

Mid-Level Procurement Manager Leader Development: A Collective Case Study

by

Douglas G. Veatch

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Liberty University

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Abstract

The development of high-performing employees with the potential to assume leadership roles remains a vital exercise for organizations. Public and private sector organizations of all sizes have implemented programs focused on developing the next generation of leaders. The researcher explored the issue of how a national service industry organization is experiencing varied levels of success of leader development in the case of geographically dispersed mid-level procurement managers in the trucking logistics group. Guided by elements of successful leader development programs, the purpose of this collective qualitative case study was to discover the common issues and factors that lead to success or failure in the application of leader development programs. The study was primarily informed by structured participant interviews with current managers and potential successors across multiple offices within the group. Organizational artifacts were reviewed, and member checking was conducted for validation and to establish reliability. The findings of the study suggested that the leadership style of the manager was an important component of leader development programs. Organizations may benefit from implementing practices that encourage servant and visionary leadership behaviors in current and future managers as a means to cascade the positive effects of these styles throughout the organization. Further, there is a similarity between the servant leadership style demonstrated by Jesus and the outcome on His disciples, and that of applying a servant leader approach to developing next generation leaders in organizations.

Dedication

This project is dedicated to the love of my life, my understanding and supportive wife Lisa. This journey would not have been possible without her constant support and encouragement. I further want to dedicate this project to my children Zachary and Allison, for making all those trips down the stairs to my office to bring me hugs. I could not have succeeded without all of their encouragement and love.

Acknowledgments

It would be difficult to acknowledge everyone who has played a part in providing support and encouragement as I have worked to complete this project. However, I would like to thank those who have been at the forefront. First and foremost, I would like to thank my Lord and Savior Jesus Christ, who through his sacrificial death, burial, and resurrection, has offered us all a personal relationship and life eternal. Next, I would like to thank my wife Lisa, and kids, Zachary and Allison, who have sacrificed so much to provide me with the time, support, encouragement, and love that I needed to complete this degree. Finally, I would like to thank my parents, David and Darlene Veatch, for teaching me what is most important in life, and my in-laws, Dr. Walter and Gail Jandrasits, for always believing in me.

Table of Contents

List of Tables	v
List of Figures	vi
Section 1: Foundation of the Study.....	1
Background of the Problem	1
Problem Statement	3
Purpose Statement.....	4
Nature of the Study	5
Research Question	7
Conceptual Framework.....	8
Definition of Terms.....	10
Assumptions, Limitations, and Delimitations.....	11
Assumptions.....	11
Limitations	13
Delimitations.....	13
Significance of the Study	14
Reduction of Gaps.....	14
Implications for Biblical Integration.....	15
Relationship to Field of Study	16
A Review of the Professional and Academic Literature.....	17
Leader Development.....	18
The Scope of Leader Development Programs	19

Identifying Leaders	21
Leader Competencies.....	21
Self-Development	24
Organizational Environment.....	25
Leadership in Context.....	25
Job Assignments	26
Mentoring.....	27
Employee Engagement	29
Ethics	30
Leadership Theories.....	30
Transactional.....	31
Transformational Leadership.....	33
Goleman’s Six Leadership Styles	37
Pacesetting	37
Commanding.....	38
Democratic	39
Affiliative.....	40
Coaching	41
Visionary.....	42
Servant Leadership.....	43
Emotional Healing	45
Creating Value for the Community.....	46

Conceptual Skills	47
Empowering.....	47
Helping Subordinates Grow and Succeed.....	48
Putting Subordinates First.....	49
Behaving Ethically.....	49
Comparison of Transformational and Servant Leadership Styles	50
Summary of Styles Elements Contributing to Leader Development.....	52
Self-Development	53
Conclusion	55
Transition and Summary.....	56
Section 2: The Project.....	58
Purpose Statement.....	58
Role of the Researcher	59
Participants.....	61
Research Method and Design	62
Method	63
Research Design.....	65
Population and Sampling	66
Data Collection	68
Instruments.....	69
Data Collection Technique	71
Data Organization Techniques.....	72

Data Analysis Technique	74
Reliability and Validity.....	75
Reliability.....	75
Validity	76
Transition and Summary.....	77
Section 3: Application to Professional Practice and Implications for Change	79
Overview of Study	79
Presentation of the Findings.....	81
Theme 1: Leadership Training and Development	82
Theme 2: Demonstration of Leadership	87
Theme 3: Managerial Leadership Styles.....	90
Theme 4: Self-Development.....	96
Applications to Professional Practice	101
Recommendations for Action	104
Recommendations for Further Study	106
Reflections	107
Summary and Study Conclusions	108
References.....	110
Appendix A: Interview Questions for Potential Successors	125
Appendix B: Interview Questions for Current Managers	126

List of Tables

Table 1. Collective Case Study Results by Theme 99

List of Figures

Figure 1. Conceptual framework8

Section 1: Foundation of the Study

As organizations seek to gain competitive advantage through the strategic management of human resources, the identification and development of high-performing employees with the potential to assume leadership roles becomes increasingly vital. According to Kotter (1996), promotion criteria, succession decisions and developing the next generation of leaders is critical to maintaining success. Public and private sector organizations of all sizes have implemented programs focused on developing succession leadership. To provide a means to evaluate the implications of the applied practice, the field of leader development has come to the forefront of theory building and research over the past decade (Day, Fleenor, Atwater, Sturm, & McKee, 2014). With the advances in the field producing new theories, frameworks, and concepts, leader development continues to evolve as firms seek to overcome the challenges and complexities facing twenty-first century organizations (O'Connell, 2014).

Background of the Problem

Researchers define leadership traits and styles from a variety of different viewpoints. Northouse (2007) provides a summary of several of the more popular approaches and theories including the skills approach, styles approach, contingency theory, leader-member exchange theory, and path-goal theory. Some have espoused leadership styles such as visionary, affiliative, democratic, and commanding (Goleman, Boyatzis, & McKee, 2002) while others have written about servant leadership (Blanchard & Hodges, 2005; Greenleaf, Frick, & Spears, 1996). Various leadership styles, such as transformational, dynamic, and charismatic, are considered catalysts for organizational

achievement, and have often been used to engender success. Alternatively, Collins (2001) suggests it is leadership, blended with humility and drive, that results in successful transformation. No matter the stylistic differences, or varied definitions, leadership remains at the forefront of successful organizations.

Day (2001) notes that building leadership capacity collectively and at the individual level of the organization is necessary for innovation. Boaden (2006) demonstrated that the link between leader development and organizational success could not be understated. To that end, companies continue to invest significant resources into leader development through formal and informal training programs (Hirst, Mann, Bain, Priola-Merlo, & Richver, 2004). These programs may include classroom training, or provide development through work assignments and self-directed learning opportunities (Boyce, Zaccaro, & Wisecarver, 2010; Cacioppe, 1998). The goal is to increase the knowledge, skills, and abilities for individuals to apply to interpersonal communications that focus on change management and teambuilding (Murphy & Johnson, 2011).

The importance of identifying future leaders and providing necessary development opportunities is paramount to success. However, the effectiveness of training programs and development experiences depends, in part, on the organizational conditions that impact the application of what is being learned (Yukl, 2006). Day et al. (2014) suggests that it takes time for leadership behavior to manifest after reaching the conceptual understanding. Creating the right conditions for success, especially at the middle levels of management, can be difficult. For example, the Harvard Business Review Analytic Services (HBR, 2014), conducted a study and argued that most

organizations believe frontline managers are not offered sufficient development programs, executive support, or requisite tools. Because mid-level leaders can no longer support menial tasks, but must be leveraged to respond to shifting demands in the workplace, they must be given sufficient time and resources to succeed (Johnson, 2009).

Through this study, the researcher will consider the leader development efficacy in a national service industry organization. The structure of the supply management group of the organization uses a commodity management center approach. The trucking logistics commodity management center consists of four geographically dispersed purchase teams; each having a manager, team leaders, and two sub-levels of purchasing specialists. This hierarchal design provides the ability for a specialist to progress naturally through multiple levels as he gains more experience. Additionally, potential successors at the team leader level participate in training and workplace learning intended to improve leadership skills.

Problem Statement

The researcher explored the issue of how a national service industry organization is experiencing varied levels of success of leader development in the case of geographically dispersed mid-level procurement managers in the trucking logistics group. The prevalence and frequency with which organizations report disappointing achievements at the middle levels regarding the development and evaluation of managerial talent emphasize the need for improvement in these areas (Gilley, Gilley, Ambort-Clark, & Marion, 2014). Priestland and Hanig (2005) also suggest that managers at this level experience unfulfilled potential resulting from a lack of focus or poor training

programs, causing organizations to lose opportunities for greater achievement. Within the subject firm, identified successors have not demonstrated the expected levels of leader acumen.

Organizational practices that may include formal training programs, mentoring, coaching, 360-degree feedback, job assignments, and action learning can contribute to successful leader development programs (Day et al., 2014). Although the organization employs several of these concepts, they have only led to demonstrative success within one of the teams. Further, contextual factors, individual experiences, and self-development have been found to lead to more effective leader development (McDermott, Kidney, & Flood, 2011; O'Connell, 2014). Aside from geographical location, the four teams have comparable position levels and workload concerns. The hierarchal design provides for analogous experiences across teams, and structured learning opportunities exist indiscriminately across the organization. The focus of this study is to examine the leader development efforts employed within the supply management organization to identify differences between the successful group and unsuccessful groups, and incongruence between the literature and practical application.

Purpose Statement

The purpose of this collective qualitative case study is to discover the common issues and factors that lead to success or failure in the application of leader development programs. Leader development warrants scholarly attention due to the complexity that goes beyond previous studies in the general field of leadership (Day et al., 2014). This study provides visibility into the practical aspects of application within the overall

perspective of previous theory-building research. The discussion of the results of the case provides insight into the effects of various leadership styles employed by managers on the ability of team members to demonstrate the necessary leadership acumen to ascend to higher levels of the organization. Further, the results of the case study contribute to the literature by examining the relevance of closing the gap between organizational leader development programs, managerial interventions, and personal development initiatives.

Nature of the Study

The researcher selected a collective case study design for this qualitative study to discover the implementation and effectiveness levels of leader development activities across geographically dispersed work units. The study includes a variety of instruments and artifacts presented to gain insights into the application and efficacy of the leader development tools, organizational interventions, and personal development activities that are occurring. A qualitative method was appropriate in this instance because it provides for the exploration of the case through multiple lenses to garner understanding (Baxter & Jack, 2008). The nature of the observations, forms of data collected, and method of data analysis support the qualitative approach to this study. Because the observations cannot be made in a controlled environment, and the data collection methods are imprecise (e.g. interviews), quantitative analysis would be inappropriate for this study (Creswell, 2009). Instead, the reliance on human perceptions (Stake, 2010) and the importance of including contextual conditions (Yin, 2012), align with a qualitative approach. In addition, the limited sample size of the current study, bounded by firm and locations, restricts the rigor

needed for more advanced quantitative analysis that would support a mixed method study (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007).

Within the field of qualitative research, the researcher selected the case study above the approaches of phenomenological, grounded theory, ethnography, and historical research. By definition, historical and ethnographic research do not suit the nature of the current study because it does not focus on historical events; nor does it purport to consider the characteristics of a particular culture (Creswell, 2013). Because a phenomenological study tends to have a focus on the reactions or experiences of people to a stated event (Creswell, 2013), as opposed to exploring the systems context of the event, the data is often not generalizable, or effective for practitioners; thus limiting the usefulness of this approach. Finally, the researcher selected the case study over the grounded theory approach, as the latter approach requires testing of propositions to develop a theory (Creswell, 2013). The study, as designed, is limited to evaluating responses to consider the effectiveness of current practices.

The collective design is selected over the different various other types of case study designs based upon the method and scope of the study. According to Yin (2009), the collective case study provides the opportunity to address contemporary issues in a real-life context. Stake (2010) supports using collective case studies where multiple cases with a similar nature are considered. Although Baxter and Jack (2008) recommend using a holistic single case study with embedded units for comparing results of sub-units within a similar context, they quickly point out that in context supports a collective case study design. Although the units of the current research are within one organization, the

geographical variance may influence the results. Further, one of the elements of the research design is to address context as a potential contributor to dissimilarity between results.

Research Question

Within this project, the researcher explores the factors that lead to successful leader development at the mid-level manager level within a subset of supply management of one firm. The central research question explored within the context of the case being how organizational and managerial interventions, along with personal development efforts contribute to effective leader development. Several sub-questions provide context guide the study.

Hirst et al. (2004), suggest that attending training courses does not guarantee the application of acquired skills upon returning to the work environment. However, organizations expect return on investment from training efforts. The first sub-question addressed is, in the instances of comparable levels of training and experience, how are potential successors demonstrating different levels of leadership acumen? A paragraph should have min. 3 sentences

The researcher will provide additional context relative to the literature on leader development. Previous study results have concluded that the work environment is critical to fostering leadership behaviors. Popper (2005) identifies role modeling for managers of leader development program graduates, Howard and Irving (2014), iterate the importance of providing relevant experiences and work assignments to leadership candidates, and Day et al. (2014), stress facilitative organizational behavior as one of the landmarks of a

successful program. The second sub-question addressed is, how has the leadership style of the manager influenced the leader development of the candidate?

Finally, the study will address the efficacy of self-development in producing desired leader behaviors. Earlier research identified self-development as a precursor to demonstrating a strong base of leadership competencies (O'Connell, 2014; Quintana, Ruiz, & Vila (2014). Accordingly, the final sub-question addressed is, how have candidate self-development efforts advanced demonstrative leader behavior?

Conceptual Framework

The fields of leadership and leader development have benefited from extensive research over the past four decades. The researcher's goal through this present study is to elaborate on previous literature by examining the relationships between leadership programs, managerial leadership styles, and personal development activities, on the furtherance of successor preparedness. The visual depiction of the framework of the study in Figure 1 identifies points of primary focus and provides a conceptualization of contributory elements.

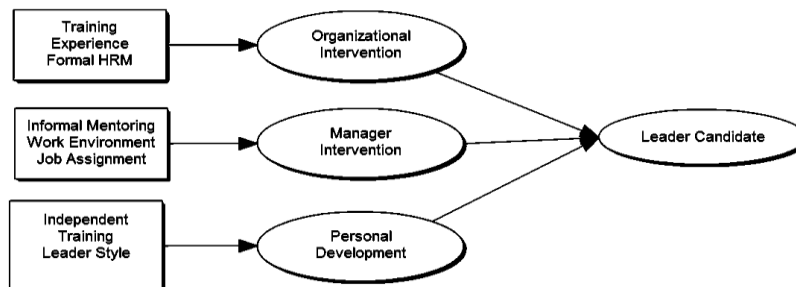


Figure 1. Conceptual Framework

Because the researcher included a focus on managerial intervention, the relevant literature on leadership informs the present research. Included in the discussion are the leadership continuum espoused by Bass (2007), Goleman's (2002) six leadership styles, and Greenleaf's (1970) model of servant leadership. These three leadership theories provide a robust field of study from which to consider the impact of managerial interventions on the development of leader candidates.

Beginning with the leadership continuum, Bass (2007) suggests that transactional and transformation leadership styles exist on one continuum and may be applied situationally. In the case of transactional leadership, Avolio and Bass (2002) point to one of the two factors that must be present for this style to be effective: reward or discipline. Conversely, transformational leadership, as noted by Northouse (2007), employs concepts that include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within the study, the elements of transactional and transformational styles provide clarity in application as a managerial intervention that may or may not lead to improved demonstrative leader acumen among candidates.

Goleman, Boyatzis, and McKee (2002) suggest that the classifications they list within the six leadership styles provide insight into the causal links between style and outcome. Beginning with pacesetter, and ending with visionary, the relationship of these styles to potential outcomes is well established. Within the current study, the elements of the six styles are especially relevant as the organization within which the

participants work utilize this framework in the leader development courses. Participants will likely consider these styles in their responses.

Servant leadership theory provides the basis for exploring the interaction between leader behavior and subordinate needs. The emphasis of servant leadership places serving the needs of subordinates as the primary role of leadership (Irving, 2013). When leaders exhibit servant leadership traits, they focus on the individual success of their employees for the benefit of the organization (Beck, 2014). These leaders espouse teamwork and involve subordinates in decision-making (Greenleaf, Frick, & Spears, 1996). This propensity to foster collaboration and engagement within the organization is ideal for positively influencing the environment, and for enabling potential successors to further develop the required leader acumen. Accordingly, as the general premise of this study considers the impact of leadership style of the manager on the development of the potential successor, the transactional-transformational continuum, Goleman's six styles, and servant leadership theory provide the appropriate framework for the case.

