THE EMPIRICAL STUDY OF EMPLOYERS' SATISFACTION: THE CASE OF EXECUTIVE LEADERSHIP ACADEMY, UNIVERSITY OF INTERNAL AFFAIRS, MONGOLIA

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ABSTRACT

The study aims to examine the correlations between alumni learning attributes and knowledge, leadership, communication, and managerial skills and how alumni's attitude is assessed through employers' satisfaction. We attempt to evaluate the employer satisfaction of alumni from the Executive Leadership Academy/ELA/, and the effectiveness of its learning outcome. The employers' feedback on satisfaction of alumni is the one of the most affecting factors that evaluate the effectiveness, relevance and of their curriculum, other specific programs and training outcome. The study result reveals that alumni's skills' assessment, knowledge management, specific job-related communication skills, leadership skills, and other crucial abilities in critical thinking, problem solving, research and analysis, teamwork, time management, and attitudes are in highly satisfactory ratings. The data were collected from 216 respondents of administrative, executive and senior employers who work at the law enforcement agencies: Policing, Correctional service, National Emergency Management Agency, Border protection agency that other organizations are under the authority of the Ministry of Justice and Internal Affairs of Mongolia. Data were estimated by Smart PLS 3.0 and SPSS-23.0 software and Cronbach's alpha index has been used for data analysis and reliability analysis of the questionnaire, respectively. At the present, alumni have good attitude into learning and their managerial skills are considered better. Their value is satisfied. The next level concepts to climate and environment can be considered. About culture in the organization, autonomy was created from alumni. There are many other things that can be developed, but first of all proaction, collaboration and experimentation can be future circumstances. In other words, there can be some new aspects of opening the organization into collaboration with the community and the whole people of the country, planning activities ahead and several experimentations on the problem solving. For the future, it can be significant to consider both theoretical and practical issues and inserting further practices in the University of Internal Affairs, Mongolia /UIAM/.

Contribution/ Originality: Our study determined the correlations between alumni learning attributes and Knowledge, leadership, communication, and managerial skills and how alumni's attitude is assessed through employers' satisfaction in University of Internal Affairs in Mongolia. There were 216 respondents who work in administrative, executive and senior employers who work at the law enforcement agencies in 2021: Policing, Correctional service, National Emergency Management Agency, Border protection agency that other organizations are under the authority of the Ministry of Justice and Home Affairs of Mongolia. Data were estimated by Smart PLS 3.0 and SPSS-23.0 software and Cronbach's alpha.

1. INTRODUCTION

Globally, the 1980s and 1990s saw the beginning and rapid growth of public management education (O'Neill, 2005) that also impacted on emerging a new curriculum of nonprofit organizations management institutions in Mongolia. However, research on graduate employment outcomes remains uncommon in Mongolia perhaps because of the recent scarcity of criminal justice and law enforcement management programs. Academic criminology programs still exist at few universities, whereas law enforcement management program-is solely taught at the Executive Leadership Academy/ELA/ that was established in 2011, as one of the affiliate institutions of the University of Internal affairs, Mongolia.

The success of any university's curriculum and program depends on the employers' employability and satisfaction of its alumni in the workplace. Strong alumni's assessment in relations between employer and a curriculum provider could be of enormous value to the university.

The increasing gap between the demand for qualified leaders and their availability has become a major concern for public organizations, particularly in law enforcement organizations. Since the first establishment of the ELA in 2011, approximately 200 students graduated and currently 108 students' study from police, correctional service, border protection agency, emergency management agency, forensic science agency and civil registration agency of Mongolia. Despite the fact that annually, over 30 graduates join the workforce completing the training; a survey reveals that one-fourth of them directly appointed an upper position than their previous career. This number reveals the effectiveness of leadership training for the necessity of updating curricula that meet the needs of the current work environment and to engage more in-depth research and collaborative work between those agencies (Saintur, 2020).

