programs. In this model, most of the time, the corruption prosecution wing is separately established. The Singapore Corrupt Practices Investigation Bureau and the Hong Kong Independent Commission against Corruption are very popular examples of such a model.

Corruption prevention is about all the features of good governance that are implemented in various agencies. UNCAC identifies the preventive functions of anticorruption agencies as: the declaration of assets; the prevention of conflict of interest; the prevention of money laundering; the ethics and transparency of public service; and financial control over the use of public funds (OECD, 2008). Moreover, anti-corruption work is executed by many at varying levels without establishing ACAs; in this regard, international, national, and regional organizations, including NGOs, have been created, as have ministerial structures, to overcome the problem of ethics. All of them agree on the importance of an anti-corruption system for development that is democratic (Lewis & Gilman, 2005b) and that requires prevention and integrity programs. UNCAC 2003 articulates "the principles of proper management of public affairs and public property, fairness, responsibility, and equality before the law, and the need to safeguard the integrity of government and foster a culture of rejection of corruption" (UNCAC, 2003, p. 6).

Establishing independent anti-corruption bodies that attain the role of leadership by setting standards and scrutinizing performance has become an important feature of this decade (Head, 2012). Moreover, preventive anti-corruption agencies or specialized integrity agencies best perform in an environment in which transparency and accountability systems are adequately incorporated and the political elites are committed to these values. To be exact, over the last two decades, corruption and its control have become a central agenda item in the debate on good governance (Fritzen & Basu, 2011). Corruption control needs a specialized body that monitors and implements anti-corruption legislation. This body in different countries is supported and facilitated by international organizations such as the Council of Europe, the Organization for Economic Cooperation and Development, and the United Nations (OECD, 2008).

However, the effectiveness of anti-corruption agencies (ACAs) in controlling corruption is controversial (Fritzen & Basu, 2011). Some studies support the idea that institutionally strong anti-corruption agencies (ACAs) give way to positive short-term as well as long-term achievements in fighting corruption (Charron, 2008). Other views: the lack of coherent strategy, political commitment, institutional cooperation and coordination, and organizational independence of anti-corruption agencies (ACAs) is widely regarded as the root cause of their failure to carry out their mandate and remain merely paper tigers (Heilbrunn, 2004). Scholars suggest many conditions that can help anti-corruption agencies improve their performance. Citizen pressure for change (Pope & Vogl, 2000); "complementary" right-to-know measures" (Florini, 2007); and adequate resources, including human resources. (Meagher, 2004). On the other hand, the success of the strong single-agency approach by the anticorruption agencies of Hong Kong and Singapore has been a model for many countries around the world. Countries, in response to corruption and unethical behavior, establish anti-corruption agencies in different forms (models). others' strengths and develop the capacity of existing institutions (Meagher, 2005). For instance, the Office of Ombudsman of Rwanda established an anti-corruption body with a traditional ombudsman office, whose principal responsibility is to safeguard people against governmental rights violations, abuse of authority, mistakes, carelessness, biased judgments, and poor administration in line with fighting corruption (OOR, 2014). (OOR, 2014).

Anti-corruption organizations around the world share some universal functions to combat corruption and unethical behavior. These are: investigative, prosecutorial, and preventive efforts; as well as raising awareness and disseminating education about ethics and corruption; and coordinating anti-corruption activities and policies (9th International Anti-Corruption Conference, 1999). Most importantly, several international and regional conventions, such as the United Nations Convention against Corruption (UNCAC), the African Union Convention on Preventing and Combating Corruption (AUCPCC), and the Council of Europe Criminal Law Convention on Corruption, have laid the groundwork for the establishment of specialized anti-corruption agencies in the countries that have ratified the conventions (OCED). However, UNCAC has no prescribed

model for member countries around the world to create and reform anti-corruption agencies. As a result, anti-corruption organizations have taken a variety of approaches (Heilbrunn, 2004).