Definition of Terms

Definitions for the following terms are provided as a point of reference for interpretation within the study:

Leader Development: Leader development is the process by which individuals in leadership positions are encouraged to become more effective through changes in perceptions, motivations, competencies, and behaviors (Harms, Spain, & Hannah, 2011). Leader development, as opposed to leadership development, places the focus on the

process of developing individual leaders, as opposed to multiple stakeholders in a leader/follower group (Day et al., 2014).

Manager Intervention: Manager Intervention is any action, formal or informal, on the part of the manager that results in leader development. This may include, but is not limited to, mentoring, coaching, empowerment, or applied leadership style.

Organizational Intervention: Organizational Intervention is any intentional action on the part of an organization to provide developmental opportunities that include building skills, identifying methods for improvement, and increasing self-awareness (Van Velsor, McCauley, & Ruderman, 2010)

Self-Development: Self-development is the action taken by a leader to assume primary responsibility for his own growth by determining which knowledge and skills he needs, and identifying and pursuing the learning experiences that will best provide development in those areas (Orvis & Ratwani, 2010).

Assumptions, Limitations, and Delimitations

Assumptions

The point of emphasis of this case study is on leader development efforts. Accordingly, several assumptions are elemental to the study. First, although the participants are from geographically dispersed units, the backgrounds of the individuals are assumed to be equal. That is to say, all have graduated with an undergraduate degree at minimum, have been working in supply management for at least seven years, and have similar experiences working in the commodity. In addition, the researcher assumes that all participants have the same motivation for upward mobility. In essence, all are

technically qualified and interested in future promotions. The clear risk of this assumption is equating all education, base experience, and desire for upward mobility. Each of these categories contains significant variability. For instance, several of the subjects may have some graduate education, or significantly more than 5 years in the commodity group. The researcher has noted any substantial disparity between the subjects' backgrounds and the research assumption.

Secondly, all of the managers support leader development efforts of the organization and have an interest in developing members of the staff. In some instances, the current manager did not select the staff members and potential successors. The determination of whether the current manager would have hired or promoted the staff is beyond the scope of this study. Thus, it is appropriate for the case to assume candidates were suitable for promotion to their current positions. The risks associated with this assumption may be significant as they can affect the commitment of the current manager to participate in the further development of the candidate. In addition, the selection process may not have included a pool of qualified applicants. Since the current research is attempting to examine the issue of current successors not demonstrating the necessary leadership skills for upward mobility within the firm, the problem may be institutional and affect the qualifications of candidates for the successor roles. To mitigate the risks associated with this assumption, interviews with the current managers will include questions related to attitude toward current staff members.

The final assumption is the consistent application of policies and procedures across the organization. With four work units spread geographically throughout the

country, there is a risk of inconsistencies in the interpretation and application of personnel policies. The nuances of these differences fall outside of the scope of the study. Of the assumptions, this carries the least amount of risk to the study. Many of the policies guide transactional efforts and have minimal impact on leader development.

Limitations

As with any qualitative study, there are certain intrinsic limitations. The primary limitations in this research are the size and scope of the study. By restricting the size of the research group, the researcher was unable to provide sufficient artifacts to prove causation or confirm association between concepts. The small sample also precluded generalization across industries where culture and environment may differ substantially.

Further, the researcher could not mitigate the assumptions and variability of constraints without extensive observation, testing, and evaluation, which is beyond the scope of the present study. Candidate personality traits and impacts of organizational subcultures can have an impact on the topic of study, but fall outside of the scope. As such, the implications of these elements provide a limitation due to a narrow scope that does not consider these factors.

Delimitations

Various fields of study intersect with the research. Examples include strategic human resource planning, succession planning, employee motivation, employee engagement, and strategic supply management. These topics may be briefly touched upon as appropriate in the study; however, they are outside the primary scope of leader development. Only those candidates identified as potential successors within the trucking

logistics commodity management center within the subject organization are included within the bounds of the study. The researcher further bounded the scope to include only leader development activities within that organization. Consideration of personality traits and leadership styles are included only to the extent that they contribute to the environment that influences leader development.

Significance of the Study

Reduction of Gaps

Although substantive literature argues for the benefits of leader development programs, the return on investment from such programs is a constant concern (Day & Sin, 2011). Best practices that include strategies and tools for guiding the development of leaders abound in contemporary business literature. Yet, the issue with quantifying results remains. Boaden (2006) suggests a gap exists between aspiration and achievement of leader development programs. Cacioppe (1998) further suggests that failing to provide the appropriate environment that enables leader development program graduates to utilize newly acquired skills, will result in the forfeiture of the potential benefits associated from the expense of sending the candidate through the program. The researcher in this present study partly filled the gap by identifying differences between successful and unsuccessful development within the same organization. By examining the varied results of leader development, the researcher was able to suggest contributory elements that link aspiration and achievement. Further, the researcher was able to seek understanding of the differences between environment and achievement because the subjects of the study were not currently participating in a formal training program.

Implications for Biblical Integration

Leader development is a recurring theme within scriptural context. The leader-follower dyads of Moses and Aaron, Elijah and Elisha, Saul and David, and Paul and Timothy all offer lessons on leadership style and succession. However, the dyad of Jesus and Peter provides a strong basis for the leader's style influencing the readiness of the follower to assume greater responsibility.

Jesus provides the greatest leadership role model example in history (Blanchard & Hodges, 2005). His leadership style contains elements of compassion, integrity, foresight, and commitment to His followers. This style had a profound impact on the preparedness of Peter to assume a leadership role upon Jesus' ascension.

Matthew 14: 28-32 is one of the primary examples of the impacts of Jesus' leadership style on succession:

And Peter answered Him and said, "Lord, if it is You, command me to come to You on the water." So He said, "Come". And when Peter had come down out of the boat, he walked on the water to go to Jesus. But when he saw that the wind was boisterous, he was afraid; and beginning to sink he cried out, saying, "Lord, save me!" And immediately Jesus stretched out His hand and caught him, and said to him, "O you of little faith, why did you doubt?" (NKJV)

In this example, Jesus was demonstrating the benefits of having developed a trust relationship with His followers. Peter believed he was ready to step out in faith based on the character of Christ that he had experienced through his interactions with Jesus. The story, however, demonstrates that Peter still required growth before donning the mantel

of leadership. Jesus recognized this and continued to demonstrate a leadership style that would offer that development opportunity to Peter.

As Peter continued to follow Jesus and learn from Him, he also continued to experience failures. Although he denied he knew Jesus 3 times (Luke 22: 61-62, NKJV), Peter leaned on lessons learned from Jesus leadership style when offered the opportunity for redemption. In John 21, as they sat eating breakfast by the sea, Jesus gives Peter the opportunity to demonstrate that he is ready to become a leader. When Jesus is satisfied with Peter's responses, He confirms that Peter was ready: "Jesus said to him, "Feed My sheep." (John 21:17, NKJV). Peter became one of the strongest leaders in Scripture.

This example from scripture of leader development provides a basis for examining and understanding the importance of the relationship within the leader-follower dyad. Although the biblical context may be unique, the structure and goal of the interactions and relationships are complimentary to the study. The outcome of the interaction further provides demonstrative evidence of the benefits of leader intervention in the leader training of the successor.

Relationship to Field of Study

The researcher approached the concept of leadership styles and impacts from multiple perspectives. First, the identification of leadership styles within the target group permitted the exploration of multiple leadership theories in practice. Second, the implications of the study tended toward furthering the understanding of leader development. Because the study did not examine the benefits of any particular theory or

approach, but instead explored the relationship of various theories on a specific outcome, the project relates to the general study of leadership.

A Review of the Professional and Academic Literature

The focus of this study was to examine leader development efforts within an organization to identify differences between successful and unsuccessful groups, and determine incongruence between the literature and practical application. The central research question explored within the context of the case being how organizational and managerial interventions, along with personal development efforts, contribute to effective leader development. Accordingly, the literature most closely associated with leader development programs, the manager's role in creating the culture of development, and the candidate's role in self-development addresses the conceptual framework of the study. The three research sub-questions provide the organization for the literature review.

The role of leader development programs in the literature addresses the first question, *in the instances of comparable levels of training and experience, how are potential successors demonstrating different levels of leadership acumen?* The review provides consensus points, and dissenting studies, to detect the importance these programs may have on candidate development. Specific to the study, where participants note elements of participation, this section informs the study relative to any gaps identified between the literature and practice.

To address the second question, *how has the leadership style of the manager influenced the leader development of the candidate?* the researcher will provide a review

of the leadership style models that inform the study. Specifically, the literature presented includes styles associated with the Transactional/Transformational style continuum (Bass & Avolio, 1990), six leadership styles (Goleman, 2002), and servant leadership (Greenleaf, 1970). Similar to the research on leadership development programs, this review provides background to examine the role of the manager's leadership style on candidate development. To that end, the elements of each style are broken down based on the available literature to identify those that contribute to leader development. Additionally, the researcher presents a summary comparison of the three styles.

The final question of, *how have candidate self-development efforts advanced demonstrative leader behavior*, will be framed with literature identifying the relationship of self-development and candidate achievement. As indicated in the theoretical framework, the combination of leader development programs, managerial interactions, and personal initiative contribute to the identification and development of organizational leaders. Personal initiative, or self-development, is necessary for a leader to master the skills needed to lead, and to develop a deeper understanding of oneself as a leader (Boyace, Zaccaro, & Wisecarver, 2010). Accordingly, the review of the research includes the elements of self-development that contribute to leader development.

Leader Development

The prevailing literature on leader development reveals a focus on how to select leader candidates, the impact that leader development programs may have on success, and the importance of creating the appropriate organizational culture to enable demonstrable acumen. Each of these are of importance to the current research as a

survey conducted through the Harvard Business Review (2014) suggested that training and development programs for non-executive managers were lacking in most organizations; and that evidence supports improvements in leadership competencies, and selecting and developing talent, are necessary to meet increasing job demands.

On the surface, leader development relates to providing knowledge and experience to potential candidates for upward mobility within a firm. As managers begin to ascend to higher levels within the organization, it is vital that they acquire the strategic and business skills to build upon inherent social and cognitive skills to guide the strategic direction of the firm (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Harms, Spain, and Hannah (2011), describe the concept as encouraging individuals in leadership positions to be more effective through changes in perceptions, motivations, competencies, and behaviors. Leader development, as opposed to leadership development, places the focus on the process of developing individual leaders, as opposed to multiple stakeholders in a leader/follower group (Day et al., 2014). In preparing these candidates for greater leadership roles, organizations provide developmental opportunities that include building skills, identifying methods for improvement, and increasing self-awareness (Van Velsor, McCauly, & Ruderman, 2010).

The Scope of Leader Development Programs

Leader development requires a holistic approach that engages multiple facets of any organization. Early literature suggested that at the basic level, course development and successful candidate identification were sufficient to have positive outcomes for the organization (Klagge, 1996). More recently, Howard and Irving (2014) noted that

significant antecedents to successful leader development programs include increasing the responsibility of the candidate, participation in projects requiring change implementation, formal training courses, rotational job assignments, interaction with organizational stakeholders and senior leadership, mentoring, and coaching. To obtain the full benefit of leader development within the organization, the emphasis must be on the collective activities that contribute to the success of the program, such as human and social capital development as a reinforcement of formal training (McDermott, Kidney, & Flood, 2011).

Popper (2005) agrees that attempts to confine the leadership development process to courses and supplement training events limits the opportunity for continuous improvement that takes place through the experience and vicarious learning that naturally occurs over a broad range throughout organizations. Goldman, Wesner, Plack, Manikoth, and Haywood (2014) further suggest that informal knowledge transfer from program graduates occurs within group work environments, enhancing the benefits by permitting candidates to apply approaches and techniques they have learned, and thus cascading further development throughout the organization. Thus, anyone who is directly involved with developing potential leaders within a firm should be ensuring that relevant work experiences and job assignments, especially those with historical developmental benefits, be included in the training and development process (Howard & Irving, 2014). Day (2001) agrees and places the highest magnitude of importance on identifying and providing challenges to candidates, with the appropriate level of support, through which they can benefit through developmental experiences. This organization-wide approach to providing opportunities requires eliciting the buy-in of managers and employees, and

includes interaction among different corporate functions, across multiple departments, and with various levels of management (Denton, 1994). The scope of any fully mature leader development program will include a network that includes training, challenging work, feedback, organizational immersion, and mentoring or coaching.

Identifying Leaders

Hiring and retaining top talent is a constant focus in human resource management strategy. However, developing the leadership skills of those already within the organization remains a cross-functional effort that requires significant attention. It is imperative that managers be more aware of the leadership competencies possessed by candidates in the recruitment process of filling job vacancies, and when assigning work to the employees within the organization (Quintana, Ruiz, & Vila, 2014). Identifying potential leaders is the primary challenge to ensuring sufficient successors are available to ascend the leadership ranks of the organization. Shuler and Jackson (2014) reinforce the importance of human resources strategist to use global talent management and succession planning programs to build a committed team of gifted managers who are dedicated to remaining with the organization, transferring knowledge and experience to others, and developing the mindset necessary to lead at senior levels. Recent literature points to candidate disposition and competency evaluation as key elements to identifying future leaders.

Leader Competencies

The basis of identifying the best candidates for leadership has been speculative at best. Day, Fleenor, Atwater, Sturm, and McKee (2014) observed that the theories

guiding leader development through the years follow both personality and behavioral based approaches, with neither side emerging with consensus. They do note, however, that even without definitive empirical evidence, practitioners and researchers hold to a longstanding assumption that experiences play a critical role in leader development. Harms, Spain, and Hannah, (2011) also suggest that little empirical research is available to link any aspect of personality to leader development over time. Murphy and Johnson (2011) do not completely discount personality as a contributor to success, but do posit that events that occur long before candidates enter the workplace influence leadership development. Even so, they offer that contextual factors must be considered relative to determining the extent that one's continuous growth to effective leadership can be tied to leadership identity and self-regulatory capabilities; meaning that having a weak leadership identity at a young age does not necessarily result in in-effective leadership in adulthood. Whether it is personality, experiences, or a combination of both that result in demonstrating some level of leadership acumen, most researchers agree that base dispositions or competencies may indicate which potential candidates would be ideal for further development. Elo, Ervasti, Kuosma, and Mattila-Holappa (2014) suggest that failure to assess the candidate's core competencies, and their motivation for self-development, can have a crippling impact on a firm's leadership development efforts.

To that extent, several researchers have attempted to assemble lists of key competencies that are indicative of the individual attributes needed to develop into successful leaders. Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000), identified problem-solving skills, social judgment skills, and knowledge as the building

blocks of positive leadership outcomes. Bussey and Welch (2014), although describing their findings as dispositions as opposed to competencies, recommend candidates be courageous, have advanced social skills, and broad self-understanding. They define these competencies as a willingness to act even with potentially negative consequences, having an ability to establish bonds with others in their sphere of influence, and the willingness to seek to know and understand oneself, respectively.

In a more practical and comprehensive list, Quintana, Ruiz, and Vila (2014) stipulate to the competencies of being able to negotiate effectively, awareness to emerging opportunities, an ability to assert authority, the talent to draw out the capacities of other, the facility to question ideas to determine merit, the capability to develop new ideas and creative solutions, coordination of projects and activities, and the communication acumen to clearly convey thoughts, ideas, and direction to others. O'Connell (2014) used the base building blocks of learning, reverence, purpose, authenticity, and flaneur, although the emphasis is on the learning competency. He suggested that learning aptitude best reflects the requirements for advanced leadership capabilities and adaptability leading to greater self-knowledge, self-awareness, and self-development.

Somewhat intuitively, Blair, Gorman, Helland, and Delise (2014) point to the individual intelligence of the potential candidate. They suggest that there is a link between intelligence and work performance, and that leadership development programs may not be effective for people who are performing poorly at work; which is indicative of lower intelligence in comparison to outstanding performers. Thus, the competencies

identified by these various researchers seem to provide a holistic theme centering on the abilities to recognize opportunities, work well with the other resources around them, and manage their own strengths and weaknesses. Candidates who accentuate these capabilities are engaged in self-awareness and self-development activities.

Self-Development

The level to which potential leadership candidates engage in professional self-development may serve as a barometer of success in leader development programs. Boyce, Zaccaro, and Wisecarver (2010) posit that organizations that seek out candidates that engage in self-development will likely include additional elements into leadership programs that benefit from continued application of personal initiative. They suggested that formal training programs could incorporate personalized information regarding the potential candidate's self-development activities as a means to provide the necessary tools and support to enable those candidates to grow beyond the material offered in short-term leader development courses. Writing in the same vein, Felfe and Schyns (2014) noted that organizations should emphasize personal initiative and self-development to heighten the positive effects on the leadership beliefs of potential succession candidates. This increased belief in the relevance of the learned leadership skills through continuous self-development and reinforcement will likely translate into greater success of the candidate and the organization. Firms should use the likelihood to engage in self-development as a means of determining who should be participating in leader development programs (Felfe & Schyns, 2014, Zaccaro & Wisecarver, 2010). Base competencies and propensity to apply personal initiative to self-actualization and

continuous learning provide a basis for identifying and selecting the candidates that are most likely going to find success when attending and graduating from leader development programs.