1.1. Limitations

Although there are strengths of this study, some limitations should be noted. Mainly, limitation of the study was that it was hard to find prior research to compare that is similar aggravations within tertiary education sector, in particular law enforcement higher education sector to study concerning satisfaction, in truth still very scarce between employers and alumni in Mongolian cases.

The other obvious limitation was that survey data were collected only from the law enforcement organizations' administration units, namely supervisors, human resource and personnel training staff who work with alumni were chosen to participate in the survey, but not from all different levels of participants such as alumni's subordinates and colleagues.

From this study, you can see autonomy was created thanks to alumni, now there is eternal implication about the institution necessity remains the same, except the emerging first issues. They are openness, confrontation, trust and authenticity. All institutions can lead alumni to execute activity open with community, discuss your main client or community issues without leaving behind, protect your community confidentiality, and engage with the community demand at last. Justice inside the institutions that distribute justice can relate to these four types of culture in any organization. In this matter, the research has no particular implications introduced, thus one can make involvement and show its great aspect.

1.2. Conceptual Framework and Hypothesis

Instructors need to establish good learning environments, through which to elicit learning, motivation and teach learners to learn on their own, and understand how to learn by doing and do by learning. Our alumni had advantage in this matter; they do by learning and learn by doing. Teaching is also an activity that involves interpersonal interactions between the teacher, learner, requires that the data from primary sources are and language, which in turn changes the learning attitudes of learners, or the overall process by which teachers and students jointly share and explore accomplishments, achieving the objectives and ideals of education (Wen-Hwa & Feng-Ming, 2014). In the matter of language communication skills, overall youths have polite skills, but about the confrontation on their office, they just reject and it can implicate many mistakes.

Teachers with high efficacy tend to experiment with methods of teaching to meet their students' needs, spend more time planning, persist longer with students who struggle, and promote achievement, efficacy, and motivation in their students (Tobery-Nystrom, 2011). During the pandemic work loading got heightened and their learning made concentrate and catch up every possibilities. Data analysis in research reviews ordered, coded, categorized, and summarized into a unified and integrated conclusion about the research problem. The research design and hypotheses of primary studies need to be very similar, if not identical (Cooper, 1998). Organizational justice and organizational culture will influence job satisfaction through knowledge management and employee engagement. Three types of organizational justice are distributive justice, interactional justice and procedural justice.

The organizational culture affects the job satisfaction of the employees and it also changes their behaviors and attitudes.

OCTAPACE is a technique that can be used to measure the organizational culture (Naila & Nafees, 2019) Organizational culture includes ethics, values, beliefs, attitudes, norms, ethos, climate, environment, and culture. It can be characterized as consisting of Openness (O), Collaboration (C), Trust (T), Authenticity (A), Pro-action (P), Autonomy (A) Confrontation (C) and Experimentation (E). Therefore, OCTAPACE Profile to measure the organization's culture. The culture-related concepts also can be seen as multilevel concepts. "The first level of the core is the values, the second level concept is climate, the third level concept relates to environment.

- Openness: Openness is most important for effective teamwork collaboration.
- Confrontation: Confrontation helps to solve problems by team discussions.
- Trust: Trust is maintaining secrets or confidentiality.
- Authenticity: Authenticity is an important and critical aspect of teamwork environment.
- Proaction: It means preplanning or acting in advance to deal with an expected difficulty so that the organization is ready to meet future challenges.
- Autonomy: Autonomy supports and respects the individuals own space.
- Collaboration: Collaboration can be defined as individuals working together and contributes to problem-solving.
- Experimentation: Experimentation supports feedback for improving and developing of new product and methods.

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Satisfaction is a factor in the contribution to organizational success. Also, managerial skills to achieve success in organizations are one of the contributing factors to its effectiveness (Bayasgalan, 2015).