Corruption Prevention Mandate

Anti-corruption prevention entails a detailed assessment of different segments of the administration, such as the procurement agency, corruption risk evaluation, and administrative procedure assessment. Moreover, the prevention of corruption includes ethics education, awareness-raising, and forming partnerships with various organizations (Cardona, 2015). In its preventive mandate, the Federal Ethics and Anti-corruption Commission of Ethiopia is mandated to study government organizations' operating procedures and the risks of corruption in prone areas such as tax authority, procurement agencies, and land administration, to name a few. The commission also plays an advisory role in different sectors and conducts training for different bodies. More importantly, corruption prevention aims to improve accountability, transparency, and effectiveness in the public sector. In other words, how reform is implemented in an effective way (UNDP, 2011).

The Significance of Anti-Corruption Education at Academic Institutions

One of the best strategies to raise public awareness and change attitudes about corruption is through anti-corruption education. The fact that most individuals are ignorant of corruption's definition and the detrimental effects it can have on society is one of the primary causes of its widespread prevalence. We may contribute to the development of a more knowledgeable and anti-corruption society by teaching people about the origins, effects, and possible countermeasures to corruption (Swanda & Nadiroh, 2018).

One of the most effective strategies to fight corruption is education. It may contribute to the development of a more knowledgeable and anti-corruption society by educating students on the origins, effects, and possible remedies for corruption. A complicated problem, corruption has an impact on every aspect of society, including politics, business, and law enforcement. To build a more informed public, it is crucial that we educate individuals and groups from all areas. Education, especially for young people, is crucial in curbing corruption. Because, they are vulnerable to corruption once they enter the workforce. Educating them about corruption hazards and resisting coercion can help them make better decisions later at work place and personal life. (Dewantara, Hermawan, Yunus, Prasetyo, Efriani, Arifiyanti, & Nurgiansah, 2021).

Therefore, the term "anti-corruption" primarily refers to institutional and social interventions that work to limit the opportunities for corrupt practices and elevate corruption to a high-risk endeavor by enacting laws, rules, and policies that control public and private officials as well as the general public and foster accountability and transparency. This include identifying, detecting, and removing the factors that contribute to corruption and unethical behavior as well as discouraging any actions that are connected to corruption or other unethical behavior that could lead to corruption (Manuhwa & Stansbury, 2016).

Anti-corruption agencies are particularly responsible for coordinating and implementing national anti-corruption strategies in collaboration with various bodies, to be exact, anti-corruption bodies need to be collaborate in the areas of ethical leadership training, competency assessment, and certification.

