

Evaluating the Effectiveness of Leadership Development Programs in the Public Sector and Its  
Impact on Organizational Performance.

by

Chijioke Osuagwu

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Doctoral Study Submitted in Partial Fulfillment  
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## **Abstract**

The main focus of public sector organizations is to provide efficient services to stakeholders and continuously adapt, redesign, and reinvent through effective LDPs. The qualitative flexible multiple case study explored what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders in public sector organizations in Owerri-Imo State, Nigeria. Online surveys and semi-structured interviews were used to gather information to study the research problem. The online survey measured employees' perception of public sector frontline leaders and their impact on performance. The findings revealed ineffective frontline leadership, lack of trust, empathy, and mutual respect. Also, the findings revealed that employees' performance was affected by the leadership behaviors of frontline leaders. Interview responses were transcribed and analyzed using NVivo to identify themes relevant to the study. The themes identified include ineffective frontline leadership, lack of performance, lack of effective LDPs, political interference, self-centered behaviors, lack of strategies to measure and evaluate LDPs, and transformational leadership. The findings revealed the need for senior executives to implement strategies and tools to measure and evaluate the LDPs to improve frontline leadership and the delivery of services to stakeholders. Further, the study gave insight into the need to identify gaps and incorporate findings into LDPs to improve frontline leaders and deliver efficient services to stakeholders.

**Keywords:** leadership, stakeholders, measuring and evaluating, leadership development programs, public sector organizations.

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### **Dedication**

With special gratitude and warm regard, I dedicate this work to my beloved parents, Godwin and Agustina Osuagwu, whose exemplary life, leadership, discipline, and unconditional love have laid the foundation for hard work and tenacity to aspire for greatness. Special appreciation to my loving wife, Chinwe, and my dearest children, Chidinma, Uzoma, Kelechukwu, and Chigoziem, for their prayers' encouragement, patience, and support throughout this journey. Finally, I dedicate this work to my dearest family Nnnenna, Nnamdi, Chima, and Kelechukwu, for their support and prayers throughout this journey.

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## **Section 1: Foundation of the Study**

Public sector organizations, owned by federal and state agencies, are responsible for providing efficient services to stakeholders and face increasing pressure to meet their statutory obligation (Zeb et al., 2015). Effective frontline leadership is required to fulfill this obligation, which was critically deficient (Kuria et al., 2016). The prevalence of ineffective leadership development programs (LDP) within the public sector maintained the potential to yield ineffective frontline leadership requiring immediate action (Kirchner & Akdere, 2014). This immediate action, referred to as leadership development programs interventions, is a valuable investment in public sector organizations, just as is the need to evaluate and measure their effectiveness and improve the delivery process (Rainey, 2014; Van Wart, 2003). Unfortunately, existing literature does not present an understanding of the impact of leadership development programs on leaders and organizational performance (Seidle et al., 2016). Thus, the present qualitative flexible multiple case study sought to help public sector organizational leaders implement strategies and tools to evaluate and measure leadership development programs' effectiveness in improving ineffective frontline leadership and inefficient delivery of services to stakeholders.

There is increased recognition by public sector organizations to invest in LDPs to achieve sustainable organizational performance (Kamali, 2018). Notwithstanding, minimal research studies focused on measuring and evaluating leadership development programs' effectiveness (Seidle et al., 2016). For instance, only 201 articles were published on leadership development programs over the last century; researchers who conducted these studies did not provide a comprehensive assessment of the understanding of LDPs (Avolio et al., 2010). Therefore, this

qualitative flexible multiple case study might reduce the current literature gap and add to the body of knowledge for future research studies.

Section I of the present study includes the introduction and incorporates the following components: background of the problem, problem statement, purpose statement, nature of the study, method discussion, design discussion, research questions, conceptual framework, theoretical discussions, the definition of terms, assumptions, limitations, delimitations, the significance of the study, and the literature review.

### **Background of the Problem**

The concern for the lack of strategies and tools implemented by public sector leaders to measure and evaluate the effectiveness of LDPs resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders was the basis of the problem in this qualitative flexible multiple case study. Notably, public sector organizations are government-owned entities that deliver public goods and services (Domingues et al., 2017). Despite the essential role that public sector organizations play in providing services to the public and stakeholders, they criticized them for the inability to meet their obligations due to ineffective frontline leadership (Khan & Islam, 2014; Kirchner & Akdere, 2014; Zeb et al., 2015).