Hoppock (1935) defines initially the job satisfaction that describes the construct as being any number of psychological, physiological and environmental circumstances which leads a person to express satisfaction with their job (Hoppock, 1935). Therefore, our study begins with the discussion on job satisfaction to logically clarify the definition of job satisfaction.

Satisfaction has been used as an indicator of education quality and resides in a complex relationship of factors pertaining to students, educational institutions and organizations (Wimshurst & Allard, 2007). The nonprofit graduate education marketplace has a competitive field of offerings, and this study engages alumni from the "Law enforcement management" master degree program to help make sense of the value alumni attach to their skills in the organizations (Polk & Armstrong, 2001).

Our study explains how assessment of alumni's skills obtained through the learning outcome assessment of alumni's skills including communication, leadership, knowledge, managerial skills, and attitude towards work commitment, received a highly satisfactory rating on employers' satisfaction. The conceptual model of factors on student satisfaction is drawn in Figure 1.
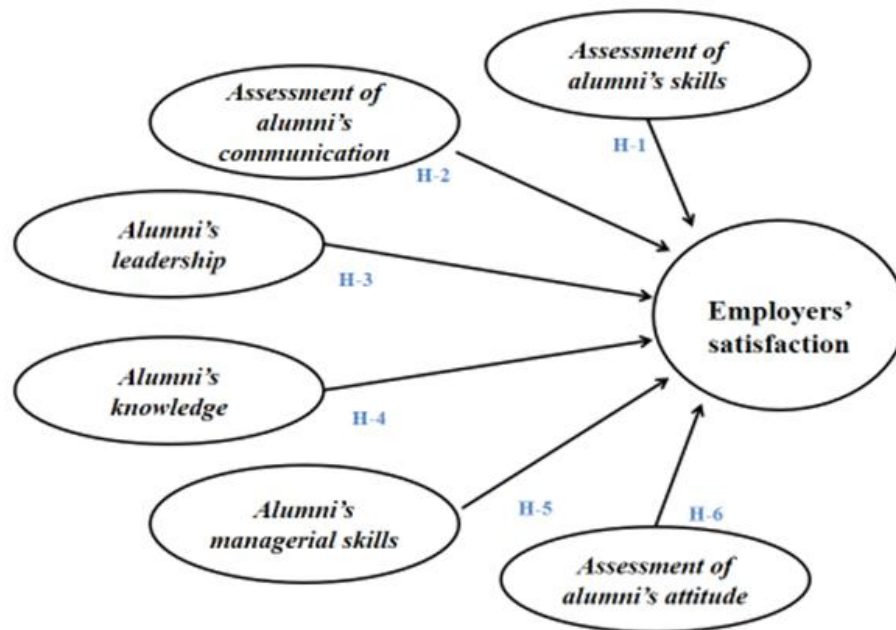
Figure-1. Conceptual models of factors on employers' satisfaction.

There are numerous theories attempting to explain employers' satisfaction, but three conceptual frameworks as content, process and situational theory seem to be more prominent in the literature. The employers who are worked in specific agency evaluated alumni's skills and other factors in our study and hypothesized as below:

H1: Assessment of alumni's skills will have a positive impact on employers' satisfaction.

H2: Assessment of alumni's communication will have a positive impact on employers' satisfaction.

H3: Alumni's leadership will have a positive impact on employers' satisfaction.

H4: Alumni's knowledge will have a positive impact on employers' satisfaction.

H5: Alumni's managerial skills will have a positive impact on employers' satisfaction.

H6: Assessment of alumni's attitude will have a positive impact on employers' satisfaction.

2. RESEARCH METHODOLOGY

Our study is causal research. The purpose of causal research is to find out the variables that might establish the cause-and effect relationships between the variables causing particular actions and responses. Cooper (1998) described that most causal research relies on designed experimentation and simulation programs (Watkins, 2018). There are many software programs used to process data analysis, including Statistical Package for the Social Sciences (SPSS), SmartPLS, SAS, STATPAK or Excel. The most popular program is the Statistical Package for the Social Sciences. In this study, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness. The internal reliability of each factor was assessed using Cronbach's alpha coefficient. This is followed by the

examination and presentation of the demographic profile of respondents using Descriptive Statistics. Our study was conducted to check the consistency of all related factors in the study based on Cronbach's Alpha value.