The Conceptual Model of the Study

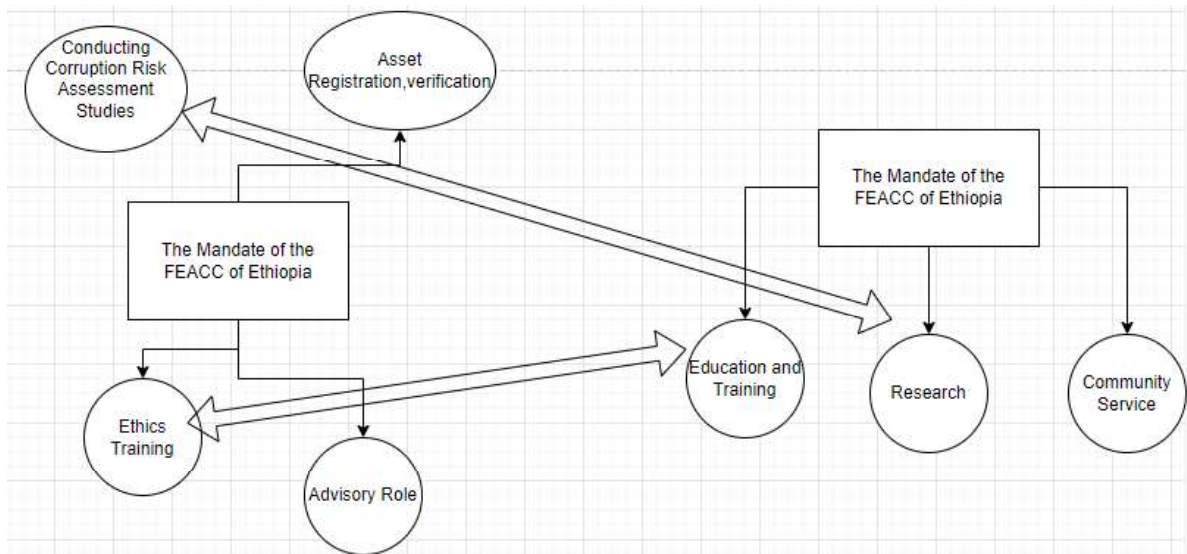


Figure.1 The figure shows that, the mandate given to the FEACC and the Universities are complementary by its nature, both of them conducting training on the areas of ethical leadership and anti-corruption.

Research Methodology

Expert interviews are the most influential source of empirical data. The nature of interviewing also permits interviewers to search for their themes, thus moving beyond written versions that may often only stand for an official account of events to collect data (information) about the underlying context and construct events that took place (Tansey, 2007). Expert interviews also compensate for the constraints that may be observed in the documentary sources of evidence and/or, further, if documentary evidence doesn't exist at all. On the other hand, some confidential documents may not be available to the public. In this regard, expert interviews may display the evidence in the document that is not accessible due to its nature (Davies, 2001). In addition, expert interviews provide first-hand information from the respondents, who directly take part in the issue. For this reason, documents and other sources of information obviously can't substitute for the information gathered from elites through interviews (Tansey, 2007).

More importantly, Litkowski (1991) stated the critical issue that needs to be addressed in connection with the expert interview as follows: according to him, "no instrument is perfect." It is generally useful to seek outside commentary on our approach. We seek expert review on assignments using structured interviews to help us determine whether: 1. the questions being asked and the manner in which they are asked are adequate to answer the overall question posed in the evaluation; 2. the intended interviewee group will have the knowledge to answer the questions; and 3. the instrument is as well constructed as possible within state-of-the-art confines. In many instances, officials from the agency whose programme is under review serve in this capacity. By obtaining agency input at this stage, we avoid potential problems after data collection, when time and money have already been spent. In other cases, staff in other design, methodology, and technical assistance groups or staff or individuals with subject-area or evaluation expertise can provide expert review. In particular, subject-matter experts in membership associations who provide us with lists of the respondent universe or sample can provide expert review. People providing expert review are not acting as interviewees. They do not answer the questions but instead provide a critique (Litkowski, 1991).

The methodology included an examination of current offerings, meetings with key stakeholders through in-depth personal and group interviews, as well as focus group sessions. The participants included federal and regional anti-corruption experts working in the areas of ethics training, corruption risk assessment studies, and training program relevance monitoring desks, as well as university lectures from the faculty of policy studies, leadership and governance, the ethics and integrity study center, and the faculty of curriculum study. The expert

team is composed of twenty individuals. Many of them have experience in the areas of module development and curriculum design; ethics and integrity training; policy advice; and leadership development research.

Initially, the Expert Team was assigned to prepare a concept note for ethical leadership and anti-corruption training program design. Therefore, the research for this study used a pre-established team of experts in order to collect data through interviews and focus group discussions, and a structured questionnaire was also developed for the purpose. Additionally, the raw data that was collected from the expert team on the ethical leadership and anti-corruption training program module is expected to be designed for all leaders of public and business institutions.