Organizational Environment

The role of the organization in leader development cannot be understated. The common theme in the literature includes providing the optimal environment for potential candidates to develop leader potential, presenting opportunities to practice skills learned through training, and broadening experiences that contribute to future success. McDermott, Kidney, and Flood (2011) determined that leaders from varied industries and business sectors have come to emphasize the collective nature of leader development. Leskiw and Singh (2007) confirmed that the organization's culture must emphasize leadership development to guarantee the infrastructure and ongoing support necessary for success. Where the leadership is successful in creating a culture that promotes communication, collaboration, employee involvement, and development opportunities, the firm may be able to garner significant competitive advantage in the market.

Leadership in Context

Classroom training in leadership provides a basis for learning, but typically cannot replicate the work environment. Boaden (2006) suggested that the primary differences between leadership development programs exist in the context within which the participants are actually working. He linked the gaps between the aspirations of the new leaders to the actual achievements to the ability of the participants in leadership programs to being able to act upon the lessons learned in the classroom. Similarly,

Cacioppe (1998) recommended that the participant's manager know the list of competencies taught during the leadership course, as well as, the major outcome expectations for the participant upon his return to the work environment. Reichard and Johnson (2011) suggest that having thorough knowledge of the competencies and desired outcomes, the direct supervisor may then be better equipped to provide support toward goal achievement by meeting frequently with the leader to evaluate progress. This approach to contextualizing leadership training gains support from ongoing workplace development and job assignments.

Job Assignments

Work-based learning, as described by Hirst, Mann, Bain, Pirola-Merlo, and Richver (2004), is the key component to translating competency learning from leadership courses into facilitative leadership within the organization. They suggest that the organization must find a way to eliminate or minimize the workplace pressures and time constraints that reduce the likelihood of leadership candidates who have attended training courses to apply those new skillsets into demonstrative leadership behaviors. The ultimate best practices for leadership development must include these types of job assignments that reinforce workplace- or action-learning activities in addition to formal training to provide opportunities to apply the new learning (Boaden, 2006; Leskiw & Singh, 2007). Mumford, Marks, Connelly, Zaccaro, and Reiter-Palmon (2000) claim that assignments must provide supervisory responsibilities and decision-making discretion to provide the next level of skill development for program graduates. They further recommend that assignments with more complex organizational concerns may bolster

problem-solving skills and provide positive interaction with present leadership. Cacioppe (1998) also associated building networking relationships between current and future leaders across the firm to greater contributions by future leaders to the present accomplishment of organizational objectives. Because the context will significantly affect the leader activities undertaken (McDermott, Kidney, & Flood, 2011), firms should find ways, including developmental stretch assignments, to place program graduates in new situations with higher responsibility levels and greater organizational saturation levels (Day, 2001). The imperative is to generate positive returns from leader development programs by enabling and encouraging program graduates to utilize new skills and demonstrate proficiencies in their immediate and expanded work context.

Mentoring

The ongoing development of leader candidates also benefits from an organization environment that supports mentoring relationships between current and future leaders. Popper (2005) suggests that learning by observation through mentoring relationships with higher level leaders enables candidates to experience learning opportunities in a far broader and more complex context than can be experienced in artificially created classroom exercises, and provides the foundation for modeling successful leader behaviors to be imitated. Mason, Griffin, and Parker (2014) found a positive correlation between the effectiveness of these types of leadership interventions on the psychological wellbeing of the candidates, and on the success of achieving the desired behavioral goals. Allowing people to participate in decision-making processes, and providing the guidance they need to be successful throughout will lead to greater learning and development, and

organizational commitment (Cunningham, 1992). These represent clear benefits to creating a culture that fosters mentoring between current and future leaders. Even so, as Day (2001) points out, the assumption that all mentors provide substantially the same qualities and characteristics may be without merit.

Cultural dynamics and the firm's purpose for mentoring should be kept in consideration when determining who should be involved in mentoring programs, as different styles can be beneficial based on the varieties of contexts to which they will be applied (Kent, Kochan, & Green, 2013). In brief, organizations should examine mentors for their ability to reflect the leader behaviors the firm would like to replicate in future generations of leaders, and for the ability and willingness to participate in leader development. It is incumbent upon the organization to provide instruction on the desired outcomes from the program and from mentoring interactions. Failure to educate the managers and mentors on the development expectations will result in nullifying the time, effort, and expense taken by moving the candidate through the program (Cacioppe, 1998).

The organization should ensure that culture provides a comprehensive network for those who will be involved in mentoring interactions. Ghosh, Haynes, and Kram (2013) recommend that a firm create for each leader a developmental network that links each member of the organization that will play a role in the development of the candidate. They posit that a developmental strategy that utilizes mentoring and relational coordination with shared knowledge and goals for the candidate will result in a greater likelihood of the candidate exhibiting new leader behaviors and being more effective.

Lord and Hall (2005) suggest that as candidates exhibiting these types of expert level leadership behaviors advance throughout the organization, there will be a natural reinvestment into leaders at lower levels. Accordingly, mentoring and development networks provide for an ongoing mentoring culture uniquely adapted for the parent firm.

Employee Engagement

Firms that would like to obtain full benefit from development must develop strategies that will result in employee engagement. Riwo-Abudho, Lily, and Ochieng (2012) attribute the effective management of employee engagement as the primary role of leadership. Latham (2013) seems to agree, and identifies empowering employees as an effect of acquiring the right people, and developing the talent they possess to achieve the organization's mission. Moreover, Mintzberg (2011) notes that leaders should spend a considerable amount of time working with the employees to develop effective behaviors, and to motivate, empower, and engage them.

Davila and Pina-Ramirez (2014) describe employee engagement as occurring when the employee has an emotional connection to the organization through interconnectedness of the overall vision and the employee's work achievements. Mello (2015) suggests a direct correlation between engagement levels and performance levels. Employees with high levels of engagement have reported that the levels of sharing and feedback that is given contribute to increasing their performance and levels of confidence, collaboration, and teamwork (Rutsch, 2015). They appreciate the links between their work and the work of their colleagues, which leads to collaborative innovation (Quong & Walker, 2010). This level of engagement, innovation, and

collaboration contributes to creating an organizational culture that contributes to the success of leader development programs and encourages candidate self-development.

Ethics

Ethics is a fundamental requirement for leader development. Within the perspective of corporate culture, research has demonstrated a link between organizational commitment, job satisfaction, work performance, and employee development in employees who view the firm as having a strong ethical stance (Evans, McFarland, Dietz, & Jarmillo, 2012). Leaders must develop an ethical climate and take prudent actions to guarantee the organization's leadership is modeling and communicating the expected behaviors.

Ethical standards and legal standards are not the same. Thomas, Strickland, and Gamble (2005) point out that there is a component of morality that must be inherent in the organization's strategy for it not to be considered unconscionable, irresponsible, or harmful to the people or environment. Raza and Murad (2014) also point to leadership to overcome the landscape of corporate corruption and business malpractice that have marred the business world. Leader development cannot thrive in a culture that does not advance strong ethical principles.

Leadership Theories

Within the available literature published since the 1980s, leadership has received a significant amount of attention and scrutiny, as academics and practitioners alike have sought to identify patterns and characteristics that guarantee success. Over time, multiple theories of leadership have been developed and recommended as the lynchpin to

generating or sustaining organizational achievement. At the core of leadership theory are the precepts of transactional and transformational leadership that draw their origins from a 1978 work called *Leadership*, written by James Burns (Northouse, 2007). Building upon Burns' theory, Bass suggested that transactional and transformational leadership operate on a single continuum and could be applied situationally (2007). Various leadership factors and styles fall under the umbrellas of transformational and transactional leadership. Goleman (2002) identified six leadership styles, from commanding to visionary, which compliment Bass' leadership model. Following a brief discussion of the transactional and transformational leadership styles, with additional context provided from Goleman's leadership repertoire (2002), will be a review of relevant literature on the concept of servant leadership. Finally, the researcher compares the transformational and servant leader models, and summarizes the attributes of each of the leadership styles that positively contribute to leader development.

Transactional

Transactional leadership, on the surface, is comparable to operational leadership, or management. Yazdani (2010) characterizes transactional leadership as leadership predicated upon explicit agreements between employees and management, whereby management motivates through a contingent reward system, designed with the purpose of accomplishing specific organization goals. Similarly, Avolio and Bass (2002) suggest that transactional leadership has occurred when the leader provides the follower either reward or discipline depending on the adequacy of the followers' performance. The leader must use one of the two factors of reward or discipline as motivation for

transactional leadership to be effective, with reward as the more effective of the two options (Avolio & Bass, 2002).

Contingent reward has been effective in transactional leadership, although this method of motivation does not typically lead to higher levels of development and performance (Avolio & Bass, 2002). Northouse (2007) explains that contingent reward is a process through which the leader tries to solicit agreement from followers to accomplish set goals based on what the payoffs, or rewards, will be for meeting the objectives. Contingent rewards recognize good performance within the current climate and culture of the organization (Odumeru & Ifeanya, 2013).

The alternative to contingent rewards is management by exception. Avolio and Bass (2002) explain management by exception as a means of taking corrective action against a follower based upon deviation from set standards, mistakes, or errors. Through this method, a leader can maintain the status quo and then intervene only when the follower does not meet the acceptable performance expectations, and begin corrective action as a means to improve performance (Odumeru & Ifeanya, 2013).

As one moves further down the transformational to transactional continuum, the lowest point on the scale is the laissez-faire leader. Northouse (2007) aptly describes this approach to leading as when the leader fails to give feedback, makes almost no effort to help people satisfy their basic needs, refuses to accept responsibility and is often delinquent in making decisions. Avolio and Bass (2002) declare laissez-faire leadership to be the absence of leadership altogether, and classify it as the most ineffective style. And although Krasikova, Green, and LeBreton (2013) did not go so far as to classify

laissez-fair as a destructive leadership style for the purpose of their study, they acknowledge it as being ineffective and claim that others may classify it as destructive. As relates to leader development, the laissez-faire leader is not interested in actively seeking to develop employees in any way.

Transactional leaders tend to work within existing organizational structures and interact with employees only to reach stated organizational goals (Odumeru & Ifeanya, 2013). Moreover, due to the availability of rewards in the business sector, and the ability to tie efforts to achievement (Judge & Piccolo, 2004), transactional leadership provides a basic style for business leaders to employ. The application of this leadership style, however, does not focus on the needs of the subordinates, or their personal and professional development (Northouse, 2007). Accordingly, the transactional leadership style and the related styles of pacesetting and commanding, espoused by Goleman (2002), or the laissez-faire style (Bass & Avolio, 1990) would not be preferred in conjunction with leader development programs.

Generally, transactional leadership styles do not equate to leader development. The focus on goal achievement tends to shift attention away from the needs of the follower (Northouse, 2007). Conversely, many researchers and practitioners consider transformational leadership as the apex of leadership theory and the catalyst for leader development.

Transformational Leadership

The subject of transformational leadership has received considerable attention in the literature over the past several decades. Going back to the 1980s, transformational

leadership represents the expansion of transactional leadership, whereby leaders generate extra efforts from the followers, leading to greater commitment and job satisfaction (Avolio & Bass, 2002). Bass (1997) characterized transformational leaders as those who have demonstrated the ability to create and convey organizational vision in an inspiring way, and who generate success through the competencies of the members of the firm. Odumeru and Ogbonno (2013) credit these leaders for attending to the developmental needs of each individual they lead, finding ways to redirect followers to examine problems in different ways, creating excitement, and inspiring followers to reach new levels of achievement. Transformational leaders shift organizations of every size and make up toward successful completion of goals and objectives (Bottomley, Burgess, & Fox, 2014). Just as contingent reward and management by exception are the factors of transactional leadership, the factors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, guide transformational leadership theory (Northouse, 2007).

Respect and trust are key elements for those who aspire to leadership roles. Idealized influence describes leaders who model high standards of moral or ethical behavior that resonates with followers, and results in a desire among the followers to emulate the leader (Northouse, 2007). Avolio and Bass (2002) describe idealized leadership as gaining a level of admiration, respect, and trust from followers through sharing risks, being consistent, avoiding ambiguity, and presenting a model with which followers can easily identify and would be likely to try to emulate. Leader effectiveness is the degree to which the convictions and values espoused by the leader causes followers

to identify with that leader (Odumeru & Ifeanya, 2013). As is the case with transformational leadership, idealized influence goes beyond the transactional work and brings a greater focus to the relational aspects of leadership.

Inspirational motivation, like idealized influence, is more about interpersonal relationships and finding ways to encourage and excite followers to invest in becoming a part of something larger. As characterized by Northouse (2007), these leaders use symbols and emotional appeals to motivate followers to become committed to, and shared owners of, the future state of the organization. The response to this type of leadership includes increased team spirit, enthusiasm, and optimism among the followers (Bass & Riggio, 2006). Inspiration motivation is about casting the vision and creating excitement to gain momentum in the organization and move others toward a common goal and shared vision.

The shifting perspective on the leader-follower dyad driven partly by transformational theory and partly by servant leadership theory contends that it is incumbent upon the leader to provide meaning and creative work for the follower. This is inherent in the concept of intellectual stimulation. Avolio and Bass (2002) describe intellectual stimulation as an approach whereby the leader encourages efforts to innovate and be creative in questioning assumptions, reframing problems, and finding new approaches to old concerns. Similarly, Northouse (2007) summarized intellectual stimulation as being supportive of employees as they try different approaches to common problems and develop innovative methods for dealing with organizational concerns, and as offering encouragement when followers problem solve independently. Methods to

promote intellectual stimulation may include providing experiences and work assignments that challenge emergent leaders (Howard & Irving, 2014). The key to applying this style, however, is to provide an environment where future leaders have the opportunity to make mistakes without being publically criticized (Avolio & Bass, 2002). Intellectual stimulation also aids the firm by leveraging the competitive advantage of an adaptive and innovative leadership group.

Individualized consideration represents the concept of transformational leadership that most enables leader development. Odumeru and Ifeanyi (2013) equate individualized consideration to the level to which the leader identifies and attends to the needs of each individual, and acts as a mentor or coach to aid the follower down the path to self-fulfillment and achievement. Northouse (2007) further explains that the transformational leader applying this style will be creating a supportive climate through active listening to discern follower goals, and will spend time with the employee to provide individualized attention and guidance. Avolio and Bass (2002) suggest that the leader's behavior will result in a demonstration of acceptance for where each employee is in development, and will cater to that specific employees' situation. For example, some may get more encouragement, some more complex work, some more autonomy, and others more direction and guidance. Opposite the transformational – transactional scale from management by exception, individualized consideration uses delegation and empowerment as tools to further the development of followers.

The transformational leadership style, and its components of idealized leadership, inspirational motivation, intellectual stimulation, and individualized consideration,

focuses on the needs of the subordinates and their professional development. This style provides a number of elements to inform the present study. Similarly, Goleman has identified the styles of visionary, coaching, affiliative, and democratic to contribute to successful leader development.

Goleman's Six Leadership Styles

Not unlike Bass's leadership continuum, Goleman's leadership styles progress from commanding and pacesetting as more transactional, to democratic, affiliative, coaching, and visionary as more transformational. Goleman, Boyatzis, and McKee (2002) admit that different researchers have described the leadership styles identified by different names, but offer that the classifications they list provide insight into the causal links between style and outcome. The organization in this case study uses a leadership develop program that includes the six styles described by Goleman.

Pacesetting

Pacesetting, as a leadership style, does not provide a strong basis for establishing an organizational culture to equip the next generation of leaders. Pacesetting, as described by Goleman, Boyatzis, and McKee (2002) seems to provide an admirable approach to leading, but contains potential pitfalls. Within this style, the leader is likely to step in and take over tasks to demonstrate the desired standards for performance. Considered one of the styles that will likely lead to some level of dissonance (Northouse, 2007), the pacesetter is highly skilled and confident and exemplifies high levels of performance; however, the intercession into subordinate work efforts can lead to the feeling of being buried under the relentless demands of the leader, and extremely high

expectations (Goleman, Boyatzis, & McKee, 2002). This creates an environment where the leader expects the followers to learn through osmosis as he demonstrates his mastery of certain tasks (Preston, Moon, Simon, Allen, & Kossi, 2015). Although the application of this style of leadership is situationally appropriate in small doses to accomplish short-term goals, the focus remains on the completion of tasks, and fails to address development.