Firstly, descriptive analysis refers to the transformation of raw data into a form that would provide information to describe a set of factors in a situation that will make them easy to understand and interpret (Zikmund, 2000).

Secondly, the Cronbach Alpha testing will be used as it is the most well accepted reliability test tool applied by social researchers. Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability (Cronbach, 1946). Cronbach's measures:

1. Reliability less than 0.6 considered poor.

2. Reliability in the range 0.7 is considered to be acceptable.

3. Reliability more than 0.8 are considered to be good (Beehr, 1995)

Thirdly, in order to determine whether there are significant relationships among the independent variables and dependent variables, Pearson Correlation Coefficient analysis was being carried out. The scale model suggested by used to describe the relationship between the independent variables and the dependent variable, or as shown that 0.7 and above – very strong relationship, 0.50 to 0.69 – strong relationships, 0.30 to 0.49 – moderate relationship, 0.10 to 0.29 – low relationship, 0.01 to 0.09 – very low relationship. Multiple Regression Analysis were conducted to examine which, among the three dimensions in independent variables, was the most important in explaining the relationship (Toby Davies, 2014). SPSS and SmartPLS were used to test the relationships between variables.

Finally, we were conducted to examine Multiple Regression Analysis which, among the three dimensions in independent variables, was the most important in explaining the relationship with SmartPLS that was used to test the relationships between variables and factors (Stewart, Walk, & Kuenzi, 2021).

3. RESULTS

After the reliable online questionnaires were identified and the data analysis began. This section describes the demographic characteristics of the respondents. Totally 216 respondents evaluated the alumni of the ELA, University of Internal Affairs University, Mongolia.

Table-1. The general information.

The number of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	165	76.3%	76.3%	76.3%
	Female	51	23.6%	23.6%	23.6.%
	Total	216	100.0%	100.0%	100.0%

In results of structure analysis, the outer loadings of 4 items measuring of assessment of alumni's skills ranged from 0.915-0.924, Cronbach's alpha of 0.939, Composite reliability of 0.956, Average Variance Extracted was 0.845.The outer loadings of 4 items measuring of assessment of alumni's communication ranged from 0.895-0.900, Cronbach's alpha of 0.920, Composite reliability of 0.943, Average Variance Extracted was 0.806. The outer loadings of 3 items measuring alumni's leadership ranged from 0.867-0.944, Cronbach's alpha of 0.890, Composite reliability of 0.932, Average Variance Extracted was 0.819. The outer loadings of 4 items measuring alumni's knowledge ranged from 0.822-0.909, Cronbach's alpha of 0.900, Composite reliability of 0.930, Average Variance Extracted was 0.770. The outer loadings of 4 items measuring alumni's managerial skills ranged from 0.906-0.939, Cronbach's alpha of 0.938, Composite reliability of 0.956, Average Variance Extracted was 0.844. The outer loadings of 3 items measuring the assessment of alumni's attitude ranged from 0.945-0.974, Cronbach's alpha of 0.969, Composite reliability of 0.969, Average Variance Extracted was 0.912. The outer loadings of 5 items measuring the assessment of alumni's attitude ranged from 0.838-0.930, Cronbach's alpha of 0.937, Composite reliability of 0.952, Average Variance Extracted was 0.798 [Figure 2, Table 1].

Table-2. The list of items for each Construct of Students.