Result and Discussion

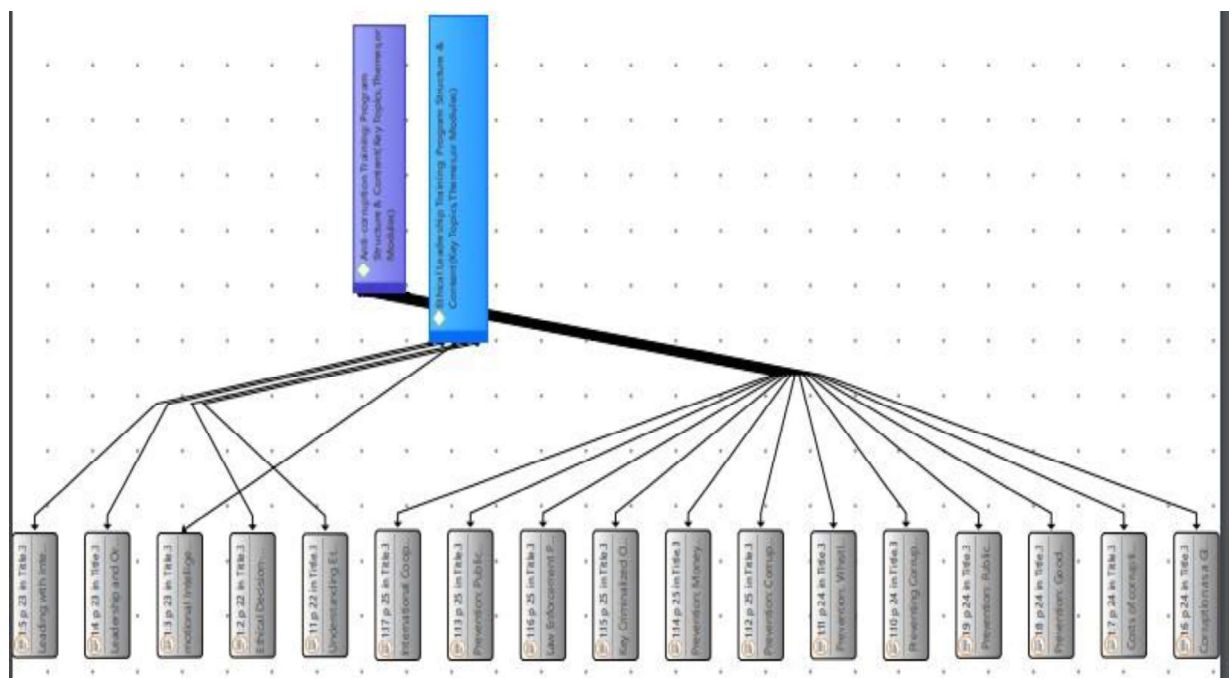
This section aims to discuss the results that were obtained from the study. The discussion is done as per the research objectives. The objective of this study was to assess the contents of ethical leadership and anti-corruption training courses, including assessment, certification, and licensing.

What could be the contents/considered in designing the Ethical Leadership and Anti-corruption Training courses, Assessment, Certification and licensing program ?

The findings of this study were based on experts' interviews, FGD experts from regional and federal ethics and anti-corruption commissions in Ethiopia, and lecturers from first-generation universities in Ethiopia. This study was collected from the perspectives of experts on the intended ethical leadership training, assessments, certification, and licensing.

The major findings of the assessment addressed include:

- The Ethical Leadership and Anti-corruption Training Program Structure & Content
- Trainee Evaluation and Assessment:
- The Leaders Certification and Licensing



Ethical Leadership Training: Program Structure & Content

Key Topics, Themes, or Modules:

The Ethical Leadership training program covers a range of key topics and themes. Some of the key modules or topics covered in the program may include:

Module One: Understanding Ethical Leadership: Exploring the Principles, Theories, and Models of Ethical Leadership, including the Role of Values, Integrity, and Character in Effective Leadership **Module Two: Ethical Decision-Making:** Examining frameworks and approaches for making ethical decisions, including analyzing ethical dilemmas, considering stakeholder perspectives, and balancing competing interests. **Module Three: Building Ethical Cultures:** Exploring Strategies to Foster Ethical Cultures Within Organizations, including Promoting Transparency, Accountability, and Ethical Behavior at All Levels **Module Four: Communication and Influencing Skills:** Developing effective communication and influencing skills to inspire and motivate others, build trust, and facilitate ethical decision-making and collaboration. **Module Five: Emotional Intelligence and Self-Awareness:** Enhancing self-awareness and emotional intelligence to understand one's own values, biases, and ethical strengths and weaknesses and to navigate ethical challenges. **Module Six: Leadership and Organizational Ethics:** Examining the intersection of leadership and organizational ethics, including the role of leaders in shaping ethical climate, managing ethical risks, and promoting social responsibility. **Module Seven: Leading with Integrity:** Exploring the importance of personal integrity, authenticity, and ethical leadership in building trust, credibility, and long-term success.

The team of experts suggested that leadership theories, concepts, and practical skills be integrated into the program's content to provide a comprehensive learning experience. The content may include: a) **Theoretical Foundations:** Introduction to various leadership theories and concepts, such as transformational leadership, servant leadership, ethical leadership frameworks, and moral reasoning models. b) **Case Studies and Best Practices:** Analysis of real-life case studies and best practices from different industries and sectors, highlighting ethical leadership successes and challenges. c) **Interactive Workshops and Exercises:** engaging workshops and exercises to develop practical leadership skills, such as ethical decision-making simulations, role-playing scenarios, and group discussions. d) **Self-Reflection and Assessments:** Opportunities for self-reflection, self-assessments, and feedback to enhance participants' self-awareness, value alignment, and ethical leadership development. e) **Guest Speakers and Industry Insights:** Inviting guest speakers, industry leaders, and subject matter experts to share their experiences, insights, and practical wisdom in ethical leadership. f) **Action Learning Projects:** encouraging participants to apply their learning through action learning projects, where they can address real-world ethical challenges within their organizations or communities.

Furthermore, the team of experts also elaborated that the program may also incorporate innovative or specialized components to enhance the learning experience and provide a unique value proposition. Some examples include: a) **Ethical Leadership Labs:** hands-on experiential learning activities or labs that allow participants to explore ethical leadership in practice, engage in ethical decision-making simulations, and analyze the impact of their choices. b) **Technology-enabled learning:** leveraging technology platforms for virtual learning, online modules, webinars, and interactive discussions to accommodate remote or distributed participants. c) **Cross-Sector Collaboration:** encouraging participants from different sectors to collaborate, exchange perspectives, and learn from diverse ethical leadership practices across industries. d) **Ethical Leadership Coaching:** Offering personalized coaching sessions to participants, providing individualized support and guidance in their ethical leadership development journeys. e) **Integration of Ethical Dilemmas:** Incorporating ethical dilemmas and challenging scenarios into the program to stimulate critical thinking, ethical reasoning, and decision-making skills.

These innovative and specialized components enhance the program's effectiveness in developing ethical leaders by providing interactive, practical, and cutting-edge learning opportunities that go beyond traditional classroom instruction.

Anti-corruption Training: Program Structure & Content:

The team of experts also discussed in detail the anti-corruption training program. The program covers a range of key topics and themes essential for corruption prevention. Some of the key modules or topics covered in the program may include:

Module One: Corruption as a Global Risk: Causes, Forms, and Costs: Introduction to corruption Forms and types of corruption, their causes, and their impact at varying levels. The emphasis is on the national context.
Module Two: Costs of corruption in general and in Ethiopia in particular: The issues to be demonstrated in the specific case of the country (Ethiopia)

Module Three: Prevention: Good Governance and the Rule of Law In this module, the issues discussed in detail include: the issue of good governance, transparency, accountability, the rule of law, the leadership code of conduct, bureaucratic reform, and the conflict of interest (CoI) in the public and private sectors.