Commanding

If pacesetter fails to improve employee leader development, the commanding style may actually work against developing future leaders. The commanding style of leadership uses position power where the leader has resources to use at his disposal to accomplish the objectives of the organization. An example in application of the commanding style of leadership would be the armed forces. Preston, Moon, Simon, Allen, and Kossi (2015) suggest that the leader applying a commanding style uses fear, respect, or obedience to motivate followers, who then use the same tactics once given the opportunity to lead. Goleman, Boyatzis, and McKee (2002) describe the commanding style as one where the leader demands that subordinates immediately comply with any orders without question, and if they fail the leader use threats to maintain tight control of any situation. They further explain that the performance feedback provided by leaders using the commanding style will focus on negative performance, and disregard any positive reinforcement (Goleman et al., 2002). Leaders employing the commanding style do not have an employee focus and are not likely going to engage in the types of

behaviors that generate employee engagement and promote leader development. The basis of selection of future leaders is tenure or skill mastery, rather than leadership style.

Democratic

As can be discerned by the title of this style, the democratic leader considers the input of others in decision-making. Democratic leaders can be described as those who work as team members to create an environment where employees opinions are welcomed, and where the collective is leveraged to develop consensus for decision-making and goal setting (Goleman, Boyatzis, & McKee, 2002). Preston, Moon, Simon, Allen, and Kossi (2015) further suggest that this style is beneficial and practical in the current environment where organizations leverage technology to allow employees to work as part of remote work teams, and in some cases globally. Drawing opinions from a diverse workgroup can improve upon the quality and creativity of potential problem solutions. Cunningham, Salomone, and Wielgus (2015), argue that one of the disadvantages of utilizing a democratic leadership style is the potential for delays in decision making while each member considers the issue and takes time to provide input. In addition, Goleman (2000) suggests that the process of building consensus through democratic leadership can lead to more conflict, and may not have the greatest positive effect on the organizational culture. As a style for leader development, it has the potential to help potential leader candidates to learn how to build consensus and to demonstrate the importance of valuing the opinions of others.

Affiliative

The affiliative style of leadership seeks to transform organizations by creating and leveraging a network of happy employees. Goleman (2000), in his description of affiliative leadership, identifies the strengths of this approach as building strong emotional bonds to create harmony and build loyalty. He suggests the outcomes of this approach include people communicating often with one another to share ideas, increased trust, innovation, and positive morale. Spangler Tikhomirov, Sotak, and Palrecha (2014) note that this style causes leaders to build and maintain close social relationships that they may not otherwise pursue. The application of the affiliative style may be most appropriate in circumstances where there has been conflict between team members, or where there is a need for increased support during times of stress (Preston, Moon, Simon, Allen, & Kossi, 2015). From a leader development perspective, the affiliative style enables a leader to demonstrate empathy and team building to potential leader candidates. Further, this style enables leaders and candidates to develop relationships that may result in informal coaching or mentoring.

The overly positive tone of the affiliative style may cause difficulty to the leader who uses this as his sole approach. Preston, Moon, Simon, Allen, and Kossi (2015) posit that employees who are not performing up to standards under an affiliative leader may not have their performance addressed; which fosters mediocrity. This style also leaves employees to try to figure out on their own how to improve, as affiliative leaders generally do not offer constructive feedback (Goleman, 2000). As such, a leader must

leverage one of the other transformational styles to balance out the affiliative style.

Coaching provides that opportunity as it overcomes the feedback concern.

Coaching

The coaching style of leadership espoused by Goleman may be the most practical approach to leader development. The strength of the coaching style is the focus on assisting the employee to identify and leverage key strengths, while attending to potential weaknesses, tying those strengths and growth opportunities to both personal and career aspirations, and continually providing encouragement and feedback (Goleman, 2000). Coaching is highly positive and aids in helping an employee improve performance from a long-term perspective, while connecting the person's development with organizational goals (Goleman, Boyatzis, & McKee, 2002). Coaching also includes promoting self-actualization through conversation, with the purpose to achieve learning and continued development for expanding the potential leader's core strengths (Moen & Federici, 2012). Coe, Kinlaw, and Zehnder (2002) also supported the conversational approach that leads to superior performance, improved relationships, and sustained progress as definitive of a coaching approach. Coaching, at its core, purposes to take the potential organizational leaders, and help them achieve self-awareness to improve performance (Joo, Sushko, & McLean, 2012). The ultimate goal is to help the potential leader to improve upon current, and develop new, leadership qualities through self-awareness. Coaching provides a way for leaders to refine the skills necessary for continued and sustainable success (Nocks, 2007) although Goleman (2000) found that coaching is the least used style due to the time demands placed on leaders.

Visionary

When it comes to leadership styles, firms seem to covet the visionary style over any others. Someone applying all of the factors of transformational leadership is likely a visionary leader. Listed among the qualities of a visionary leader are the concepts of inspiration, encouragement, inclusivity, and flexibility (Preston, Moon, Simon, Allen, & Kossi, 2015). Goleman, Boyatzis, and McKee (2002) posit that a visionary leader is one who takes the time to articulate the direction for the group, but does not constrain the staff; instead providing the opportunity to be innovative, and to take calculated risks. This approach provides the environment for employee engagement and team commitment (2002). Rowe and Nejad (2009) further suggest that visionary leaders make decisions based on values and beliefs, and invest heavily in building influence, so that they may share their vision in a way that will lead others to the understanding of what is achievable.

Visionary leadership is not without potential concerns. For the visionary leader, the disposition to focus on shaping the future can be too forward thinking and may not provide sufficient direction to accomplish the day-to-day objectives of the firm (Rowe & Nejad, 2009). Additionally, Goleman et al. (2002), suggest that a leader that is looking to move forward with a grand vision may fall out of step with the present needs of the organization, or may fall out of favor with other leaders in the organization that do not share the same vision.

From a leader development perspective, this style may demonstrate to leader candidates the importance of casting vision, working to gain influence, and providing

sufficient latitude for employees to accomplish goals in support of the vision. To be a visionary leader, one must be able to apply self-confidence, self-awareness, and empathy (Goleman et al., 2002). Learning how to apply these traits and attitudes will advance the development of potential leader candidates.

Servant Leadership

A discussion of contemporary leadership theory must include a review of servant leadership. Originally introduced into literature by Robert Greenleaf, servant leadership has become a mainstay in literature over the past two decades (Parris & Peachey, 2013). Liden, Wayne, Meuser, Hu, Wu, and Liao (2015) note that servant leadership has emerged as a coveted leadership approach as a result of increasing needs within organizations for employee engagement, creativity among peers, and higher levels of ethical standards.

Although it is difficult to find one consensus definition for servant leadership (Parris & Peachey, 2013; Van Dierendonck, 2011), it seems appropriate to begin with the foundational description first offered by Greenleaf (1970):

It begins with the natural feeling one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first...The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect

on the least privileged in society? Will they benefit or at least not be further deprived (p. 6).

Since Greenleaf penned those words, there have been definitions offered which contained 28 different dimensions of what servant leadership entails (Winston & Fields 2015). For example, Sendjaya and Sarros (2002) viewed servant leaders as those who act as stewards, and who desire to develop others to achieve their highest potential. Spears (2010), while offering Greenleaf's own words, adds his perspective that servant leadership requires ethical and caring behavior, maintains a focus on developing workers, and improves the quality of organizational life.

Unlike Bass' transformational-transactional continuum, and Goleman's six leadership styles, the servant leadership model is only one style consisting of several leader attributes. The number and description of the attributes of servant leadership have varied greatly as researchers have introduced new models and instruments. Winston and Fields (2015) present the following dimensions offered by various researchers and authors:

humility, relational power, service orientation, follower development, increased follower autonomy, altruistic calling, emotional healing, persuasive mapping, wisdom and organizational stewardship, moral love, altruism, vision, trust, service, humility, empowerment, trust, service, credibility, voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality and transforming influence, emotional healing, creating

value for the community, conceptual skills, helping subordinates grow and succeed, putting subordinates first, and behaving ethically (p. 414).

For the purpose of this study, the seven dimensions offered by Liden, Wayne, Zhai, and Henderson (2008) are representative of the substance of the list offered by Winston and Fields (2015). The seven dimensions offered include emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, behaving ethically (p. 162). Although it would be intuitive to focus only on the dimensions that deal specifically with development, each of the dimensions provide further organizational context differentiation between servant leadership and other leadership styles.

Emotional Healing

The dimension of emotional healing relays the importance for a servant leader to express empathy (Barbuto & Wheeler, 2006; Beck, 2014; Krog & Govender, 2015). Because servant leaders place a high priority on the needs of others, followers tend to approach these leaders when dealing with a personal or professional trauma for guidance or support (Beck, 2014). As such, Barbuto and Wheeler (2006) suggest that emotional healing is a strong contributor to employee empowerment leading to engagement and development. However, Krog and Govender (2015) found in their study of servant leadership from the project management perspective, that emotional healing was not statistically significant to employee perceived empowerment. Still, the dimension of emotional healing, the related construct of empathy, and the inherent concept of active listening, provide the basis for other aspects of servant leadership (Beck, 2014). With the

differentiation of servant leadership from other leadership styles being rooted in interpersonal relationships (Liden, Wayne, Zhao, & Henderson, 2008), the element of emotional healing aids in drawing the distinction.

Creating Value for the Community

With the demands of society and government on organizations to be innovative in their approaches to organizational stewardship, the leader's passion for positively affecting society is a hallmark of the servant leadership approach (Krog & Govender, 2015). Greenleaf, Frick, and Spears (1996), posited that earning the respect of, and positively impacting the stability of, the community within which an organization operates as necessary criteria for a sound long-running business strategy. Similarly, Van Duzer (2010) suggests that primary among the purpose for business is the notion that the firm should operate in a manner that not only preserves the environment wherein it operates, but also to provide goods and services to enhance the lives of people in the community. Mirvis, Thompson, and Gohring (2012) found that adopting corporate social responsibility practices in the local community fostered high levels of employee engagement and firm benefits in recruitment, retention, and employee development. Likewise, Tuan (2016) found significant correlation between corporate social responsibility and high levels of demonstrative servant leadership. These links between community involvement, corporate social responsibility efforts, and employee development provide additional reference points to differentiate servant leadership from other styles.

Conceptual Skills

Although the concept of servant leadership maintains the connotation of building interpersonal relationships, conceptual skills remain essential. Liden, Wayne, Zhao, and Henderson (2008) included conceptual skills in the multidimensional assessment to determine servant leadership constructs, and described it as the ability of the leader to be in a position to support and assist followers from a thorough knowledge of the organization and the task at hand. As mentioned previously, emotional healing allows the leader to support both personal and professional concerns. Having the organizational background and conceptual skills to provide support is one of the essential behaviors of a servant leader (Winston & Fields, 2015). Blanchard and Hodges (2005) support this theory by suggesting that servant leaders possess fully developed skills to produce superior results as individuals, but also have the ability to share the wisdom and skills with others. Thus, conceptual skills, as a dimension of servant leadership, provide for continued employee development.

Empowering

The dimension of empowering entails encouraging followers, and helping to expand their capabilities to assume new responsibilities and to handle difficult situations on their own (Liden, Wayne, Zhao, & Henderson, 2008). Chiniara and Bentein (2016) demonstrated that through encouraging followers to take initiatives, learn from mistakes, express creativity in decision-making, and assume greater responsibilities, servant leadership positively correlates to autonomy needs satisfaction. This direct correlation provides the link between servant leadership and the benefits of employee empowerment,

which include improved productivity, increased performance and job satisfaction, innovative behaviors, and organizational commitment (Krog & Govender, 2015; Murari & Gupta, 2012). Further, Murari and Gupta (2012) found a significant correlation between developing people and building community with empowerment. Thus, the servant leader uses empowerment to aid in the development of followers.

Helping Subordinates Grow and Succeed

Almost intuitively, the precept of helping subordinates grow and succeed reflects the servant leader's penchant for demonstrating genuine interest for the career growth and development of followers through providing support, coaching, and mentoring (Liden, Wayne, Zhao, & Henderson, 2008). This may be rooted in the belief on the part of the servant leader that each person has intrinsic value that goes beyond the contributions or accomplishments within the organization (Greenleaf, 1996; Spears, 2010; Van Duzer, 2010). Chiniara and Bentein (2016) found a direct correlation between the servant leader's willingness to engage in learning about the follower's career goals, to provide the opportunities to practice current skills, and to give guidance on developing new skills, on satisfying the basic needs of the follower. Winston and Fields (2015) noted in the results of their study that items relating to development, such as training and mentoring, were not in the forefront of development; but were occurring as by-products of higher rated elements relating to creating ethical and service focused work environments. Whether as a by-product, or intentional effort, subordinate growth and achievement are a primary goal of servant leaders.

Putting Subordinates First

Perhaps the most difficult concept in the servant leadership paradigm is the notion of putting subordinates first. Greenleaf (1970), however, offered that this element is precisely what distinguishes servant leadership as a preferred approach to the leader/follower relationship. Murari and Gupta (2012) further remarked that the contrast between leader-first styles, and that of the servant leader, is the latter's disposition to address the highest priority needs of the followers. Even though suggesting that this element of servant leadership is abstract and poses challenges for modeling and testing, Parris and Peachey (2013) also concluded through a systematic literature review, that substantial evidence has been provided to confirm the validity of the theory and the underlying concept as a servant as leader. In relationship to employee development, this disposition to address the needs of subordinates enables the servant leader to provide opportunities for growth.

Behaving Ethically

Within Greenleaf's (1970) original conceptualization of servant leadership was the emphasis on a moral responsibility to all stakeholders. Peterson, Galvin, and Lange (2012) note that studies have failed to provide significant information related to identifying the characteristics, like personal integrity, that are more likely to result in candidates exhibiting servant leader behaviors. Yet, Liden, Wayne, Zhao, and Henderson (2008) noted that the behaving ethically dimension of servant leadership was critical to the work performance of subordinates, and recommended that organizations select leaders of integrity and strong ethics for leadership roles. Thus, despite the absence of

substantial literature to support the antecedents of the element (Du Plessis, Wakelin, & Nel, 2015), behaving ethically remains an imperative of servant leadership theory. From a follower outcome perspective, Beck (2014) in his review of responses from leaders in community leadership programs, found that congruent behavior of the leader, which is the association of the leader's words and actions, is the basis for developing trust within the relationship; which leads to higher performance. Further, the element of behaving ethically, when combined with Greenleaf's concept of moral responsibility to stakeholders, provides the thread that joins the other elements of servant leadership together. The focus on development would be disingenuous without the integrity of the leader to congruent behavior.

Comparison of Transformational and Servant Leadership Styles

Leadership as a field of study has often focused on evaluating the correlation of various leadership styles to organizational outcomes, without much regard given to the way in which the style affects the outcome. Van Dierendonck, Stam, Boersma, de Windt, and Alkema (2014), differentiated transformational and servant leadership by characterizing the former to emphasize leader's skills, organizational vision, hierarchal relationships, and performance management; and the latter to focus on the humility of the leader, shared power, vision related to life as opposed to organization, and the autonomy and development of followers. Similarly, others have found that the primary difference between the transformational and servant leadership styles is a focus on the organization or on the individual respectively (Parolini, Patterson, & Winston, 2009; Van Dierendonck, 2011). Citing the absence of empirical studies into the fundamental

differences between transformational and servant leadership, Van Dierendonck et al. (2014), sought to provide insights into the manner by which each of the theories affected followers. Van Dierendonck et al. concluded that despite the strong similarities between the two leadership styles, there were also strong differences. Differences include follower perception as indicative of transformational leadership behaviors, and follower needs fulfillment expectations as indicative of servant leadership behaviors.

From the perspective of the impacts of leadership styles on the development of potential candidates, this differentiation between servant and transformational leadership has practical implications. Van Dierendonck, Stam, Boersma, de Windt, and Alkema (2014) noted that the prevalence of transformation leadership in the overall field of study has led to a widely accepted viewpoint of a greater emphasis on the benefit to the collective over the needs of the individual. Similarly, Duff (2013) contrasted the two styles by suggesting transformational leadership focuses on goal accomplishment for the organization and servant leadership facilitates employee success in both work accomplishment and career growth. This is not to say that transformational leadership does not provide for the development of followers, only that there is some variance in the motivation behind the developmental opportunities provided. When the focus is on the individual, it is likely the scope of development may exceed circumstances where the benefit to the organization is the litmus test for engaging in developmental practices. Both transformational and servant leadership are known to provide for ongoing employee development (Beck, 2014; Duff, 2013; Van Dierendonck et al., 2014; Winston & Fields, 2015).

Summary of Styles Elements Contributing to Leader Development

The positive development aspects of transformational and servant leadership inform the current study by linking manager behavior to employee exhibition of leadership acumen. Likewise, the absence of these behaviors may provide insights into outcome variations between managers. The core style elements that are supported by the literature as contributory to employee or leader development include idealized influence, inspirational motivation, intellectual stimulation, empowerment, ethical behavior, and a willingness to put emphasis on the growth of the follower (Avolio & Bass, 2002; Liden, Wayne, Zhai, & Henderson, 2008; Northouse, 2007; Odumeru & Ogbonno, 2013; Winston & Fields, 2015).