ITEMS	Codes	Factor analysis	Cronbach's Alpha	Composite reliability	Average variance extracted
Assessment of alumni's skills	SK-1	0.924	0.939	0.956	0.845
	SK-2	0.923			
	SK-3	0.915			
	SK-4	0.916			
Assessment of alumni's communication	CO-1	0.899	0.920	0.943	0.806
	CO-2	0.900			
	CO-3	0.895			
	CO-4	0.897			
Alumni's leadership	LE-1	0.867	0.890	0.932	0.819
	LE-2	0.903			
	LE-3	0.944			
Alumni's knowledge	KN-1	0.871	0.900	0.930	0.770
	KN-2	0.909			
	KN-3	0.906			
	KN-4	0.822			
Alumni's managerial skills	Skle-1	0.922	0.938	0.956	0.844
	Skle-2	0.906			
	Skle-3	0.939			
	Skle-4	0.906			
Assessment of alumni's attitude	AT-1	0.974	0.952	0.969	0.912
	AT-2	0.945			
	AT-3	0.946			
Employers' satisfaction	SAT-1	0.920	0.937	0.952	0.798
	SAT-2	0.909			
	SAT-3	0.930			
	SAT-4	0.866			
	SAT-5	0.838			

Noted: SK-assessment of alumni's skills, CO-assessment of alumni's communication, LE-Alumni's leadership, KN-Alumni's knowledge, SkLe-Alumni's managerial skills, AT-Assessment of alumni's attitude, SAT-Employers' satisfaction.

Figure-2. The result of Structure Analysis of Employers' satisfaction.

Noted: SK-assessment of alumni's skills, CO-assessment of alumni's communication, LE-alumni's leadership, KN-alumni's knowledge, SkLe-alumni's managerial skills, AT-assessment of alumni's attitude, SAT-Employers' satisfaction.
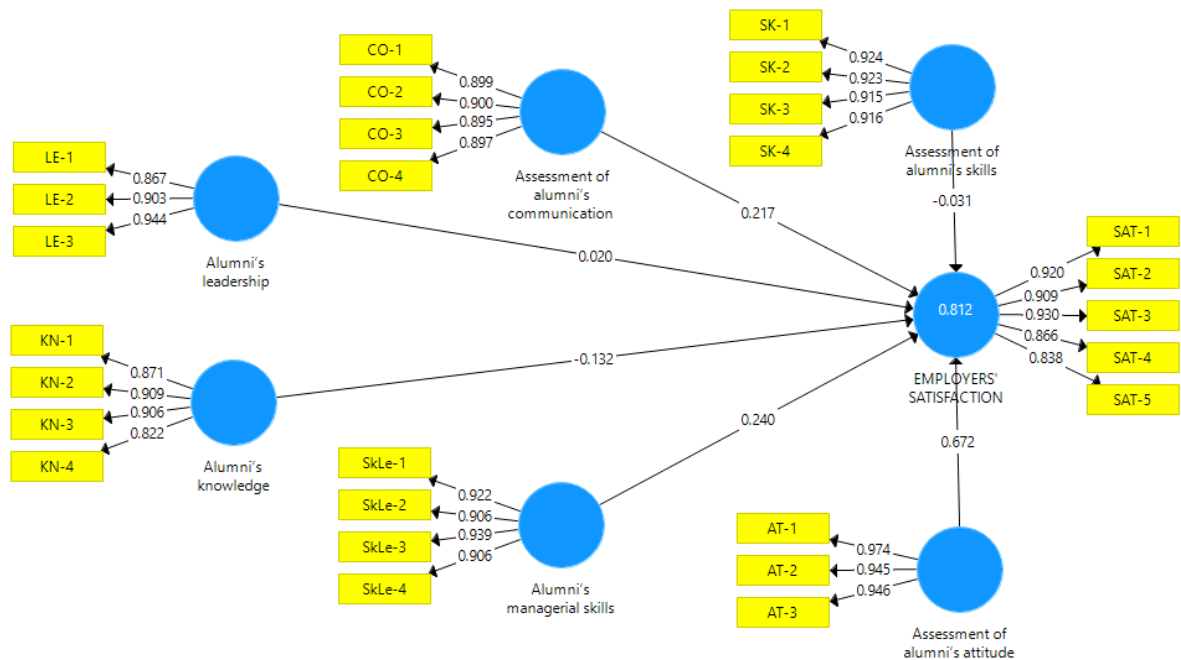
Table-3. Latent Variable Correlations analysis.