Additionally, Gautam (2018) argued that providing services to the public is the primary goal of public sector organizations; however, effective leadership is a challenging factor inhibiting the efficient delivery of services. Therefore, managerial leadership development is essential to fulfilling the obligation of public sector organizations in providing efficient services (Andrews & Boyne, 2010). However, effective leadership in public sector organizations is limited, resulting in a deficiency of faith in management (Gqaji et al., 2016). Winn (2014) examined the problem further and determined that organizational leaders devoted less than ten

percent of their time developing employee leadership capabilities through LDPs, resulting in ineffective leadership. Hence, leaders without the current leadership model's skills and mindset encountered issues providing efficient services (John & Chattopadhyay, 2015).

Whether tactical, operational, or strategic, building effective leaders requires effective LDPs to develop leaders at all levels to compete in today's dynamic business environment. Day et al. (2014) argued that the most crucial aspect in contemporary LDPs is improving leaders' effectiveness and organizational performance. Al Naqbi (2010) stated that LDPs is an essential and priority programs, especially in the public sector. Therefore, it is evident that the need for highly knowledgeable and well-qualified frontline leaders on all leadership levels of public sector organizations is essential (Nkwana, 2014). Public sector organizations that do not employ effective LDPs could face significant challenges competing in today's dynamic business environment (Seidle et al., 2016). Therefore, mitigating these challenges requires well-structured and appropriately implemented LDPs to achieve desired outcomes. (Day et al., 2014).

Much investment has been made in LDP's by public sector organizations. Despite the capital invested, providing frontline leaders with a detailed exploration of leadership competencies to achieve an organizational outcome, public sector leadership lacked proper understanding of LDPs' effectiveness (Kirchner & Akdere, 2014). Accordingly, public sector organizations continued to experience lower employee morale, higher turnover, and inefficient service delivery to stakeholders until they understood LDPs' effectiveness (Kirchner & Akdere, 2014). Hence, public sector organizational leaders must understand LDPs' effectiveness to determine whether the investment yields dividends (Seidle et al., 2016).

A notable gap in the current literature involves understanding the effectiveness and impact of LDPs on frontline leadership and organizational performance (Seidle et al., 2016). For

decades, scholarship in this area has failed to comprehensively assess whether LDPs were effective (Seidle et al., 2016). As such, the limited literature available presented a mixed picture (DeRue et al., 2011).

### **Problem Statement**

The general problem addressed was the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, which resulted in ineffective frontline leadership and inefficient delivery of services to stakeholders (Gautam, 2018; Kamali, 2018; Nyamwega, 2018; Seidle et al., 2016). In recent decades, there were growing pressures on public sector organizations to improve their performance in increasingly complex, demanding, and changing environments (Pollitt & Bouckaert, 2017). For instance, Gautam (2018) argued that ineffective leadership was a problem in public sector organizations as frontline leaders promoted to management ranks, due to years of service, lacked leadership skills, incited ineffective leadership, and provided inadequate service delivery to stakeholders. Seidle et al. (2016) examined the problem further and determined that ineffective leadership was due to a lack of effective LDPs in public sector organizations. Public sector organizations invested capital in LDPs but failed to understand the impact of the results (Wakefield et al., 2016).

While complexities in the workplace gave rise to a greater need for LDPs in public sector organizations, there were no attempts to conduct a structured evaluation to determine the desired outcome (Kamali, 2018). The specific problem addressed was the potential lack of strategies and tools implemented by public sector leaders to measure and evaluate LDPs' effectiveness, which resulted in ineffective frontline leadership and inefficient delivery of services to stakeholders within public sector organizations in Owerri, Imo State, Nigeria.

## **Purpose Statement**

The purpose of this qualitative flexible multiple case study was to add to the body of knowledge by exploring what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leadership and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria. Scholarly researchers argued that public sector organizations' role in providing efficient services to the public was affected due to the ineffective leadership of the frontline leaders (Gautam, 2018; Herbst & Conradie, 2011; Khan & Islam, 2014). Seidle et al. (2016) argued that frontline leaders' ineffective leadership was due to a lack of effective LDPs in public sector organizations. The lack of understanding of LDPs inhibited public sector organizational leaders' ability to implement strategies and tools to measure and evaluate their effectiveness. (Kirchner & Akdere, 2014). As a result, this far-reaching problem was explored through an in-depth study of various leadership theories and evaluated LDPs' effectiveness within public sector organizations in Owerri, Imo State, Nigeria,

This qualitative flexible multiple case study was designed to recommend a framework for public sector organizational leaders to implement strategies and tools to measure and evaluate LDP effectiveness to improve ineffective frontline leaders and inefficient delivery of services to stakeholders.