Idealized leadership is an element of emulation as followers identify with the leader and seek to imitate behaviors that have fostered trust, respect, and admiration in the relationship (Avolio & Bass, 2002). Inspirational motivation provides a means for the leader to encourage followers to invest in a larger vision (Northouse, 2007). Together these two concepts inform leader development by associating the leader's influence with the overall mission of the organization. Odumeru and Ogbonno (2013) relate the effectiveness of the leader based upon the level to which followers identify with the leader and seek to become more like that leader. Thus, through idealized leadership and inspirational motivation, the leader provides a clear path for next generation leaders to follow, and relate the importance of being consistent, avoiding ambiguity, having convictions and values, and showing commitment to the success of the firm and future organizational leaders.

Intellectual stimulation and empowerment combine the efforts of the leader to provide creative work and encourage critical thinking for decision-making (Avolio & Bass, 2002), with taking initiative and assuming greater responsibilities (Liden, Wayne, Zhao, & Henderson, 2008). Murari and Gupta (2012) linked these types of activities to successful development of future leaders. The extent to which the leader provides these opportunities to the follower will have an impact on exhibited levels of leadership.

Ethical behavior and the willingness to place the emphasis on the growth of the follower further provide context for the current study on leader development as they have been linked to positive impacts of the leader for ongoing development of subordinates (Chiniara & Bentein, 2016; Parris & Peachey, 2013). Some have emphasized the ethical behavior element as the basis for developing the trust that leads to preferred outcomes (Beck, 2014). This places an emphasis on the growth of the follower as a precursor to continued leader development. These elements provide insight on the influence of the leadership style of the manager on leader development.

Self-Development

Within the context of leadership, there have always been undertones of the necessity for self-development to continue to improve as a leader, and to develop the skills necessary to expand one's influence in an organization (Karp, 2012). Although organizations typically take some responsibility for leader development through formal instruction and work assignments, over the past decade, there has been greater emphasis placed on self-development (Boyce, Zaccaro, & Wisecarver, 2010). Self-development, as described by Orvis and Ratwani (2010), occurs when the leader takes primary

responsibility for his own growth by determining which knowledge and skills he needs, and identifying the learning experiences that will best provide development in those areas. Self-development can take many forms including training to improve technical or behavioral skills, or to expand organizational or industry knowledge (Boyce, Zaccaro, & Wisecarver, 2010).

In a study conducted by Orvis (2007) self-reported self-development activities of leaders within a fire department included attending in-house courses, completing college courses, certification courses, or seminars, reading trade journals and books, attending conferences, and performing hands-on practice of skills. Similarly, Langkamer (2008) in a study of leaders from a multilevel marketing company found that leaders engaged in self-development activities ranging from reading books and listening to training CDs to developing and conducting training programs for others, to attending professional conferences and weekend retreats. The results of the two studies suggested that different types of activities were beneficial to enhancing different performance factors (Langkamer, 2008; Orvis, 2007). In the study conducted by Orvis (2007), he found activities that most closely related to improving performance factors to be of higher quality. Langkamer (2008), however, found that those activities that provided the most experiential variety led to greater adaptive performance. These studies provide support that varied approaches to self-development can support the learners continued growth.

It should be noted, that even with these recent attempts to better determine the effectiveness of self-learning techniques, there has been little historical research to support the prevailing perception of the importance of self-development activities among

leaders (Boyce, Zaccaro, & Wisecarver, 2010; Yukl, 2006). Orvis and Ratwani (2010) recommend that to ensure the greatest benefit from self-development activities, organizations should become involved and formally evaluate activities to provide guidance to leaders on the most effective forms in which to engage. Reichard and Johnson (2011) also recommend organizational support for ongoing effective self-development. As such, self-development remains embedded in literature pertaining to both formal and informal development programs (Karp, 2012), and the efforts of those candidates seeking upward mobility toward self-development inform the study as additive to organizational interventions.

Conclusion

This literature review provides the context for the current collective case study. The purpose of this collective qualitative case study is to investigate the common issues and factors that lead to success or failure in the application of leader development programs. To that end, the conceptual framework suggests that leader development requires organizational interventions, managerial influence, and self-development efforts.

The researcher provided literature to address organizational interventions in the form of formal leader development programs to serve as context to the first research sub-question. Specifically included are the scope of leader development programs and the elements necessary to achieving the desired results of the formal programs. The level to which the organization has engaged each of the study participants in formal training provides background for comparison with the literature, to determine variation in leadership acumen when compared with candidate levels of training and experience.

The second research sub-question regarding the impact of the leadership style of the manager on the experiential learning opportunities of the candidate compares reported leadership characteristics with the elements of development discussed in the literature. The transactional-transformation leadership continuum, Goleman's six styles, and servant leadership theory provide the elements in leadership literature associated with development. The literature also provides the context to consider the observed and self-reported styles and activities of the participant managers within the case study.

The last of the conceptual framework elements detailed in the literature review was the concept of self-development. The holistic approach to leader development includes self-development in conjunction with formal development programs and managerial interventions. Accordingly, information from the literature surrounding self-development provides a point of reference for current study participant efforts in this arena.

Transition and Summary

In section 1, the background of the problem, problem statement, purpose statement, and nature of the study were reviewed. The researcher presented the research questions, conceptual framework, definition of terms, assumptions, limitations, and delimitations, and significance of the study. Finally, a review of the professional and academic literature was provided.

The study was conducted to discover the common issues and factors that lead to success or failure in the application of leader development programs. The researcher considers the organization and managerial interventions, as well as self-development

efforts of study participants. Section 2 presents the project design, research method, data collection and analysis strategy, and reliability and validity of the study.

Section 2: The Project

In spite of the broad understanding of the importance of leader development, achieving consistent results is difficult. Organizational leaders have the responsibility to ensure the future success of the firm through developing leaders at cascading levels throughout the firm. These leaders would benefit from understanding the impact of the leadership styles of the current managers, and candidate self-development, on the leadership acumen of potential successor candidates.

This case study explored the development efforts within a firm's supply management organization to identify differences between one group that has experienced practical success in building a bench of qualified successor candidates, and several other groups that have not met with comparable success. Within this section, the researcher discusses the elements of the study, to include the purpose, role of the researcher, participants, study method and design, and population and sampling. Further, the researcher provides the data collection instruments, techniques, and organization, as well as the data analysis technique, and the reliability and validity of the study.

Purpose Statement

The purpose of this collective qualitative case study is to discover the common issues and factors that lead to success or failure in the application of leader development programs. Leader development warrants scholarly attention due to the complexity that goes beyond previous studies in the general field of leadership (Day et al., 2014). This study provides visibility into the practical aspects of application within the overall perspective of previous theory-building research. The discussion of the results of the

case provides insight into the effects of various leadership styles employed by managers on the ability of team members to demonstrate the necessary leadership acumen to ascend to higher levels of the organization. Further, the results of the case study contribute to the literature by examining the relevance of closing the gap between organizational leader development programs, managerial interventions, and personal development initiatives.

Role of the Researcher

In a qualitative study, the researcher must play many roles. Summarily, the researcher plans the study, determines the subject of the study, links ideas together, and writes reports (Stake, 2010). In addition, the researcher must take steps to validate information and take steps to protect the rights of the research subjects (Naumes & Naumes, 2012). Primary, the researcher is responsible for planning, overseeing, and participating in the data collection process.

Although there are many reasons to conduct research (Naumes & Names, 2012), the topic of leadership style impacts on leader development was chosen because it is of interest to the researcher. More specifically, the researcher observed differences between leadership acumen among potential successors within various organizations who had similar levels of education, experience, and training. A review of the available literature on leader development programs and leadership styles appeared to address this phenomenon only notionally, and did not substantially consider the impact of the leadership style of the current manager on the leadership acumen of the potential successors.

The methods employed for collecting the data fit both the style of inquiry preferred by the researcher and the research questions (Stake, 2010). The research questions provided a conduit to explore the conceptual framework of the study that links organizational intervention, managerial interactions, and personal initiative through self-development activities, together as contributory to the leader development process. The researcher obtained some of the information, such as documented completion of training courses, and competency models from the organization and the participants. The researcher also used interviews as a source of data collection to gain better perspective on what types of activities the study participants relate to the elements of organizational, managerial, and self-development for leader development.

The researcher identified a population group that appeared to exemplify the problem addressed through the study. As a collective case study can improve the ability to generalize the results (Naumes & Naumes, 2012), the population group included study participants who shared common training and experience, but who worked for different managers at geographically dispersed locations. The researcher then developed the interview questions that provided insight into the research questions.

The researcher was also responsible for planning, organizing, and conducting all participant interviews. WebEx conferencing technology provided the platform to conduct and record participant interviews. Each of the interviews of managers lasted approximately four hours, while the potential candidate interviews were contained to one hour. Member checking provided the opportunity for participants to review and verify

the transcripts. The researcher then organized the results according to the research questions to develop the results of the case study.

Finally, the researcher addressed potential bias through bracketing. As the primary data collector and interpreter, the possibility of unintentional bias based on the researcher's previous experiences exists (Draper & Swift, 2011). Tufford and Newman (2012) suggest that bracketing can augment data collection, research findings, and interpretation provided the researcher is able to maintain self-awareness throughout the process. In this instance, the researcher recognized that he held certain biases concerning effective leadership styles based upon prior experiences in various leadership roles, and interactions with other managers throughout a lengthy career. The researcher used memos as the method for bracketing to capture observational comments during the interview process. This method permits the researcher to be more engaged with the raw data than trying to stifle presuppositions in an attempt to maintain an appearance of objectivity (Tufford & Newman, 2012).

Participants

Through this study, the researcher considered the leader development efficacy in a national service industry organization. The structure of the supply management group of the organization consists of multiple commodity management centers. The trucking logistics commodity management center has four geographically dispersed purchase teams, each having a manager, team leaders, and two sub-levels of purchasing specialists. The organization provides potential successors at the team leader level with various training opportunities to address key competencies.

The research participants included the managers and the potential successors at the team leader level. The supply management executive who oversees the group of managers identified the potential successors. The two levels of executives who oversee the managers provided access to the group of study participants. To develop a working relationship with each of the candidates, prior to the interviews, the researcher conducted a brief introductory telephone call with each participant. This provided the opportunity for study participants to ask questions about the process, expectations, and to address privacy concerns. It further provided candidates the opportunity to decline participation or identify any additional accommodations they may require. Most importantly, it allowed the researcher to convey appreciation for participation in the study, and to establish a rapport with the participants.

Prior to moving forward with the study, the researcher obtained the approval of Liberty University's Institutional Review Board (IRB). Naumes and Naumes (2012) describe the mission of such IRBs as verifying that researchers are taking the necessary steps to guarantee the rights of the research subjects. To this end, the researcher agreed to maintain the confidentiality of the research subjects, interview responses, and to avoid including potentially identifying information in any presentations or publications.

Research Method and Design

As stated in Section 1, the purpose of this collective qualitative case study was to investigate the common issues and factors that lead to success or failure in the application of leader development programs. Since research in the social sciences often relies upon situational context and draws upon the experiences of study participants to obtain insights

(Stake, 2010; Yin, 2012), a qualitative method has been selected. In addition, within the qualitative method, the researcher selected the collective case study design.

Method

The primary difference between qualitative and quantitative methods is the difference between seeking understanding and explanation (Stake, 2010). The design of present study included gathering information to aid in developing a better understanding of potential causes that have resulted in different levels of success in leader development between different workgroups within one firm. The workgroups included in the study were geographically dispersed throughout the United States and, although they shared a common parent organization and senior leaders, the local managers had broad discretion and a semi-autonomous environment within which to manage. Training and development programs are organization-based, but the managers designate participants. It was necessary to gather information from the perspectives of the local managers and their staff to gain a better understanding of why there was greater success within one of the workgroups. Baxter and Jack (2008) note that inquiries approached through the perspectives of multiple individuals suggest a qualitative method. Further, the spectrum of variation in culture and personalities inherent to the study because of multiple geographical regions and manager autonomy posit a qualitative approach. Yin (2012) underscores the importance of including contextual conditions when considering the cause of a phenomenon.

Although the researcher has provided the study design and data collection process elsewhere within this manuscript, please note that one of the primary sources of

information was participant interviews. This reliance on human perceptions and the imprecise nature of the data collection method do not support the methods and design necessary to support quantitative analysis (Creswell, 2009; Stake, 2010). Further, in addition to the data collection method, the limited sample size did not provide sufficient data markers to validate correlation, or to provide for more advanced quantitative analysis (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007).

Upon determining that the study was most appropriately qualitative in method, the researcher selected the case study in lieu of phenomenological, grounded theory, ethnographic, and historical research. Historical qualitative studies are based on interpreting past historical events to predict future events (Creswell, 2013). The current study explores present and ongoing interactions between participants, their managers, and the organization. Indeed, the conceptual basis of the study was to address incongruence between the existing literature that suggests participation in leader development programs is a precursor to future success, and the practical results. As such, the historical approach would not be effective.

A phenomenological study also would not be appropriate for the present study. According to Creswell (2013), phenomenological studies tend to focus on experiences of people to specific events that shape their perspectives of the world around them. Although the foundation of the present study considers the interactions between participants and their managers, the design of the study does not focus on the suppositions of the participants, but on influence the leadership styles of the managers have on the development of the participants. Further, phenomenological studies, in

focusing on the reactions of individuals to certain events, as opposed to the overall context of the event, may not be generalizable.

The final approaches, ethnographic and grounded theory were also not appropriate for the study. Ethnographic studies examine cultures, and grounded theory requires the testing of propositions to develop a theory (Creswell, 2013). The study included geographically dispersed individuals from multiple ethnic backgrounds. While these groups may be individual subcultures of the larger organization, the focus of the study was not on the culture, but upon specific relationships within the workgroups. Grounded theory would not apply as the study as designed was focused on current practices. Depending on the outcome of the case study, opportunities for grounded theory research may arise in the future.

Research Design

There are four types of case study design: single-holistic, single-embedded, multiple-holistic, and multiple-embedded (Yin, 2012). First, the researcher considered whether single or multiple (also called collective) would be appropriate. Yin (2012) notes that a common multiple case study approach may apply when the researcher is attempting to replicate the findings across multiple cases. Baxter and Jack (2008) also recommend using a collective case study where multiple cases of a similar nature are considered and the researcher intends to analyze across settings.

The anatomy of the workgroups identified in the present study lends itself to a multiple case study design. Each of the four geographically dispersed groups is comprised of a manager, team leaders, and two sub-levels of purchasing specialists. The

groups operate semi-autonomously, but share a common executive. Additionally, corporate leadership manages the training and development for the firm. Thus, each office provides a unique case to study the interactions between the manager and team leaders. The researcher then compares the individual cases with one another to consider the second research question: How has the leadership style of the manager influenced the leader development of the candidate? This study design is superior to the single case as the context between workgroups varies based on the leadership style of the manager. Baxter and Jack (2008) recommend choosing a single holistic case study design to minimize complexity as appropriate, but also suggest that disparity in context supports the collective design.

Having determined that a multiple, or collective, case study was appropriate, the researcher further determined the study design should be of the embedded variety. Yin (2012) points out that an embedded study is appropriate when a secondary unit of analysis is present in addition to the main case. In the current study, the comparison between groups of the impacts of the leadership style of the manager on the development of the candidate could be the main case. Embedded within the study, though, would also be the individual comparisons regarding training, experience, and self-development as reflected in the first and third research sub-questions.

Population and Sampling

For this study, the researcher used a purposeful sampling method to select the four managers and the ten team leaders that they directly supervise. Purposeful sampling is a technique by which the researcher selects information-rich cases due to the insights that

are central to the purpose of the study (Suri, 2011). Unlike random sampling that is necessary for unbiased quantitative inquiry, purposeful sampling leverages the participants to gain in-depth understanding rather than empirical generalizations (Emmel, 2013).

The sample consists of participants from one commodity management center within a larger supply management organization of a national firm. Following the retirement of several of the commodity center managers, there was a shortage of qualified candidates for promotion into the vacant manager positions. Supply management executives reviewed potential candidates and discovered there was a gap in competency levels between potential successors who had similar levels of training and experience. Although there was some notional evidence that this issue may be more pervasive within the organization, it was more apparent in three of the four geographically dispersed workgroups included in the study. These groups comprise the sample because they are unique in the commodity that they source, and are the only commodity group that is widely dispersed.