№	ITEMS	Employers' satisfaction	Alumni's managerial skills	Alumni's knowledge	Alumni's leadership	Assessment of alumni's skills	Assessment of alumni's attitude	Assessment of alumni's communication
1	Employers' satisfaction	0.893						
2	Alumni's managerial skills	0.519	0.905					
3	Alumni's knowledge	0.617	0.887	0.878				
4	Alumni's leadership	0.774	0.561	0.656	0.919			
5	Assessment of alumni's skills	0.614	0.876	0.876	0.638	0.919		
6	Assessment of alumni's attitude	0.876	0.465	0.603	0.742	0.578	0.955	
7	Assessment of alumni's communication	0.583	0.902	0.900	0.601	0.927	0.526	0.898

All latent variables in this survey had a highly significant constructed reliability and thus these measures indicated that the measurement model is reliable.

Table-4. Estimated Path Coefficients of alumni

Hypothesis	Standard Deviation	T Statistics	P Value	Results
H1: Assessment of alumni's skills will have a positive impact on employers' satisfaction.	0.135	0.228	0.820	No supported
H2: Assessment of alumni's communication will have a positive impact on employers' satisfaction.	0.165	1.319	0.188	No supported
H3: Alumni's leadership will have a positive impact on employers' satisfaction.	0.155	0.132	0.895	No supported
H4: Alumni's knowledge will have a positive impact on employers' satisfaction.	0.146	0.907	0.365	No supported
H5: Alumni's managerial skills will have a positive impact on employers' satisfaction.	0.090	2.674	0.008	Supported
H6: Assessment of alumni's attitude will have a positive impact on employers' satisfaction	0.094	7.180	0.000	Supported

As results, H1: Assessment of alumni's skill had not a positive impact on employers' satisfaction as P value was 0.820. H2: Assessment of alumni's communication had not a positive impact on employers' satisfaction as P value was 0.188. H3: Alumni's leadership had not a positive impact on employers' satisfaction as P value was 0.895. H4: Alumni's knowledge had not a positive impact on employers' satisfaction as P value was 0.365. H5: Alumni's managerial skills had a positive impact on employers' satisfaction as P value was 0.008 and H6: Assessment of alumni's attitude had a positive impact on employers' satisfaction as 0.000.

4. DISCUSSION

There are many scholars globally studying the relationship between employer's satisfaction on graduates from the educational institutions and alumni satisfaction on tertiary educational institutions.

This study scrutinized 6 hypotheses in our research. Two of them had related a positive relationship with employers' satisfaction such as alumni's managerial skills and alumni's attitude in our study. Nonetheless, there are four hypotheses that could not create a positive relationship between factors and employers' satisfaction.

Taking into account the limitation it indicated they need for a systematic analysis of the effectiveness of educational and management training, and the effectiveness of professional activities of graduates of educational institutions-the Executive Leadership Academy, the University of Internal Affairs, Mongolia.

The findings confirm a nuanced relationship between employer satisfaction and graduate competencies from the master degree in professional skills and law enforcement management degree respectively (Parinaz Farid, 2018). The analysis draws insights for graduate education program administrators and points to directions and needs for future research. Employers are satisfied with managerial skills and attitude. In this case, our alumni and academy can approach to other qualities.