Module Four: Prevention: Public Participation, Open Government, and Education: The issues discussed in detail include the public feedback system (public monitoring and reporting procedures), the citizen's right to information, the transparency of public resources (government budgeting and expenditure and auditing), corruption prevention and detection strategies, and open public debate on the performance of the government.

Module Five: Preventing Corruption in the Private Sector: The issues discussed in detail include foreign bribery, asset recovery, money laundering, criminal liability for false financial disclosure, business sector accounting and auditing procedures, and national and international cooperation in fighting corruption.

Module Six: Prevention: Whistleblowing and the Role of the Media in Reporting Corruption: Transparent decision-making; access to information; whistleblowing and anti-corruption reporting protection; civil society participation; and justice systems with integrity Some of the main issues and topics include: a) Promoting open and anonymous internal and external whistleblowing. b) Promoting incentives for reporting on corruption and whistleblowers, witnesses, experts, and victims in the public and private sectors, including protection. c) Protecting the right to seek, receive, publish, and disseminate corruption information.

Module Seven: Prevention: Corruption in Justice, Prosecutorial, and Anti-Corruption Institutions: The issues to be discussed include judicial and police corruption, the independence of judicial and law enforcement bodies, and the transparency and accountability of the justice sector.

Module Eight: Prevention: Public Procurement and Financial Management: The issues include public and business sector financial and procurement corruption, promoting transparency and accountability in procurement and financial management through the application of e-service procedures, and auditing.

Module Nine: Prevention: Money Laundering: The issues addressed in this topic include: preventing money laundering; money laundering and corruption; and FIU's and suspicious transactions.

Module Ten: Key Criminalized Offenses and Enforcement: The issues covered in this topic include public and business sector bribery, illicit enrichment, embezzlement, and judicial and police sector integrity.

Module Eleven: UNCAC Law Enforcement Provisions and Human Rights: The issues covered include protection for whistleblowers, the victim's corruption, corruption reporting persons and witnesses, defense lawyers, courts, investigative journalists, and bloggers.

Module Twelve: International Cooperation and Mutual Legal Assistance the issues covered include national, regional, and international cooperation, collaboration, and information exchange.

Evaluation and Assessment: Ethical Leadership and Anti-corruption Training

Methods: Assessing Leaders Progress and Learning Outcomes:

The Ethical Leadership and Anti-Corruption Training Program employs various methods to assess leaders' progress and learning outcomes. These may include:

- a) **Pre- and Post-Assessments:** administering pre-program assessments to establish baseline knowledge and skills, followed by post-program assessments to measure participants' growth and development in ethical leadership.
- b) **Case Study Analysis:** assigning case studies or ethical dilemmas for participants to analyze and apply their learning, assessing their ability to apply ethical frameworks and make informed decisions.
- c) **Reflective Assignments:** requiring participants to submit reflective assignments or journals that capture their personal growth, insights gained, and application of ethical leadership principles in their professional settings.
- d) **Group Projects or Presentations:** Engaging participants in group projects or presentations that demonstrate their ability to collaborate, apply ethical leadership principles, and communicate effectively.
- e) **Skills Demonstrations:** conducting skills demonstrations or simulations where participants showcase their ethical decision-making skills, communication abilities, and leadership competencies.
- f) **Peer and Self-Assessments:** Incorporating peer and self-assessments to encourage participants to evaluate their own growth, provide feedback to their peers, and engage in self-reflection.

Incorporation of Feedback and Evaluation:

Continuous feedback and evaluation are integral parts of the Ethical Leadership and Anti-corruption Training program to ensure its effectiveness and address participants' needs. The program incorporates feedback and evaluation in the following ways:

- a) **Facilitator Feedback:** Facilitators provide ongoing feedback and guidance to participants during workshops, exercises, and discussions, helping them identify areas for improvement and providing suggestions for growth.
- b) **Participant Feedback:** Regular feedback sessions are conducted to gather participants' input on program content, delivery, and relevance, allowing for iterative improvements based on their suggestions.
- c) **Evaluation Surveys:** Participants are requested to complete evaluation surveys at key points throughout the program, assessing their satisfaction, perceived impact, and suggestions for program enhancements.
- d) **Peer Feedback:** Incorporating structured opportunities for participants to provide constructive feedback to their peers, fostering a culture of mutual learning, growth, and accountability.
- e) **Individual Coaching or Mentoring:** Offering individual coaching or mentoring sessions where participants receive personalized feedback, guidance, and support in their ethical leadership development journey.