The sample size for the study was determined based upon available study participants and the number needed to obtain sufficient information. Within each of the four workgroups, there is a manager, and at least three direct reports although three of the four groups have four direct reports. There are 100 supply management specialists within the four centers. Although saturation is the prevailing concept in determining appropriate sample size, Malterud, Siersma, and Guassor (2015) suggest that adequate sample size is determined by the amount of relevant information returned by the sample;

which aligns with the purposeful sampling technique. They recommend a small sample size when the aim of the study is narrow and the participant interactions are highly specific. The study group in this case is very specialized, and the bounds of the study dictated the sample size of the four managers and two direct reports from each center, for a total of 12 participants. Only those employees at the manager or team leader level were eligible for inclusion in the population. The executive leadership of the organization requested to limit the participant pool to focus on employees who the firm has identified as potential successors to the current managers. Finally, only those managers or team leaders who responded affirmatively to the invitation are included in the sample.

The selected sample is relevant to the present study as it includes participants who may provide insights and in-depth understanding into the research questions. Specifically, the participants include the managers and direct reports identified by the organization's leadership as representative of the gap between training and experience, and leadership acumen. The interview responses of the participants may illustrate the factors that lead to success or failure of leader development efforts within the organization.

Data Collection

This study collected data through one-on-one participant interviews with the researcher. Yin (2012) describes interview-based data as the richest form of data collection due to the amount of information you can obtain from the individuals. Yin further points out that only through interviews can the researcher discern subtle details

that provide greater understanding from the research participants. The interview questions specifically address the research questions.

Instruments

The present collective case study considered one primary and three research sub-questions to shed light on the topic of leader development. While traditional studies into leadership may have included leadership questionnaires or personality tests, the present study considers the impacts of the organizational interventions, managerial interactions, and self-development efforts on the demonstrative leader acumen of the potential successors. As such, the researcher decided to use interviews as the primary instrument to gather information. This provided greater insight into the relational aspects of the study. In addition, the researcher collected artifacts from the organization and the participants in the form of a competency guide and training transcripts respectively.

The interview questions were open-ended questions to gain greater clarity into the primary research question and the three research sub-questions. Additionally, the researcher used two separate interview scripts depending upon the participant type. Specifically, the leader candidates answered a base of set questions and the current managers answered both the base set and a series intended to obtain greater information regarding the leader candidates. Beginning with the leader candidates, they first answered a series of questions to ascertain their experience level, types of training they participated in that was provided by the organization, and perceived contributions to the work environment based upon the training. Next, to provide context to the second sub-question that focused on the leadership style of the manager, the candidates responded to

questions to describe interactions with the manager, the environment the manager creates, and the leadership style exhibited by the manager. Finally, the leader candidates responded to several questions to obtain the value they place on self-development, to indicate the level to which they engage in self-development activities, and the perceived impacts on their demonstrative leadership behaviors.

The managers answered the same base questions as the leader candidates to obtain information regarding their perceptions of the impacts of organizational, managerial, and self-development impacts on leader development. In addition, the managers responded to a series of questions regarding each of the leader candidates in their office. These additional questions described the managers' perceptions of the leadership acumen displayed by the leader candidates. In response to the first research sub-question, the managers answered questions regarding the leadership style of the candidate, discussed demonstrative leader behaviors, and relayed training information provided to each candidate. The managers responded to questions about the work environment they are creating for the candidates to address the second research questions. Those questions included topics surrounding autonomy, work assignments, and steps the organization or manager has taken to improve the candidates' preparedness to assume greater responsibilities in the organization. Finally, the managers answered questions regarding any self-development activities they were aware of on the part of the candidate, and whether those efforts have resulted in improved leader behaviors.

To maintain the reliability and validity of the interview instrument, the researcher applied several strategies. First, the interview questions were developed in advance of

the data collection process to ensure that they adequately addressed the research questions. Next, the questions were standardized, submitted, and approved through the University's Institutional Review Board. The interview questions are contained in Appendices A and B to allow for replication. Finally, the interview questions allowed for multiple levels of triangulation by comparing the responses of the participant groups, and by comparison with other artifacts. The researcher was able to triangulate responses to training questions through reviewing training records. In addition, the competency model provided by the organization provided a basis for discovering the relationships between leadership acumen and organizational imperatives. Finally, member checking enabled the participants to verify responses for accuracy.

The participants had the opportunity to discuss their own perspectives on elements addressing each of the three research sub-questions. This information, in addition to the perspectives offered by the executive leadership that prompted the study, should provide sufficient support for comparisons between responses. Although personal perspectives can differ, the number of participants helped limit potential bias. Subsequent sections included further information regarding the reliability and validity of the study and the data collection process.

Data Collection Technique

For the purpose of gathering information related to the first and third research sub-questions regarding training and experience, and self-development efforts, participants responded to a series of questions to provide context around these elements. The questions pursued general information about the time spent in the group, the types of

training the organization had provided, the types of training the participants had pursued on their own, and the application of training in the workplace. Participants at the team leader level established the experience and training context, and the participants at the manager level provided the demonstrative characteristics of said training and experience.

The questions employed to evaluate research sub-question 2 focused on the interactions between the managers and the individual team leaders. Each level discussed the elements of leadership style, with the latter provided situational context of where managers provided opportunities to practice leader behaviors. The managers responded to probing questions to assess the steps they take to prepare candidates for leadership roles in the organization. Complete copies of the interview questions are in Appendices A and B.

The researcher conducted and recorded the interviews using a WebEx platform; however, the firm's technology did not support video capability. Therefore, data collection mirrored a telephonic interview. Some researchers have suggested that telephone interviews in qualitative study are less effective than in-person interviews (Trochim & Donnelly, 2007). Sturges and Hanrahan (2010), found no significant difference in the information obtained through telephone interviews versus face-to-face interviews. Holt (2010) also concluded that telephone interviews could be considered as a viable alternative to in-person interviews.

Data Organization Techniques

In organizing the data, the researcher was concerned with tracking and cataloguing the data, as well as maintaining the privacy of the participants, and the

security of the information collected. To protect the privacy of the individuals, participants chose the preferred location (work/home) and time for the WebEx conferences. The researcher recorded each interview, chronicled notes, produced transcriptions, and saved them into a Microsoft Word document. Although the interviews were brief, the researcher also created and maintained a summary of each interview to include key quotes, participant questions or concerns, and other information offered beyond the structured interview questions. The researcher then saved all documents and audio recordings in a separate file and maintained in a password protected file location on a portable USB thumb drive. The researcher did not retain participant identities on the documents; instead, assigning each participant a pseudonym. The master list of pseudonyms is stored in a password-protected file accessible only by the researcher.

The researcher compiled the data collected, identified elements that were responsive to the study questions, and coded the responses for subsequent analysis. Coding is a means of classifying or sorting the information obtained through qualitative research into topics, themes, and elements important to the study (Stake, 2010). Recall from the conceptual framework in section one that the key elements of the study center on the organizational and managerial interventions, and the personal development efforts of the candidates. This design of the overarching study and specific interview questions enabled coding to these three points of emphasis to maintain the differentiation. Specifically, the researcher used coding in conjunction with the conceptual framework and study design to reflect participant responses in the following categories:

Organizational Intervention – training, experience, formal HRM practices; Manager

Intervention – Informal mentoring, work environment, job assignments, perceived leadership style; and, Personal Development – independent training, participant perceived leadership style. The nomenclature used in the coding process and all materials, including interview results, will be retained for the required period and then destroyed.

Data Analysis Technique

Stake (2010) identifies two methods for analyzing data: interpretive and aggregative. A researcher will use interpretive to consider responses from study participants and determine how the responses inform the research questions. Conversely, the researcher will use the aggregative method when posing standard questions analyzing the responses to find typical versus dissimilar answers. The present study applied the aggregative analysis technique and the data collected had been analyzed consistent with the research questions and conceptual framework to obtain the findings of the study. The researcher used a coding system to capture the elements that contributed to examining each of the three research questions. The coding system categorized responses into multiple buckets based on key words and phrases. Due to the limited number of participants and the structured nature of the interviews, the researcher used Microsoft Excel for the coding process during data collection.

Classifying participant responses within the Excel program allowed for analysis of overlapping terms and potential themes contained therein. For instance, the literature review identified a number of leader behaviors that contributed to successful development. The researcher mined through the participant responses to identify those containing the key words and synonyms captured in the literature. Data mining based on

repeated words and phrases provided the platform for the interpretation of responses and study results. Likewise, differences between the outlying remarks or comments and the typical responses were reviewed.

The researcher used the data analysis to develop the presentation of findings based upon the conceptual framework of the study. First, the researcher considered the impacts of the organization on the leader development of the participants. Next, the managerial interactions are discussed, followed by the implications of candidate self-development. Finally, recommendations for further study of topics that need closer examination are identified.

Reliability and Validity

Qualitative case studies have not been widely accepted as scientific due to concerns over a perceived inability to generalize findings, and from a presumption that qualitative data collection methods are less robust than quantitative methods (Yin, 2012). Nevertheless, qualitative studies have proven to be more appropriate than quantitative studies when trying to evaluate certain experiences in context (Stake, 2010). Even so, the researcher must be sensitive to ensuring study methods and designs provide for trustworthy and credible conclusions. Validity and reliability are included within the study design.

Reliability

Reliability as a concept is the ability for another researcher to replicate the results of the study by using the same methods with the same participants (Yin, 2012). Yin further suggests that in order to establish reliability, it is incumbent upon the researcher to

be meticulous in documenting the entire process. Suter (2012) also recommends rich documentation and audit trails to support the reliability, or dependability, of the study.

For this study, the researcher employed several techniques to document the collection, organization, and interpretation of the data. Beginning with the participant invitations and consent forms, the researcher retained all emails with the participants to document the timing of the data collection process, and any apprehensions or questions from the research participants. Then, prior to, during, and after the interview, the researcher kept field notes to capture time of day, circumstances, and general information from the participants that fell outside of the structured interview questions. Finally, the research participants reviewed the interview response transcripts to verify their answers, make any corrections, and offer any further explanations. All of these artifacts were included in the analysis and retained as records.

Validity

Qualitative research addresses the concepts of internal and external validity. External validity refers to the ability to generalize the results of a study to other contexts within the field of study (Yin, 2012). Internal validity focuses on the credibility of the findings (Suter, 2012).

Providing detailed descriptions about the context or theories presented in the case study enhances external validity, or transferability (Suter, 2012). For the purpose of this study, the researcher attempted to provide sufficient context around the training, experience, and self-development efforts of the participants. In addition, both the managers and the potential successors responded to the managerial interactions questions.

This method provided readers with the ability to consider other contexts where similar perspectives were available for comparison.

Linking the evidence from the study to the constructs of the study establishes internal validity, or credibility (Suter, 2012). In this instance, the researcher was seeking to understand the incongruence between the literature on leader development and the practical experience of one workgroup within one firm. The collective case study design provided the opportunity to examine the problem from multiple angles. The consistency between results of the multiple studies, especially within the unsuccessful groups, provided for the credibility of the study results and the interview instrument.

Transition and Summary

In section 2, the research method and design were reviewed, participants identified, and role of the researcher established. In addition, researcher presented the data collection, organization, and analysis techniques. Finally, the concepts of reliability and validity were discussed.

The study reviewed the organization and managerial interventions, as well as self-development efforts of study participants. Based upon the context of the study and the selected research questions, the multiple, or collective case study design was chosen. Further, the inclusion of training, experience, and self-development suggests an embedded study to allow for individual comparisons beyond the main case comparisons between groups.

The researcher included interviews as a primary means for data collection, but also obtained artifacts related to competencies and training activities. The data were

coded relevant to the established conceptual framework for the project. Confidentiality and security measures to prevent disclosure of participant information were employed, and procedures approved by the institutional review board. Section 3 presents the findings from the research and applications to professional practice.

Section 3: Application to Professional Practice and Implications for Change

Within this section, the researcher provides a brief overview of the study, presents the findings, reviews application to professional practices, provides recommendations for action, and identifies recommendations for further study. In addition, the researcher reflects on the experience with the research process, and discusses the biblical principles connected to the study. Finally, the researcher provides a summary of the conclusions of the study.

Overview of Study

The purpose of this case study was to explore leader development within a firm's supply management organization to identify differences between one group that has experienced practical success in building a bench of qualified successor candidates, and several other that have not met with comparable success. The researcher conducted structured interviews with managers and potential successors from four geographically disperse supply management offices within a large national service industry organization. The objective of the interviews was to answer the research question of how organizational and managerial interventions, along with personal development efforts, contribute to effective leader development. To support the main research question, three sub-questions were also considered: (1) In the instances of comparable levels of training and experience, how are potential successors demonstrating different levels of leadership acumen? (2) How has the leadership style of the manager influenced the leader development of the candidate? and, (3) How have candidate self-development efforts advanced demonstrative leader behavior? The participants were selected based upon

their position in the organization's hierarchy, and divided into two groups: manager, and potential successor. Both groups answered fifteen structured interview questions (see Appendix A), and the managers answered an additional fifteen questions for each of the potential successors from their office (see Appendix B). In addition to interviews, the researcher reviewed learning management system transcripts for each of the participants and the supply management competency model utilized by the organization. Upon reviewing the company documents and transcribing the interviews, the researcher conducted member checking to validate the data collection, and then imported the data into NVivo 11 software for coding and further analysis. The researcher compared the findings with the research question to illustrate the relationship of the findings to the conceptual framework and the prevailing literature. After this review, four themes emerged. The first theme related to the organizational approach to training and development. The second related to demonstrative indications of leadership acumen. The third theme related to the influence of managerial leadership style. The final theme related to self-development.

To summarize the results of the study, the researcher found that the organizational approach to training and development might result in candidates not receiving the levels of formal training recommended in the literature. In addition, self-development was not leveraged by candidates, nor promoted by the leaders. Managerial leadership style, however, did influence leader development. In the office with demonstrated success in developing leaders, the manager was described as having attributes suggesting a visionary or servant leadership approach. By contrast, the offices that had not

demonstrated success in leader development were led by managers described as having attributes congruent with a laissez-faire or pacesetter style.

Presentation of the Findings

The conceptual framework for this case study was derived from the relevant literature on leader development. Although Klagge (1996) suggested that course development and candidate identification were the cornerstones for successful leader development, more recent studies like that completed by Howard and Irving (2014), identify antecedents that include increasing the responsibility of the candidate, participation in projects requiring change implementation, formal training courses, rotational job assignments, interaction with organizational stakeholders and senior leadership, mentoring, and coaching. Goldman, Wesner, Plack, Manikoth, and Haywood (2014) further suggest that permitting candidates to apply approaches and techniques they have learned, contributes to ongoing development. In addition, organizations have been placing emphasis on candidate self-development as a means for continued growth (Boyce, Zaccaro, & Wisecarver, 2010). Summarily, training, contextual factors, individual experiences, and self-development have been found to lead to more effective leader development (McDermott, Kidney, & Flood, 2011; O'Connell, 2014). Thus, the conceptual framework for the study identifies the elements of organizational intervention through training and experience, managerial intervention through the leadership style of the manager, mentoring, and job assignments, and the personal development of the candidate through independent training, as contributory to successful leader development.

The population for this study included four geographically dispersed units within one supply management commodity center for a large national service industry organization. Each of the four managers, and two potential successors from each office, were included in the study group. Prior to the study, only one of the four locations was identified by the organization as successfully preparing candidates for succession. Based upon this, the information gathered from the participants provided relative support to the conceptual framework. A collective case study design served as an effective way to identify differences between the successful group and unsuccessful units. For the purpose of identification, where differences existed between the two cases, the group that had found success in leader development will be referred to as Group A, and the unsuccessful groups as Group B.

Theme 1: Leadership Training and Development

The first emergent theme is the level and type of training and development provided by the organization. Day, Fleenor, Atwater, Storm, and McKee (2014) suggest it is vital that managers acquire the strategic and business skills as they begin to ascend higher in the organization. For leaders to be successfully developed, Howard and Irving (2014), noted that a candidate should attend formal training courses, have increased levels of responsibility, and participate in projects requiring change implementation. Within the first theme, each of these three elements was identified through the participant responses and artifacts.

Questions 3, 4, 7, and 11 of the participant interview focused on training and development. The participants provided responses that helped determine the types of

formal training courses that were provided by the organization, the levels of responsibility they experienced, and what types of projects they participated in outside of their primary work assignments. Although the overall formal training was managed by the organization, the managers at each location had discretion to determine the levels of responsibility afforded the potential successors, and to provide the opportunities to participate on project teams outside of the primary work environment.

Formal training. The organization offers four focused leadership programs for different levels of the organization: one for new front-line supervisors, one for middle managers, one for potential executive successors, and one for new executives. Question 4 asked the participants what types of leader training each had been involved with. Of the potential successors, only one indicated participation in one of the formal training programs (middle managers), and that occurred outside of the current department. Of the present managers, one participated in the program for middle managers, and two in the program for potential executive successors. The fourth manager had not participated in any formal leadership programs offered by the organization. It should be noted that the manager of Group A attended the program for executive successors.