## **Research Questions**

This qualitative flexible multiple case study design aims to explore the lack of strategies and tools implemented to measure and evaluate the effectiveness of LDPs, resulting in ineffective frontline leaders and inefficient delivery of services to stakeholders in public sector organizations. Thus, a good research question forms the foundation of a research study, including

insight into a problem (Ratan et al., 2019). The research questions for the present qualitative flexible multiple case study related to the primary research problems, and supplemental questions led the researcher to investigate the problem further. Research questions help the researcher decide on a study design and population through data collected and analyzed (Lane, 2018). Kalu and Bwalya (2017) emphasized that after stating the research problem's theoretical objective, the next step is to construct research questions related to the problem under study. The research questions should be straightforward and determine what other components are included (Miriam & Tisdell, 2015). Hence, a well-constructed research question helped identify the research problem and fill in the literature gap (Kalu & Bwalya, 2017). Yin (2018) concluded that a case study attempted to answer the how and why questions.

The research questions developed for this qualitative flexible multiple case study design are:

- RQ1. What are the driving factors in the ineffective leadership exhibited by public sector organizations' frontline leaders?
  - RQ1A. What are public sector employees' perceptions of ineffective leadership exhibited by frontline leaders?
  - RQ1B. How much influence does the ineffective leadership of frontline leaders contribute to public sector organizations' inability to provide efficient services to stakeholders?
- RQ2. How does public sector organizations' lack of understanding of leadership development programs' effectiveness impact the ineffective leadership of frontline leaders?
  - RQ2A. What are the strategies and tools that organizational leaders can implement to evaluate and measure the effectiveness of LDPs?
  - RQ2B. What leadership theories can organizational leaders implement to develop effective LDPs to improve ineffective frontline leaders?

## **Nature of the Study**

This section discussed the research design and methodology that was explored to address the concern of the lack of strategies and tools implemented by public sector leaders to measure and evaluate the effectiveness of LDPs resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders. Therefore, a qualitative research methodology was suitable for this flexible multiple case study design because the researcher was focused on a holistic and naturalistic approach to a real-world situation (Collins & Stockton, 2018; Harrison et al., 2017). Additionally, a qualitative case study was distinct and provided value to the audiences (Waldner et al., 2019). Qualitative research methods were designed to explore the meanings and perceptions in a specific situation and obtain a detailed understanding of the participants' real-world experiences (Marshall & Rossman, 2016; Roll & Bowers, 2017). Furthermore, Creswell and Poth (2018) defined qualitative research methodology as a set of interpretations and facts that transformed the world into a series of representations, interviews, conversations, photographs, recordings, and memos.

A case study entails studying a case within a real-life situation (Brink, 2018; Yin, 2014;). Also, Creswell and Poth (2018) defined a case study as a qualitative approach in which the researcher explores a real-life situation by adopting in-depth data collection methods involving different sources of information. Furthermore, a case study combines sources of data collection methods such as interviews, questionnaires, observations, and archives (Creswell & Poth, 2018). Consequently, a case study design was used in this qualitative study to address the relevant how and why questions. Barnett et al. (2018) asserted that qualitative samples were selected based on their ability to provide valuable information pertinent to the case in focus. The sample size chosen for the present qualitative flexible multiple case study comprised a selected population of

employees who had been in the public sector for at least five years and could provide vital information relevant to the present study.

Lastly, this qualitative flexible case study explored a suitable research method and design that could help identify strategies and tools that organizational leaders could implement to evaluate and measure LDP effectiveness to improve ineffective frontline leadership in the public sector organizations

### **Research Paradigms**

According to Monroe et al. (2019), researchers should be aware of the various research paradigms that will enable them to form their approach and better select, develop, and defend their work. The positivist paradigm is the first approach addressed in this qualitative multiple case study design. Turyahikayo (2021) emphasized that a positivist approach insists that actual knowledge of human behavior can only be gained directly through observation.

The second approach addressed in this research is the post-positivist paradigm. Like the positivist paradigm, KanKam (2019) noted that post-positivists attempt to recognize biases and ensure that the findings are consistent with the existing knowledge that theorists develop. The third approach addressed in this research is the pragmatism paradigm. Creswell (2018) noted that pragmatism aims at solving real-world practical issues. The fourth and final approach addressed in this research is the constructivist paradigm. The constructivist paradigm focuses on understanding the situation by analyzing the data collected from participants' experiences rather than a theoretical framework (Creswell & Poth, 2018). The constructivist paradigm was adopted for the qualitative flexible multiple case study as it allowed the researcher to conduct interviews with participants and gather in-depth information from the participants' experiences.