First of all, it is skill issues. In order to improve skill, person can focus on doing any activity until the end, look at problem from every aspect and do even it is collaborative activity, and consult with the professor/senior/supervisor in case of difficulties. No confrontation means no time management. Knowledge and skill are the foremost and current achievement stipulation. This is the quality of leader. The evidence-based management practice process was used to identify the major impediment to Getting Work Done–assignment to multiple customers with simultaneous complex needs. Responses indicated that this 'best management practice' was effective in helping newly graduated alumni manage and handle multiple customers with simultaneous complex needs. A major avenue of resolution was perception of professional practice responsibilities as a series of complex, interrelated, adaptive systems. Perception and use of the principles of complexity science assists newly graduated alumni in mastering management dilemmas that inhibit professional practice. In many participating hospitals, plans are underway to expand this best practice to include input and perception exchange among experienced staff, managers and employer. Of the seven issues–delegations, autonomy, prioritization, alumni–employer collaboration, restoration of self-confidence through feedback, constructive conflict resolution and Getting Work Done–the last was identified as the issue of greatest concern and the only one for which interviewees could not identify effective program strategies/components. This absence of effective strategies is what generated this evidence-based management practice (EBMP) project. Evidence-based practice, a decision-making process originating with the medical profession to diagnose and treat illness/injury, has been adopted by nursing as an approach to practice improvement (Kramer et al., 2013).

In contrast to medicine, nursing matured as a profession within bureaucratic organizations (Sfantou et al., 2017). Although adaptation of the Iowa model put evidence-based practice into the context of practice improvement within an organization, it did not clearly address internal data that needs to be gathered or the extent to which internal data supports and clarifies issues and their relevance to the organization. This EBMP study is descriptive in design. It focuses on the management component of the clinical nurse role. Professional practice role is responsibility and accountability for providing care and managing clinical situations for multiple patients, simultaneously (Luthans, 2011).

"Fear of not making the 'right' decision when faced with competing needs/demands from several patients is what causes me to not feel good about myself as a professional nurse". An experienced intensive care unit (ICU) nurse, 14 years into her career, described this memorable experience occurring during her 1st year of practice.

In addition to negative feelings about self as a nurse, MP/SCs lead to decreased quality of patient care, nurse practice satisfaction and increased job turnover. It is also the number one cause of NLRNs leaving the profession during their 1st year of clinical practice. Nursing is the planned, scientific alteration in patients' internal and external environments enabling the laws of nature to act, thus facilitating the healing process (Kramer et al., 2013).

By combining Nightingale's definition with Donabedian (1988) structure–process–outcome paradigm, the IOM defines PNPE as an alterable medium in which structures and processes or practice are altered to improve quality of patient outcomes (Donabedian, 1988). What is the difference between professional practice models and care delivery systems? Newtonian and complexity science is reflected in systems of work organization. In all industrialized societies, there are basically two systems for organizing work: the part-task model and the whole-task model. In the first of these models a worker can be trained, usually in a relatively short amount of time, to perform a part of the whole task. This part-task model embraces values of efficiency, speed, accuracy and safety through repetitive performance of the same task by the same worker. The degree of resistance to the task is known and predictable.

This system has long been labeled the bureaucratic system of work largely because it requires at least one department whose major goal is to keep the system operating efficiently. The part-task, bureaucratic system is reductionist (i.e. the whole is broken down into discrete, measurable parts–departments–and the whole is equal to sum of parts). The professional system of work organization is not synonymous with the complexity science world view paradigm, but there are some parallels, specifically emphasis on 'whole-task' work, interconnection over fragmentation, relationships and interactions over solo performance, networks over hierarchy, and influence over control. Conversely, nursing's recent emphasis on outcomes over process is counter to complexity science's emphasis on direction over destination. These similarities and differences illustrate that, in this increasingly complex world in which we live and practice our profession, we need to search and reach for the best in both paradigms (Kramer et al., 2013).

They are recommended for use in analysis/differentiation of clinical reasoning and critical thinking. In addition to marked differences in hospital environments and nurse practice conditions in 1974 and today, the above scenario also shows the lessening dominance of Newtonian linear thinking in decision making: care for 19 patients is more important than care for one patient and the dinner cart was needed to serve food to patients on other units. In the above reference, it is also noted that new graduates indicated that they would get better performance ratings from the supervisor if they got the food served and the dinner cart returned (Papp, 2014).