Despite the lack of participation in the specific leadership programs, the study participants did indicate that they had received a significant amount of formal training from the organization. Question 3 asked what types of training had the organization provided, and the responses were consistent across both groups and favorably conveyed by the participants. For example, one participant explained, “The organization has provided me a lot of good training actually, especially in the last few years”. Another

said, “The organization has come about some very good training recently in the past couple of years”. Still another responded, “Recently they’ve started going back into their training programs...their classroom trainings, which I find to be personally very beneficial”. The training programs they describe are directly related to the field of supply management, and include subjects centered around contract law, negotiation skills, source selection, and cost and pricing analytics. The review of the training records provided indicated that of the eight potential successors, five have completed all of the courses in the program, and three had completed all but one. With each of the four courses in the program requiring a week at an organization-run training campus, this amounted to 29 weeks of training over the past two years.

In addition to the functional supply management training, the training records indicated that the participants are also provided other formal training, albeit mostly through required on-line learning. This training can best be categorized as organizational citizenship training and includes courses on ethics, understanding sexual harassment, violence in the workplace, and treating others with dignity and respect. The records indicated that the organization required around 32 hours of this type of training annually, and that the courses are repetitive from year to year.

Levels of responsibility. One of the keys to successful leader development is providing an appropriate level of responsibility to future leaders. Mumford, Marks, Connelly, Zaccaro, and Reiter-Palmon (2000) noted that for leaders to develop, they must be given some decision-making discretion. Each of the potential successors in the study oversaw purchasing teams under the direction of their respective managers.

Question 7 provided the participants an opportunity to discuss the level of autonomy provided them to manage their respective teams. Potential successors from Group A used phrases like, “complete autonomy”, and, “very autonomous” when describing the level of decision-making authority they were afforded in overseeing their teams. The responses from Group B varied between the three offices in the group. The successors from one office believed they had no autonomy, the second office had qualified autonomy, and the third office had almost complete autonomy. Within the office with no autonomy, the participants described the working relationship as a “manager/employee” relationship, and later used the term “micromanager” to describe the manager’s leadership style. Those from the office with qualified autonomy believed they had been given sufficient responsibility to oversee their teams; however, the manager was constantly checking progress against goals, and wanted to weigh in on certain types of decisions, mostly related to risk factors impacting the outcomes. The participants from the final office in Group B said they had complete autonomy.

The three managers from Group B also responded to question 7, but were asked to refer back to the time period prior to when they became the managers. Their responses to the levels of autonomy they had experienced aligned with the levels of autonomy their current staffs described. In the office where the potential successors said they had no autonomy, the manager described his prior experience by saying, “it wasn’t quite so good...we had a lot more micromanagement from the (higher) level”. In the office with qualified autonomy, the current manager recollected, “we became part of headquarters...there seemed to be a little bit more oversight than what we were used to”.

And the final manager from Group B said simply, “Great autonomy”. The manager from Group A offered, “I had a good manager and I had a good relationship with my manager, so there was a lot of autonomy given”.

Project opportunities. Reichard and Johnson (2001) suggest that a manager who understands the desired outcomes for leader development will be able to provide support and opportunities that promote achievement. Mumford et al. (2000) further recommend that potential successors be afforded assignments with more complex organizational concerns and that create positive interactions with present leadership to improve the success of a leader development program. Responses to question 11 provide insight into the types of opportunities study participants have been given to work on projects or complete tasks outside of their permanent work assignments.

There was no substantial difference between Group A and Group B with regard to project opportunities. In response to the question, only two of the eight potential successors had negative responses. The first said no opportunities had been afforded, and the second could only come up with a project that occurred 14 years prior. The remainder of the participants said they had been given the lead on major programs or strategic procurements that were considered critical by the organization.

Each of the managers was also asked whether they believed that providing opportunities was important. The responses were positive and consistent across both Groups. One of the managers from Group B characterized it this way, “I think there’s value in it as long as it’s the right type of assignment based on their skills and abilities and their strengths and weaknesses...I think exposure to anything new and different is

probably valuable for personal and professional development”. Of the three elements of formal training, levels of responsibility, and project opportunities, the latter was most consistently applied by the managers of both groups.

Summary of Theme 1. This theme provided information around the primary research question regarding the contribution of organizational interventions to leader development. Specifically, participant interviews and artifacts indicated that although the organization is providing substantial tactical training in supply management, and additional corporate citizenship behavior, it is not providing the types of leader training recommended in the literature. Further, levels of responsibility and project opportunities afforded the candidates did not differ significantly between Group A and all respondents in Group B. Based on the information obtained from the respondents, the organizational interventions associated with formal training, increased levels of responsibility, and project opportunities could not explain the differences between the two groups in the case study.

Theme 2: Demonstration of Leadership

Within the context of the study, the first sub-question to be addressed was: in the instances of comparable levels of training and experience, how are potential successors demonstrating different levels of leadership acumen. The results covered in the previous theme indicated that there was consistency in the types of training the potential successors have been provided. Question 2 of the potential successor interview asked the participants to indicate how long they had been working within the supply management group. The years of experience included 2 participants with 7 years each, 4 with 10-13

years, and 2 with 17-19 years. Although a gap in the years of experience exists, all of the participants have spent substantial time in the group.

Successor Perspective. Potential successors were asked to respond to question 8 of the interview by describing whether they are given opportunities to demonstrate their leadership capabilities. There were no substantial differences in the responses from the two groups, and all of the potential successors believed they have been given opportunities to demonstrate their leadership capabilities. Several of the ways the participants identified demonstrations of leadership included, “In as much as my supervisor may call on myself to take the lead on a specific project or maybe thinking outside of the box, a different way of achieving the same end goal”, “I think it’s up to me how successful my team actually is...it’s what I do determines whether or not we’re successful”, and “I do it every day with my team...I’ve never had formal training on leadership, but I’m trying to get them training or give them training to help them to do a better job each day and whatever issues they have, they come to me”. The responses indicated that the potential successors believed they had demonstrated leadership acumen.

Manager Perspective. The current managers were also asked how the potential successors had demonstrated their leadership skills. Beginning with group B, the managers offered different opinions than the successors in four of the six instances. Comments from the managers from group B included, “She comes in here and asks a lot of questions...I haven’t really grasped her yet”, “her team is upset at how she grabs all the glory and uses them to get it”, and “he does well dealing with motivated people, but

unmotivated people he wasn't very effective with". For the two positive and confirming responses they cited a strong work ethic and ability to ensure a team exceeds goals and objectives. It should be noted that the two positive responses were from two different offices in Group B.

Similar to the reasons provided by the Group B managers for the successors who had demonstrated some level of leadership, the Group A manager also cited work ethic and team success. The first successor was described as, "(the successor) will demonstrate that he's willing to help resolve an issue with any of his team members, and he'll show them an objective way to look at the issue and resolve the problem...he engages with the team". And the second was characterized as, "providing a good example in how he does his work and his willingness to pitch in and help where needed...elicits a lot of loyalty from his team".

Summary of Theme 2. Of note were the different characterizations of demonstrative leadership between the candidates and the managers. In their responses, the potential successors identified strategic thinking, team achievement, and team development; while the managers seemed to focus primarily on work ethic, goal achievement, and interpersonal relationships. This dichotomy provided insight into the first research sub-question in that demonstrative leadership may have been viewed differently by the managers and the potential successors. Within the context of the primary research question, this theme also provided no clear differences between the two case study groups as it related to leader development.

Theme 3: Managerial Leadership Styles

From the review of current literature, the style elements that contribute to leader development include idealized influence, inspirational motivation, intellectual stimulation, empowerment, ethical behavior, and a willingness to emphasize the growth of the follower (Avolio & Bass, 2002; Liden, Wayne, Zhai, & Henderson, 2008; Northouse, 2007; Odumeru & Ogbonno, 2013; Winston & Fields, 2015). The study interviews included questions for both the managers and the potential successors regarding the leadership styles of the current managers. The second research question addresses how the leadership style of the manager influenced the leader development of the candidate. Similar to the different perceptions of demonstrative leadership in theme 3, the managers and successors had different perspectives of leadership styles.

Successor Perspective. Participant responses to questions 6, 9 and 10 of the potential successor interviews provide some insight into the perspectives the candidates hold of the leadership styles of the current managers. Question 6 provided the participants an opportunity to describe the day-to-day interactions with their managers, question 9 dealt directly with a description of leadership style, and question 10 was related to mentoring. The responses from participants in Group B differed within the group and with the responses from Group A.

Leader number 1 from Group B is described as having something of a Laissez-faire approach to leadership. Leader 1 was described as follows by the potential successors in the office, “I would pretty much say hands-off and leaves it up to the team leader how best to lead the team. I think that (leader 1) provides basic communication to

the office ...but the leadership style is pretty much hands-off”, and, “Leader 1 has an open door policy when (in the office), but we send an email or telephone and sometimes (leader 1) responds, sometimes (leader 1) doesn’t...I think (leader 1) needs training too”. The participants characterize the day-to-day interactions with leader 1 as being “relatively a positive experience”, but note that the interactions are primarily in cases where task clarification is needed. Both participants from leader 1’s office stated they do not have a mentor.

Based on the responses of the potential successors in leader 2’s office, leader 2 appears to fall in the Pacesetter leadership style. A pacesetter leader is highly skilled and exemplifies high levels of performance, however, they are likely to step in and take over tasks causing followers to feel buried under the relentless demands of the leader (Goleman, Boyatzis, & McKee, 2002). Leader 2 was described as, “very involved as a micro, where you see every detail...wanted to be involved with everything...pretty demanding and detail oriented” and “he tells us what needs to be done...but usually we have very strict deadlines so (leader 2) is often very structured”. When asked about the day-to-day interactions, one successor said, “he’s taught me a lot about organizing my day and completing projects and working on standard operating procedures”. The other described the interactions as centered on the work as the manager took the responsibility of being the final decision maker on everything. With regard to mentors, only one of the participants suggested having a mentor, but indicated the mentoring consisted of speaking to several people within and outside the present organization.

Leader 3 appears to also have pacesetting tendencies, but that may signal a change from a laissez-faire approach. One of the participants characterized the leadership style of leader 3 as follows, “as of late, (leader 3) started engaging more, which is kind of disconcerting when you used to be the one who said ‘this is good’, now you have to ask (leader 3)”. The characterization went on to suggest that leader 3 doesn’t always remember what needs to be done, so the team leaders have to keep leader 3 on track. Another potential successor from office 3 said, “(leader 3) is not what I would call a micromanager but is very knowledgeable in what (leader 3) does...if there was probably any area of opportunity and improvement it’s probably more the relationship type piece of it which I think is vitally important in terms of your ability of managing your people”. Of the two potential successors, only one indicated having a mentor, and indicated the mentor was from another department that the candidate met while working in another group.

The leadership style of the manager of Group A aligns more closely with the visionary style under Goleman’s guide, or the servant leader description espoused by Greenleaf. Listed among the qualities of a visionary leader are the concepts of encouragement, inclusivity, and flexibility (Preston, et al., 2015). Within the context of servant leadership, Liden, Wayne, Zhao, and Henderson (2008) include conceptual skills, empowering, and helping subordinates grow and succeed. In describing the leadership style and day to day interactions with the leader of Group A, one potential successor said, “There’s no hesitancy on my part to go in and request feedback, opinions, guidance, on issues that I may need a second opinion on...(leader of Group A) has a relaxed

management style, but gets the job done...I don't think there's anybody in this office that does not know what their goals and requirements are...we are open and willing to assisting our sister offices without saying, 'this is my box and I'm not getting outside this box'". And the other potential successor compliments this assessment by saying, "(Leader of Group A) is available as a resource...a very credible resource, but relies upon us to exercise judgment and decision making ability". He characterized the day-to-day interactions as "informal" and noted the manager is always available if he needs something. Both of these potential successors indicated they view their current manager as a mentor.

Manager Perspective. Included in the interview scripts for the managers were five questions that were used to gain insight into the managers' perspectives of their own leadership styles. The questions included a direct request to describe their leadership styles, an opportunity to describe how they encourage candidates to develop leadership skills, steps they take to prepare candidates for leadership roles, whether or not they have mentors, and whether they are aware if the candidates have mentors. Overall, the styles claimed by the managers of Group B did not match the potential successors' observations; however, there was congruence between the description of the Group A manager and the successors Group A.

Beginning with Leader 1 in Group B who was described by the potential successors as laissez-faire, Leader 1 described the leadership style as, "I'm not a micro manager, so I'm pretty much a manager who feels like I'm more of a coach than a manager, and I'm more of a manager who allows people the opportunity to think and to

run their teams as they would like to run them”. This Leader also cited having a mentor who worked in another group. When asked what steps were being taken to prepare the successors for leadership roles, Leader 1 stated, “I’m not taking any steps” for one of the candidates, and was unaware if either candidate had a mentor. In leader 1’s responses to the question on encouraging candidates to continue to develop their skills, leader 1 stated, “I share things that I’ve learned from either management or what I’ve read, or I always tell my team leaders as well as the employees, things that they need to do to get to the next level”.

Leader 2, who was described as a pacesetter, provided this description of personal leadership style, “I would describe it as situation...it’s a combination between a supportive and a directive approach...It really depends on the experience level of the individual staff member so it is kind of situational”. Leader 2 did not have a mentor but claimed to mentor the potential successors in the office. With regard to preparing the candidates to assume leadership roles, Leader 2 shared, “I try to give (potential successor) as many opportunities to develop operating procedures and process improvement initiatives so that the candidate learns how to be more valuable to the organization...I try to explain to (the candidate) that its’ beneficial from a career standpoint and just a general life standpoint to be better at those types of things in terms of time management, planning, and communication”. Leader 2 also mentioned a standard approach to encourage candidates to develop leadership skills by pursuing professional certifications and further education.

Leader 3, who seemed to be moving from laissez-faire toward pacesetter self-described by saying, “I see myself as an enabler...I try to lead people, give them the guidance on what the requirements are and make sure they have the proper instructions on how to achieve those requirements, and give them the leeway on how to accomplish it”. Leader 3 alluded to being mentored by the manager of Group A. Leader 3 also stated with regard to preparing candidates to assume leadership roles, “I give (candidates) counseling whenever I think they are off base. I think I give pretty good guidance I don’t hold by my opinions”. Leader 3’s self-perception aligns more closely with the coaching style described by Goleman.

The Group A manager seemed to fall into a servant or visionary leader category based on the responses from the potential successors in Group A. When asked about leadership style, the Group A manager provided only a brief response of, “I think I have a coaching, mentoring style”. The Group A manager is not currently being mentored but considered the potential successors as protégés. The Group A manager’s approach to preparing candidates for future leadership positions is based in providing exposure to the executive leadership through volunteering them for special projects, short-term high-profile assignments, and cross-functional teams. The researcher noted that the manager of Group A had very short descriptions of personal leadership style and accomplishments, but provided considerable detail about the successors.

Summary of Theme 3. Of the leadership styles that were most likely to contribute to leader development, only the manager of Group A demonstrated the preferred style elements, as evidenced by the consistency in participant responses. While

the managers of Group B self-identified into those styles, the potential successors did not support the same characterization. The second sub-question related to the influence of the leadership style of the manager on the leader development of the candidate. In the case of Group B, the candidates did not characterize the managers' leadership styles as containing those elements in the literature that support leader development. Group A, which has been able to demonstrate success in leader development is managed by a leader who exhibits the elements found in the literature that are associated with success.

Within the central research question of how organizational and managerial interventions, along with personal development efforts contribute to effective leader development, the difference in managerial interactions provides the greatest disparity between cases. Group A, which has been successful in developing leaders, was led by a manager who was described as having leadership style elements that aligned more closely with Visionary or Servant Leadership. Group B, which has not been successful in developing leaders, is led by managers who were described as exhibiting Laissez-Faire or Pacesetter styles.

Theme 4: Self-Development

Self-development is the action taken by a leader to assume primary responsibility for personal growth by determining the required knowledge and skills, and identifying and pursuing the learning experiences that will best provide development in those areas (Orvis & Ratwani, 2010). Felfe and Schyns (2014) noted that organizations should emphasize self-development to improve the effects of leader development. The final sub-question was intended to provide information on how candidate self-development efforts

advanced leader behaviors. Based on the information obtained through the interviews, there was not an observable difference in self-development activities between groups.

Questions 12, 14, and 15 of the potential successors interview provided opportunities to reflect on personal self-development, how candidates became aware of self-development opportunities, and the level at which the organization encouraged successors to pursue self-development activities. The managers were also asked to discuss what types of resources had been provided to candidates to encourage self-development efforts. There was some variance in responses between managers, however, with one exception, there was no observable difference in responses across the successors.

Group A. The manager of Group A, when asked about providing resources or information to candidates regarding self-development responded simply, “I have not”. The candidates in the office echoed this sentiment. They indicated they were encouraged to take advantage of any training opportunities offered by the organization, but not to pursue individual activities outside of those provided by the firm.