## **Discussion of Design**

This section discusses the appropriate framework for planning, collecting, analyzing, and interpreting the research problem. For example, Creswell (2013) asserted that in qualitative research design, the researcher studied individuals (narrative, phenomenology), explored processes, activities, and elements (case study, grounded theory), or learned about culture sharing behavior of individuals or groups (ethnography). Furthermore, Creswell (2013) identified four elements central to a research design: the purpose of the research, data collection techniques, data analysis, and data interpretation.

- 1) Accurate purpose statement of research design summarizing the study's primary goals and objectives.
- 2) Data collection is a series of activities or steps focused on gathering information to answer the research questions, including setting the study's limits, collecting information through observations and interviews, documents, and visual materials, and establishing procedures for recording information.
- 3) The data analysis process entails organizing the data, conducting an initial scan of the database, coding, organizing themes, and representing data.
- 4) The final step is interpreting the data

According to Rashid et al. (2019), case studies are a widely used qualitative research method in academic research. Also, a case study explores a situation in a real-life when the boundaries between the object of research and context are not evident (Ebneyamini et al., 2018). Therefore, a multiple case study design was chosen for the present study to understand the details of a real-world situation and collect information from various relevant sources (Yin, 2018). Yin (2018) asserted that multiple case studies are complicated because they use cross-case analysis to uncover themes, outcomes, and differences in various organizational settings. The advantage of using multiple case studies is that they create a more robust theory when the suggestions are more grounded in several pieces empirical evidence. Also, multiple case studies explore real-life

situations through an in-depth data collection involving multiple sources of information (Creswell, 2013). In addition, the benefit of using a multiple case study design over the narrative, phenomenological, ethnography, and grounded theories includes its ability to capture individuals' multiple viewpoints within public sector organizations.

Kim (2016) asserted that the narrative case study design uses the experience of how individuals view the world and provides sufficient background data to analyze and solve the problem. A narrative case study also focuses on individuals' lives as they tell their real-world stories (Bruce et al., 2016). As a result, a narrative case study was not suitable for the present study because the researcher was concerned about using a direct, real-life situation of what was studied as opposed to using individual experiences or stories, requiring reliance on the availability of sufficient data to draw conclusions.

The phenomenological design focuses on most of a lived experience within a group (Tight, 2016). Researchers engaging in a phenomenological study face the difficult task of interpreting human experiences because they are not easy to learn from (Neubauer et al., 2019). Therefore, a phenomenological design was not suitable for the present case study because everyone did not share similar experiences or backgrounds (Creswell & Poth, 2018). A multiple case study design was appropriate because it focused on a real-life situation and was not based on individuals' experiences within a group.

A grounded theory design methodology has been used for numerous research studies (Tie et al., 2019). Grounded theory was developed from individual thoughts and social behaviors to understand the how and why individuals behave in specific ways in a similar and different situation (Noble & Mitchell, 2016). Tie et al. (2019) concluded that a mixed methods design was

suitable for a grounded theory study. However, a grounded theory design was not appropriate for the present study because a mixed-methods approach was not used.

Creswell and Poth (2018) argued that ethnography theory design focuses on describing and understanding the characteristics of how specific groups or cultures of people interpreted and structured their lives. Similarly, Katriel (2015) defined ethnography as a study that focuses on participants' particular groups or cultural backgrounds. Thus, ethnography theory obtains information about the social experience of a group of people in a society or participants. However, the present qualitative flexible multiple case study did not aim to depend on a participant's data, but from interviews to gather information from a real-world situation. Therefore, ethnography was not a suitable option.

### **Discussion of Method**

This section explores various research methods and the most appropriate method to collect information or evidence to uncover new information or better understand the present study. The appropriate methodology chosen to complete the research study was qualitative because it allowed the researcher to explore how and why things had occurred. According to Jamali (2018), the qualitative method helps evaluate participant responses with a unique perspective, prompting additional discussions during the interview process. A qualitative research method explores the participants' real-world experiences through data collected to make decisions about a situation (Vass et al., 2017). Exploring with a qualitative methodology helped the researcher analyze why people act differently about their feelings while responding to a situation (Sutton & Zublin, 2015). Additionally, Creswell and Poth (2018) concluded that the data helps explore themes in research data, answer research questions, fill the literature gap relating to the problem, and develop personalized meanings of experiences.