Post-Program Follow-up and Support:

To ensure the sustainability of learning and its long-term impact, the program includes post-program follow-up and support initiatives, such as:

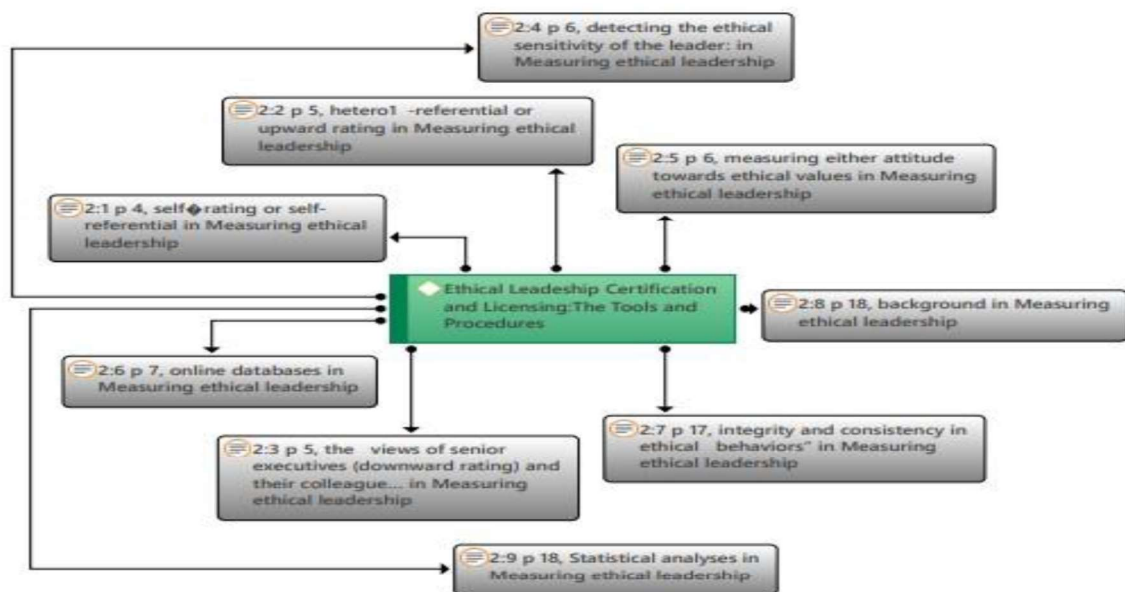
- a) **Alumni Network:** Establishing an alumni network or community where participants can continue to engage with one another, share experiences, seek advice, and access additional resources related to ethical leadership.
- b) **Ongoing Resources:** Providing access to post-program resources, such as articles, webinars, or online communities, that offer continuous learning opportunities and updates on emerging ethical leadership practices.
- c) **Coaching or Mentoring Opportunities:** Offering optional coaching or mentoring sessions to participants after the program, providing ongoing support, accountability, and guidance in applying ethical leadership principles.
- d) **Action Learning Projects:** Encouraging participants to continue working on their action learning projects beyond the program's duration, with periodic check-ins and support from program facilitators or mentors.
- e) **Performance Monitoring:** Collaborating with participants' organizations to establish mechanisms for monitoring their application of ethical leadership principles and measuring their impact on organizational culture and outcomes.

By incorporating post-program follow-up and support, the program aims to reinforce the leaders' learning, foster a community of practice, and ensure the sustained application of ethical leadership principles in their professional roles.