Group B. Each of the managers from Group B indicated they had encouraged candidates to pursue self-development, but to varying degrees. Leader 1 indicated that a library of resources had been established at Leader 1’s office, and was available to all of the employees including the potential successors. Both of the successors from Leader 1’s office indicated that self-development was not encouraged, although one participant was working toward an advanced degree at the time of interview.

Leader 2 indicated that candidates from Leader 2's office were always encouraged to take the necessary steps to obtain further education or professional certifications. Although the candidates from Leader 2's office agreed that the manager provided that advice to all employees, they indicated the organization did not provide any time or resources to pursue those activities. One of those candidates indicated that it would probably take 30 years to complete a four-year degree due to working long hours to meet the expectations Leader 2 places on the staff.

Leader 3 adopted the tact of recommending free on-line resources to the staff and allowing staff members to listen to the seminars during work hours as they were able. Similar to the library set up by Leader 1, however, the candidates from Leader 3's office did not indicate they were encouraged to pursue self-development. Instead, where one candidate simply responded "I don't think we are", the other went into detail about attempting to pursue an outside opportunity that the candidate believed was supported by the manager, only to find that the manager was unwilling to support the training both from a financial and time commitment perspective.

Summary of Theme 4. This theme provided information around the primary research question regarding the contribution of self-development activities to leader development. Most of the study participants indicated that they are not involved in self-development activities. Moreover, the two participants that indicated they did engage in self-development were located in the group that did not demonstrate effective leader development. Based on the information obtained from the respondents, self-development activities could not explain the differences between the two groups in the case study.

Summary of Differences Between Cases

The central research question explored within the context of the case was how organizational and managerial interventions, along with personal development efforts, contribute to effective leader development. Within this central question were three sub-questions: in the instances of comparable levels of training and experience, how are potential successors demonstrating different levels of leadership acumen; how has the leadership style of the manager influenced the leader development of the candidate; and, how have candidate self-development efforts advanced demonstrative leader behavior. The study included four geographically dispersed workgroups that operate under the umbrella of one commodity management center for a large organization. Only one of the four groups, which was labeled Group A, had demonstrated successful leader development. The other three offices in the case were combined into Group B. Table 1 summarizes the study findings and differences between the two groups.

Table 1

Collective Case Study Results by Theme

Emergent Themes		Group A	Group B		
			Leader 1	Leader 2	Leader 3
Theme 1: Leadership Training and development	Formal Training	The organization has four levels of leadership training, which only three of the managers and one of the potential successors have attended. Training is most closely associated with practical job related training in supply management.			
	Levels of Responsibility	Complete autonomy	Complete autonomy	No Autonomy	Qualified Autonomy

	Project Opportunities	The majority of the potential successors indicated they had been given the lead on major programs or strategic procurements considered critical by the organization.			
Theme 2: Demonstration of Leadership	Definition	The potential successors identified strategic thinking, team achievement, and team development; whereas the managers focused on work ethic, goal achievement, and interpersonal relationships.			
	Successor Perspective	All potential successors believe they demonstrate leadership in their current work assignments.			
	Manager Perspective	Both potential successors considered to demonstrate leadership.	Four of the six candidates were not considered to exhibit leadership acumen by the managers.		
Theme 3: Managerial Leadership Styles	Successor Perspective	Transformational / Servant	Laissez-faire	Pacesetting	Laissez-faire
	Manager Perspective	Coaching	Coaching	Situational Supportive / Directive	Coaching
Theme 4: Self- Development	Successor Perspective	Manager does not encourage self-development	Manager does not encourage self-development	Manager encourages college and certifications but unwilling to provide time or money	Manager does not encourage self-development
	Manager Perspective	Manager does not encourage self-development	Set up a library of resources	Encourage continuing education and professional certifications	Provide free online resources for employees to review
	Activity	No self-development	One successor completing	No self-development	No self-development

Within the first theme of leadership training and development there were no observable differences between the two groups. The responses of participants indicated the organization provided training most closely associated with practical supply management concepts, and did not provide focused leader training. There were also no substantial differences indicated within themes 2 and 3, which covered demonstrations of leadership and self-development respectively. Participants indicated that they did not participate in self-development activities, nor were they encouraged by the organization to pursue self-development. The only substantial differences between the two groups were found in theme 3, which considered the managerial styles of the current managers. In the instance of Group A, the manager was described by potential successors as exhibiting behaviors consistent with the Visionary and Servant Leadership styles. In Group B, the potential successors used phrases that suggested their respective managers had styles consistent with Laissez-Faire and Pacesetting.

Applications to Professional Practice

This research is meaningful and applicable to business practice for several reasons. First, the results provide insights that can be leveraged to inform the practice of enhancing leader development. In addition, the leadership styles that were determined in the study to contribute to leader development in the successful group provide additional benefits related to improving organizational culture. Within the overall field of leadership, the study reinforced the importance and cascading effects of leadership

practices. Finally, from a biblical perspective, the results linked the servant leadership style of Jesus to successful business practice.

Business sources have indicated that training and development programs for non-executive managers were lacking in many firms (Harvard Business Review, 2014). Early literature pointed towards course development and candidate identification as the keys to successful leader development (Klagge, 1996). Howard and Irving (2014), and McDermott, Kidney, and Flood (2011), however, recommend a holistic approach ensuring relevant work experience, and job assignments be included. Popper (2005) suggested that mentoring relationships between leader/follower enables candidates to experience learning opportunities in a far broader and more complex context. This study considered the impacts of training, leadership style of superiors, and personal self-development initiative on leader development. The results of the study supported the leadership style of the manager as contributory to successful leader development. This information may inform leader development actions within other organizations.

A second way this research applies to the professional practice of business is the improvements in organizational culture that can be obtained through effective leadership practices. Employee engagement is considered by some to be the primary role of leadership (Riwo-Abudho, Lily, & Ochieng, 2012). Mello (2015) links performance levels to engagement levels, and Quong and Walker (2010) suggest that engagement leads to collaborative innovation. The coaching and visionary styles described by Goleman (2000), and the Servant Leadership style offered by Greenleaf (1970) each lead

to high levels of engagement. The study found that a manager exhibiting elements of these two styles also contribute to leader development.

Within the overall field of leadership, this study provides context to the discussion of the role of leaders within organizations. The literature on leader development was shown to recommend multiple layers of development to achieve success including providing formal training, opportunities to work on high level or strategic projects, and self-development. However, in the results of the study, these components did not provide the basis for differentiating the success of one group over the other. Instead, it was the leadership style of the manager that appeared to mitigate the effects from the absence of these elements. This supports the importance of leadership within organizations to strengthen and promote continuous learning and provide for successor development. Where leaders excel, there may be cascading effects that impact the legacy of the organization.

The results of the study were also applicable within the biblical framework of the study. The leader/follower dyad of Jesus and Peter was provided as an example of leader development. As a fisherman, it was unlikely that Peter would have received any formal training in leadership. Instead, Peter was invited to leave his fishing boat to be mentored by Jesus, a servant leader. The potential successors in the study have not received formal leader training, and have been made to rely upon their current managers to model leader behaviors. Peter went on to lead the church in Jerusalem, and to later be called a pillar of the church by the apostle Paul. This would not have been possible without the servant leadership style displayed by Jesus. There were no great differences between the

organizational interventions and self-development of the participants in the study. It was the managerial interventions, or more specifically, the leadership style of the manager that contributed to successful leader development. Some of the participants in the study indicated that they worked for managers that displayed the leadership styles of laissez-faire and pacesetter. The group that had successfully developed leaders, however, was led by a servant leader.

Recommendations for Action

The purpose of this collective qualitative case study was to discover the common issues and factors that lead to success or failure in the application of leader development programs. Senior organizational leaders and human resources professionals should be encouraged by the results of this study to evaluate several business practices. First, they may need to adapt the level of formal leader training that is being provided to mid-level managers in roles similar to those within the population of this case study. Because mid-level leaders can no longer support menial tasks, but must be leveraged to respond to shifting demands in the workplace (Johnson, 2009), they must be given sufficient resources to succeed. Human resource professionals may consider incorporating elements of leader development into functional assignment training. As an example, when designing functional assignment training, role-playing exercises that permit students to consider both leader and follower perspectives may be appropriate. Additionally, human resource professionals may consider including multiple levels of organizational participants may provide opportunities for greater interactions between leaders and successors.

Senior leaders may also consider evaluating leadership styles in potential successors prior to promoting individuals into leadership positions. This study demonstrated the positive impact that leadership style may have on the development of future successors. Using tools such as leadership style batteries and 360° feedback surveys, candidate leadership styles may be ascertained in advance of promotional opportunities. These tools in conjunction with executive coaching and formal leader development courses may encourage the candidates to develop and employ the preferred leadership styles. Failure to recognize the impact of leadership style in promotion decisions may result in a negative work environment or impair development of successors.

Finally, the findings from this study are important to senior leaders and human resources professionals with regard to creating a culture that supports self-development. The literature supports the importance of leader self-development for ongoing growth of current leaders, and also for identifying potential leaders within the organization. Self-development was not apparent in the participant groups within this study. Providing resources and encouraging continued professional growth through these opportunities should be explored. Organizations may be able to offer incentives to candidates that plan, pursue, and achieve self-development goals. Similarly, goals for staff self-development may be added to current leaders.

The researcher will provide the organization that supported this case study with information about the findings. Additionally, the researcher should consider publicizing the results through publication in scholarly and business journals. The results will also be

shared with leaders and managers from varied organizations and industries through informal interactions within the business community.

Recommendations for Further Study

The findings of this case study warrant additional exploration of leader development efforts at the middle levels of management, and the effects of leadership style of managers on potential successors. One of the primary limitations of the study was the small sample size. One recommendation for further study would include identifying similar concerns in multiple organizations to increase the size of the population. In addition, the study was bounded by industry to transportation logistics commodity buying. A study could be conducted in other industries or functions. Another recommendation for further research would be to identify organizations that are either providing a greater level of formal leader training, or that experience broader self-development efforts from potential successors, to improve understanding of the inter-relatedness of these elements of leader development.

The researcher further recommends conducting a study over a greater period of time. As potential successors are promoted into managerial positions, a study could be conducted to explore the cascading effect of the influence the prior leader had upon the new manager. By the same token, a longer study period may provide insights into the degree of influence the managerial leadership style may have upon a potential candidate.

Finally, the researcher recommends conducting the study using different methods. An additional qualitative study could be used to further explore the leadership styles of the managers, the potential successors, and any cascading effects of formal leadership

training on the study group. Conversely, a quantitative approach could be beneficial to evaluate correlation between organizational intervention, managerial intervention, and self-development.

Reflections

Working through the research project was a challenging experience. Primary to that challenge was setting aside personal bias and preconceived ideas about the topic of the research. To alleviate those concerns, the researcher applied a structured interview approach and relied upon the responses of the participants to determine the findings. The responses were both surprising and challenging as multiple responses did not align with the researcher's perceptions. As a result, the researcher was able to broaden his perspective and recognize the importance of taking the time to understand the viewpoints of others. A key learning point that the researcher will take away is the importance of exploring the perceptions of staff members, as these perceptions directly reflect the nature of engagement.

The researcher also has a personal reflection on the biblical aspects of the study. The overarching theme of the Bible is the work of God to restore the relationship between God and man. Jesus suffered a sacrificial death to ensure a personal relationship with Him. No matter how much time is spent in study, or in formal training, without right relationships, it is difficult to show others the love of God. Relationships are the keystone of the gospel message. As a leader, the style that one exhibits, and the way one relates with others is the key to being a light in this world for Him.

Summary and Study Conclusions

The purpose of this collective qualitative case study was to discover the common issues and factors that lead to success or failure in the application of leader development programs. Themes from the literature indicated that organizations, by providing training and appropriate experience; managers, through leadership style and job assignments; and candidates, through self-development contribute to leader development. Further, the managerial leadership styles of Visionary and Servant Leadership emerged from the literature as more likely to result in successor development.

The study was conducted using participants from an organization that had experienced varied levels of demonstrated leader acumen across geographically dispersed sites. Even though comparable levels of experience and training had been provided the potential successors, only one of four offices was having success in producing next-generation leaders. The researcher used structured interviews and reviewed organizational artifacts to explore the cases to determine congruence with the literature and understand the differences between cases.

The professional and academic literature on leader development recommends a holistic approach that includes formal leader training, opportunities to work on complex and strategic projects, self-development, and the influence of a positive leader. The focus of this study was to examine the leader development efforts employed within the supply management organization of one firm to identify differences between successful group and unsuccessful groups, and incongruence between the literature and practical application. The results of the study indicated that in practical application the

participants may not be receiving the levels of formal leader training recommended in the literature. In addition, in contrast to the literature, potential successors are not pursuing self-development; and may not be encouraged to pursue self-development by their managers.

The literature suggests that leaders develop in an engaging work environment and benefit from working on creative and complex projects that encourage interactions with senior leadership. The level of engagement was not explored in the study, however, the work on creative and complex projects was discussed. The results were consistent with all participants suggesting they were provided these opportunities.

Finally, consistent with the literature, and most prominent in the findings was the influence of managerial leadership style. The one element that separated the cases was the leadership style of the manager. The office that had shown continued success in developing leaders was managed by a visionary or servant leader. The other offices were managed by pacesetter or laissez-faire leaders. Accordingly, the findings of this study support that in the absence of formal leader training and self-development, the leadership style of the manager has the ability to contribute to successful leader development.

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Appendix A: Interview Questions for Potential Successors

1. Please describe your current position with the organization.
2. How long have you been working with the supply management group?
3. What types of training has the organization provided to you?
4. What types of leader training have you been involved with (Classroom or otherwise)?
5. How have you utilized the training that has been provided in your work environment?
6. Please describe the day-to-day interactions that you have with your current manager.
7. How would you describe the level of autonomy given to you in managing your team?
8. Are you provided opportunities to demonstrate your leadership capabilities? Explain.
9. How would you describe the leadership style of your current manager?
10. Do you have a mentor at work? Without mentioning names, what is that persons working relationship to you (present manager, co-worker, someone outside the department)?
11. What types of opportunities have you been given to work on projects or complete tasks outside of your permanent work assignment?
12. What types of training or development opportunities have you participated in outside of the workplace (university courses, seminars, books)?
13. How have you been able to use skills learned outside of the organization to improve your leadership within the firm?
14. How are you encouraged to pursue additional self-development outside of the workplace?
15. Please describe how you become aware of these types of opportunities.

Appendix B: Interview Questions for Current Managers

1. Please describe your current position with the organization.
2. What types of training has the organization provided to you?
3. What types of leader training have you been involved with (Classroom or otherwise)?
4. How have you utilized the training that has been provided in your work environment?
5. For each of the potential successors in your office:
 - a. Describe the leadership style of the successor.
 - b. How has he/she demonstrated his/her leadership skills?
 - c. Can you describe the effectiveness of the successor in leading or managing his/her team?
 - d. How has the candidate utilized the training that has been provided by the organization?
 - e. Has any training that has been provided resulted in observable changes in the candidate's leader or follower interactions?
 - f. To what do you attribute the differences between the candidates in demonstrative leadership acumen?
6. Please describe the day-to-day interactions that you had with your manager when you were a team leader.
7. At that time, how would you describe the level of autonomy that was given to you in managing your team?

8. Were you provided opportunities to demonstrate your leadership capabilities?
Explain.
9. How would you describe your own leadership style?
10. Do you have a mentor at work? Without mentioning names, what is that persons working relationship to you (present manager, co-worker, someone outside the department)?
11. Do you believe there is any value in providing opportunities to candidates to work on projects or complete tasks outside of their permanent work assignments?
Explain.
12. To what extent to you believe leadership skills are essential for the manager position in the procurement organization?
13. For each of the potential successors in your office:
 - a. What level of autonomy is provided this candidate?
 - b. Describe the typical day-to-day interactions you have with this candidate.
 - c. What steps are you taking to better prepare this candidate to assume a leadership role in the organization?
 - d. Describe what further development this candidate requires to be able to assume a manager's role (training, experience).
 - e. Are you aware of whether this candidate currently has a mentor?
14. What types of training or development opportunities have you participated in outside of the workplace (university courses, seminars, books)?

15. How have you been able to use skills learned outside of the organization to improve your leadership within the firm?
16. How are you encouraged to pursue additional self-development outside of the workplace?
17. Please describe how you become aware of these types of opportunities.
18. For each of the potential successors in your office:
 - a. Are you aware of any training or development outside what is provide by the organization that this candidate has explored?
 - b. If you are aware of any self-development on the part of the candidate, have you observed the application of that self-development activity?
 - c. Can you describe how you encourage candidates to continue to develop their leadership skills?
 - d. To what extent have you provided this candidate with resources or information related to self-development?