In contrast, a quantitative method was specially designed for experimental studies, enabling a statistical conclusion and generalization of results to a larger population (Van Jaarsveld et al., 2019). Despite the usefulness of the quantitative research method, the qualitative research method was suitable for the present study, enabling the researcher to understand factors affecting the ineffective leadership of frontline leaders in the public sector organizations (O'Kane & Pamphilon, 2016) and inability to provide efficient services to stakeholders (Herbst & Conradie, 2011). A quantitative method was not suitable for the present study because it does not address the research questions and does not explore participants' real-life experiences.

Mixed methods research combines quantitative and qualitative research methods (Schoonenboom & Johnson, 2017). Consequently, mixed methods research allows each approach's respective strengths and weaknesses to complement the other (Regnault et al., 2018). However, mixed methods research was not chosen for the present qualitative flexible multiple case study because it does not address the research questions.

### **Discussion of Triangulation**

Pelto (2017) described a fascinating history of triangulation that traced the concept from trigonometry, by surveying and mapping its application in quantitative and qualitative research methods. Triangulation is used to enhance the credibility and validity of research findings (Noble & Heale, 2019). Using triangulation in qualitative research enables the researcher to develop a comprehensive understanding of the research study, establish confidence in the evidence, and provide an additional layer of validating the research results (Stake, 2010).

The qualitative method that was used for triangulation was the case study. A case study allows the researcher to explore a real-life situation by adopting in-depth data collection methods involving different sources of information. Therefore, triangulation of data is essential in the

qualitative research study. A case study combines sources of data collection methods such as interviews, questionnaires, observations, and archives (Creswell & Poth, 2018). The data collection methods are triangulated to ensure the validity of the case study research.

Triangulation in a case study enhances the reliability of its findings, where one set of information validates or invalidates the conclusions of the other.

The researchers used triangulation to analyze multiple data sources, data collection methods, and approaches to validate the research findings for the present qualitative flexible multiple case study. The data triangulation method, which consisted of interviews and surveys, was used to collect data from various sources. Thus, interviews were compared and cross-checked with the administered surveys for data triangulation purposes. Additionally, the theoretical triangulation method, consisting of the leadership theories identified in the conceptual framework, was used to analyze the data and create a more in-depth understanding of the research problem.

### **Summary of the Nature of the Study**

This section discussed the research design and methodology that was explored to address the concern for the lack of strategies and tools implemented by public sector leaders to measure and evaluate the effectiveness of LDPs, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders. As discussed above, there are various research methodologies, qualitative, quantitative, and mixed methods that a researcher considered when determining that which was most suitable for the present study, based on the research problem. It is imperative when conducting research, both the design and the method used are appropriate to fully answer the research questions (Bwalya & Kalu, 2017). A qualitative method was used to explore a real-life situation and understand how and why things occurred (Creswell & Poth,

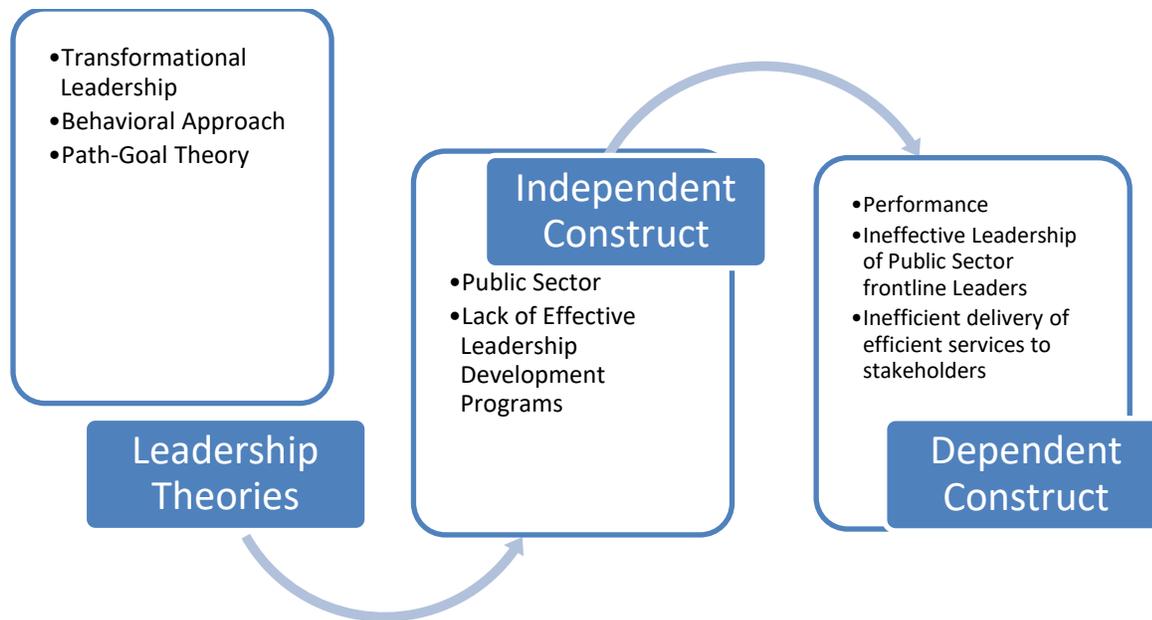
2018). Furthermore, qualitative methods provided the opportunity for data collection and analysis (Prominski & Seggern, 2019).