Ethical Leadership Certification and Licensing

The leadership competency certification and licensing program is designed for public and business institution leaders with the aspiration to advance and promote ethics and integrity in both public and private institutions and anti-corruption. In doing so, the carefully designed and objective standards are at the heart of this program.

In this study, the experts suggested nine basic tools for measuring ethical leaders' ethics competency in order to award certificates and license them. These include: a) detecting the ethical sensitivity of the leaders. b) Referential or upward rating, measuring attitude towards ethical values. d) Background and present ethical performance studies. e) Using online databases for information such as public feedback. f) Measuring integrity and consistency in ethical behavior. g) Collecting the views of senior executives, subordinates, and colleagues. h) Analyzing statistical information. i) Self-assessment, self-rating, or self-referential.



- ❖ Finally, in this case, the experts critically commented that, the Ethical Leadership Promotion in Public Sectors and Business Institutions need to be supported by legislative framework. Since, the ethics assessment, certification, licensing and renewal procedures linked to the actual results registered to the public offices and business institutions in ethics promotion and corruption reduction, that will be approved latter by the corruption risk assessment study's findings. In addition, the ethics assessment, certification, licensing and renewal procedures need to effectively communicated to the public. Consequently, the role media must be taken into consideration.

Conclusions and Recommendations

This section presents the study's conclusions and recommendations. The study concludes that the ethical leadership and anti-corruption training program, assessment, certification, and licensing procedures are very crucial in promoting ethics in an organization and preventing corruption. There is currently a need for training and development to foster an ethical leadership style at the institution. The analysis of the findings shows that the team of experts suggested various topics, themes, or modules for ethical leadership and anti-corruption training programs that will be administered by both the federal ethics and anti-corruption commission of Ethiopia and the selected universities of Ethiopia. However, for more than two decades, the FEACC of Ethiopia has been conducting a wide variety of trainings for various institutions and individuals for the last twenty years and above. Recently, the commission re-considered its internal organizational structures. Thus, the ethics and corruption prevention training department or section was organized, and the training module was also prepared with training quality and relevant evaluation protocols. However, in this study, the experts suggested an ethical

leadership and anti-corruption training for leaders that is very different from the existing module in terms of its scope, coverage, and themes. In addition, the experts also considered the leadership assessment and evaluation, certification, and licensing procedures, that is, the latter used as a criterion for the government in leadership appointments, hiring, firing, and promotion of employees. Moreover, every year or in a specified time period, public and business leaders and employees shall meet the required ethical standards to get jobs and claim employment returns.

The suggested training modules cover very wide areas of ethics promotion in an organization and corruption prevention with varying approaches.

Limitations and Recommendations for Future Research

The aim of this study was limited to assessing the course contents of an ethical leadership and anti-corruption training program designed for leaders of public and business institutions. The sources of data for this study were purposefully selected experts (anti-corruption commissions and universities) through questionnaires, interviews, and FGD. From the study findings, the following recommendations were made:

The key findings of this study recommend that the federal ethics and anti-corruption commission of Ethiopia, in collaboration with universities, expand the existing ethics and anti-corruption training program by focusing on ethical leadership and an anti-corruption training program as per the suggestion of the research.

The commission should also consider both the promotion of ethics and the identified themes in designing the intended ethical leadership training program.

Based on this initial expert suggestion, the commission should conduct further studies in detail on the training program, leaders ethical leadership evaluation, certification, and licensing, as well as the assessment and evaluation tools and methods and certification and licensing procedures.

Finally, in this study, the ethical leadership trainings for emerging leaders, middle-level leaders, and senior leaders were not considered, and the issues considered in the FEACC and the university collaborations were not considered in this research.

Further research will be needed on the training methodology, approach, and content design for emerging leaders, middle-level leaders, and top leaders. In addition, the specific standard for leader competency assessment, evaluation, and certification needs to be considered in order to scale up this initial study.

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