Based on results from this EBMP study, the authors conclude that this class has considerable potential as a best management practice for resolving the MP/SC issue frequently cited as NLRNs' major problem in Getting Work Done. Evidence indicates a reduction in NLRNs' negative feelings about consequences of their MP/SC decisions and there was an increase in collaboration with other disciplines after the class discussion. Systems and complexity-science and its applicability to management of complex systems are introduced (Changing our lens: seeing the chaos of professional practice as complexity MARLENE KRAMER PhD, RN, MSN, FAAN 1)

After all, communication skills, as one has good language skills, it means full concentration on the main problem and good solution execution. Now alumni have good attitude and it can lead his effort to personalize programs or apps to himself in order to be useful at work.

Only good managerial skills mean higher cost. As there are many problems and necessities around, if we don't execute everything on time, good managerial skill can lead others to failure. After good skills accomplished together with alumni effort and good attitude, and long-time experience in the future, it can lead to success. About the employer satisfaction first of all employee has certain quantity of competencies. It can be counted in further studies for work to be done. Plus one can have better idea after the perception from above that the public service is almost similar to personal support. And then there are other aspects in satisfaction like if the whole consumers are satisfied and in turn they contact more when there is demand.

First, the effect of owner-franchisee's satisfaction on customer satisfaction is fully mediated by front-line employee satisfaction. Thus, managers of a service outlet can strongly impact the satisfaction and behavioral intentions of their customer base, even without direct contact with them.

Second, the link between customer satisfaction and purchase intention is moderated by employee satisfaction at an outlet. The link between customer satisfaction and customer purchase intentions is almost twice as strong when employees are satisfied than when they are not. Thus, there is a "double positive effect:" not only does higher employee satisfaction at an outlet directly lead to higher customer satisfaction but it also indirectly strengthens the association between customer satisfaction and their repurchase intentions (Evanschitzky, Groening, Mittal, & Wunderlich, 2011).

In its inception, hyper learning can be designed to:
- Increase learning effectiveness.
- Increase classroom environment.
- Address student differences in learning style.

- Address differences in student development level.
- Increase team-building skill development into the curriculum.
- /Student, Alumni, Employer Satisfaction to a collaborative learning approach /Frank Butler, Rebecca Whitehead 2001 Frontiers in Education.

5. CONCLUSION

The study was the pioneer attempt to examine the effectiveness of the law enforcement management training for the first time since its establishment. In the academic year of 2020-2021, this study collected and delivered online-form- questionnaire with an official inquiry that requested quantitative and qualitative surveys. In the survey, the administrators of the law enforcement agencies and organizations evaluated the knowledge of management, communication, leadership skills and attitudes of the graduates from the "Law Enforcement Management" master's degree curriculum in accordance with the organization's satisfaction.

Moreover, the study attempted to explore employer's needs in modern management competencies which the program will provide through the updated curriculum including system thinking, analysis of a wide range of social policies and programs, decision-making in emergencies, leadership skills in organizations. Therefore, the research result reveals that there is a need to provide innovative and critical thinking, and increase the number of practical training hours and update curriculum for the needs of the organizations demand and modern workplace.

Overall, the study and survey from the law enforcement organizations reveals their satisfaction on alumni is high but illustrates the number of suggestions to curriculum improvement that all are for the effectiveness of the leadership training of law enforcement. Eventually, this program might be unique in ways when compared with other nonprofit organizations management education in Mongolia, and future comparisons might reveal important similarities and differences across nations. Nevertheless, the evidence was sufficient to draw conclusions about the effectiveness of the "Law Enforcement Management" master degree curriculum of the Executive Leadership Academy, University of Internal affairs, Mongolia.

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