Additionally, the flexible multiple case study design was a better approach than the narrative, phenomenological, grounded, and ethnography theory because the design enabled various perspectives of participants within the public sector organizations in different locations. Athanasopoulou and Dopson (2018) concluded that a multiple case study design was a better approach because the design enables in-depth exploration and understanding of complex issues in their real-world settings. Finally, triangulation was used to fully explain the complexities of the research problem by exploring it from multiple viewpoints.

### **Conceptual Framework**

This section explains the qualitative flexible multiple case study framework, including how the constructs and leadership theories relate. For instance, Kivunja (2018) defined a conceptual framework as a diagrammatical or written representation that forms the research's fundamental structure. Hur (2018) explained that a conceptual framework shows the relationship between key elements of the literature. Thus, it was essential to ground a conceptual framework on the study topic (Marshall & Rossman, 2016). Hence, the conceptual framework of the present study is grounded on transformational leadership, behavioral theory, and path-goal theory.

These theories and concepts collectively provided a fundamental framework that guided the present qualitative study and supported the problem statement, purpose statement, and research questions. Each leadership theory provided a good foundation for drawing interview questions to solve the research problem. Therefore, the present qualitative multiple case study explored transformational leadership, behavioral approaches, and path-goal theories, incorporating them into leadership development programs in public sector organizations.



*Figure 1. Relationship Between Concepts.*

### **Discussion of Transformational Leadership Theory**

Transformational leadership theory was one of the most frequently used approaches to leadership and began with a classic work of political sociologist James MacGregor Burns. Burns (1978) defined transformational leadership as a process where leaders and their subordinates help each other advance to higher goals, morale, motivation, and treat each other as human beings. Furthermore, Burns (1978) theorized that transformational leaders were those who attracted positive moral values. Other models emerged because of Burns (1978) concept of transformational leadership theory. One of the prominent models was Bass's (1985) full range of leadership. Burns (1978) influenced Bass to lead the study of transformational leadership.

Korejan (2016) indicated that individuals who adopt Bass's (1985) transformational leadership model achieved higher results with one or more below.

- 1) Idealized Influence. The transformational leader exhibited behaviors that resulted in being a role model for the followers. As a result, the leader was admired, respected, and trusted by the followers who wanted to imitate their leadership style.

- 2) **Inspirational Motivation.** For a leader to inspire the followers, they must be willing to provide goals that could be achieved. Thus, there must be a valid reason that encourages followers to work hard towards achieving a goal. Transformational leaders align the vision of their followers and convey high expectations that they want to achieve.
- 3) **Intellectual Stimulation.** Transformational leaders promote their follower's ingenuity and creativity by encouraging a diverse and supportive environment to encourage followers to innovate and create new ideas for themselves.
- 4) **Individualized Consideration.** Transformational leaders focus on the followers' individual needs by creating a diverse and supportive environment that recognizes and respects their differences. The leader acts as a mentor and coach for the followers, striving to develop, empower, and motivate them to exceed their expectations (p. 458).

Using the four transformational leadership components, leaders encouraged their followers to go beyond their limitations, pursue collective goals, and achieve performance exceeding their expectations. Jacobson (2018) asserted that transformational leaders strive to establish a positive relationship with their followers to improve their overall performance. Transformational leadership was an important influence on followers, leading to increased goal-directed behavior and helped followers exceed their performance expectations (Sawasn & Ebeltagi, 2016). The main philosophy underpinning transformational leadership is the ability to relate with followers and harness their talents to gain a competitive advantage for the organization's growth (Lourenço & Curto, 2017). Thus, understanding and applying transformational leadership theory helps address ineffective frontline leadership that results in the inability of public sector organizations to deliver efficient services to stakeholders.

Muterera (2012) emphasized the importance of public sector organizational leaders integrating transformational theory in LDPs, helping frontline leaders develop effective leadership skills to improve organizational performance. Transformational leadership enhances employees' organizational commitment leading to a willingness to assume more responsibility to

accomplish organizational performance (Avolio et al., 2004). Although scholars have widely recognized the importance of leadership, promoting transformational leadership theory in public sector organizations requires an effective LDP to improve frontline leaders' abilities to influence group expectations and employee motivation (Dvir et al., 2002).

There are components within the transformational leadership theory similar to outcomes of LDPs. For example, the transformational leadership theory comprises charisma or idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Bass, 1985). Also, LDP outcomes include encouraging team development, motivation, career development, developing leadership skills, and effective leadership (Brown et al., 2011).

Transformational leadership theory was employed in the conceptual framework of the present qualitative flexible multiple case study to improve ineffective frontline leadership through effective LDPs in public sector organizations. Murphy (2005) concluded that transformational leadership was an emerging standard for leadership and could be achieved through LDPs and professional development in key leadership competencies. Therefore, public sector frontline managers who developed and embraced transformational leadership improved ineffective leadership and ensured efficient delivery of services to stakeholders (Murphy, 2005).

### **Discussion of Behavioral Theory**

The behavioral theory approach to leadership shifted its focus from the leader trait to a leader's behavior after determining that the trait theory was less practicable in today's business environment. The behavioral approach dominated leadership research throughout most of the 1950s and 1960s. As a result, leadership behavior approach projects emerged, two were led by Ralph Stodgill at Ohio State University and another was led by Rensis Likert at the University of Michigan. Stodgill (1948) argued that an individual does not become a leader because of a

combination of traits. Instead, leaders emerge based on traits pertinent to their situation. His study concluded that individuals who were leaders in one situation might not be leaders in another.

Furthermore, Stogdill's research programs concluded effective leader behavior was classified as task-oriented and relationship-oriented. Similarly, most behavioral researchers identified two major leadership behaviors: relationship-leadership-focused and task-focused (Kantabutra, 2017; Schrempf Stirling et al., 2016; Spain & Groysberg, 2016). Stogdill's research concluded that some individuals were task contributors and were efficient at providing directions to team members but lacked the people skills to lead in other situations.

Likert (1950) examined the theory further and identified three behavioral attributes of effective leadership: task-oriented behavior, relationship-oriented behavior, and participative leadership. Two of these were observed by Stodgill (1948). Likert (1950) argued that task and relationship-oriented behaviors were not the only behaviors attainable in an organizational environment, positing participative leadership as another. According to Likert participative leadership was a leadership style involving team members identifying essential goals and developing strategies and procedures to achieve them. Likert identified five traits of participative leadership: (a) involving subordinates in decision making, (b) updating the team on the current situation, (c) maintaining team members' morale, (d) open-door policy, and (e) offering mentoring and development opportunity to team members.

In another study, Gautam (2018) argued that public sector leaders joined management ranks because of long years of service and proved to be effective task contributors but lacked the leadership skills to manage teams. Neither of these was an attribute of strong management skills and was the problem of ineffective frontline leadership, resulting in public sector organizations'

inability to provide efficient services to stakeholders. Therefore, Gautam's work aligned with Stodgill's behavioral theory, that some individuals were task-oriented and efficient at providing directions to team members but lacked relationship leadership or people's skills to lead effectively.

The behavioral theory approach helped determine whether leaders had developed the skills needed to be effective leaders and whether the skills acquired through LDPs influenced changes in their behavior (Mullard, 2018). According to Seidle et al. (2016), LDPs became popular among organizations, developing leadership skills and influencing behaviors. Therefore, the behavioral theory was employed in the conceptual framework of the present qualitative flexible multiple case study to improve ineffective frontline leadership that affected public sector organizations' ability to provide efficient services to stakeholders through effective LDPs.

### **Discussion of Path-Goal Theory**

The path-goal theory of leadership was introduced by Evans (1970) and inspired by the expectancy theory of motivation developed by Victor Vroom (1964). Thus, the path-goal theory originated from the expectancy theory, in which individual behavior was contingent on the expectation that accompanied a given outcome. In addition, Evans' work inspired House (1971), an Ohio State University graduate, who further developed the path-goal theory of leadership effectiveness and later revised it (in 1996). House (1971) theorized that a leader's behavior was based on their followers' satisfaction, motivation, and performance. House's (1996) revision argued that the leader engaged in behaviors that enhanced followers' potential and compensated for deficiencies.

Similarly, Northouse (2019) defined path-goal as a process by which leaders adopted specific behaviors aligned with employees' needs to guide them through their path in the

performance of their daily functions. The path-goal leadership theory was based on the principle that leaders need to develop their subordinates' competencies by creating a continuous learning process (Farhan, 2018). Thus, effective leaders simplified the path to goals and removed obstacles to performance. The path-goal leadership theory espoused by House (1971) identified the following four leadership styles:

1. Directive Leadership. The leaders understand what needs to be achieved, how assignments are performed, and how to meet the timeline. Hence, leaders provide the platform for their followers to accomplish the task.
2. Supportive Leadership. The leaders focus significant attention on what their followers need to perform their job functions successfully. The leader's perspective is characterized by friendliness and empathy. The leader exhibits mutual respect for his followers and supports them by making goal achievement easily attainable.
3. Achievement-Oriented Leadership. The leader sets challenging goals that require a high-performance level from followers who believe in meeting the expectation.
- 4) Participative Leadership. The leader believes it is essential to collaborate with followers and consider their ideas or suggestions during the decision-making process. The leader does not impose their decision or style on their followers; instead, they seek input before making a final decision (p. 321).

The path-goal theory is useful in the public sector to help frontline leaders gain in-depth knowledge of employees and encourage the efficient delivery of services to stakeholders. By adopting a path-goal theory, public sector organizations can improve ineffective frontline leaders and offer the leadership competencies needed to motivate and support their employees through an effective LDP. House (1971) emphasized that leaders' behaviors complemented their employees' talents and abilities and compensated for the skills and performance deficiencies. Using the path-goal leadership theory to create a meaningful LDP for frontline leaders, public sector organizations can strengthen their leadership teams and offer the resources required to motivate and support employee performance.

## **Actors**

**Public Sector Organizations.** Public sector organizations comprise federal, state and local government and are related to the present study and benefit by developing effective LDPs that improve ineffective frontline leadership and efficient delivery of efficient services to stakeholders. Public sector organizations owned by federal, state, and local agencies that are responsible for providing services to stakeholders face increasing pressure to meet their statutory obligation (Zeb et al., 2015). As such, effective frontline leadership was required to fulfill this obligation, which was critically deficient in the past (Kuria et al., 2016).

**Senior Executive Leadership.** Given their positions within the organization, senior executive leaders are responsible for shaping their vision, mission, strategies, organizational design, and culture (Martins, 2020). Therefore, the environment set by senior executive leaders is essential to ensuring effective frontline leaders. Otherwise, public sector organizations will continue to experience low employee morale and job dissatisfaction, resulting in the inability to provide efficient services to stakeholders. According to Schedlitzki et al. (2018), a leader cannot exist without followers. Generally, the key drivers of organizations are employees because they are the organization's intellectual property and provide goals. Thus, it is essential to provide employees with direction, which is achieved through senior executive involvement in ensuring effective leadership. Dal Mas and Barac (2018) asserted that leadership play an essential role in improving public sector organizational performance, including a capacity to influence the ways organizations perform their work.

## **Constructs**

The specific problem addressed was the potential lack of strategies and tools implemented by public sector leaders to measure and evaluate LDP effectiveness, resulting in

ineffective frontline leadership and inefficient delivery of services to stakeholders within public sector organizations in Owerri, Imo State, Nigeria. Therefore, the constructs of the present study that the researcher measured include reasons for the ineffective leadership of public sector frontline leaders and the effect they have on the ability of public sector organizations to provide efficient services to stakeholders. Public sector organizations are government-owned entities that deliver public goods and services (Domingues et al., 2017).

Despite the essential role that public sector organizations play in providing services to the public and stakeholders, they have been criticized for not meeting their obligation due to ineffective frontline leadership (Khan & Islam, 2014; Kirchner & Akdere, 2014; Zeb et al., 2015). Furthermore, public sector organizations have been criticized for lack of accountability, which reduced the efficiency of leaders and created a gap in the provision of the efficient delivery of services (Brixi et al., 2015).

### **Discussion of Relationships Between Concepts**

Figure 1 represents the lack of effective LDPs deployed in public sector organizations, which resulted in the ineffective leadership of frontline leaders and the inability to deliver efficient services to stakeholders. Thus, incorporating the theories into the LDPs was explored in this section. Transformational leadership, behavioral leadership, and path-goal theories play an essential role in public sector organizational leadership because they are positively associated with employee performance (Dvir et al., 2002). For leadership to be responsive to the ongoing changes in most organizations, effective leadership theories must be used to improve performance (Ahmed et al., 2016). Therefore, it is essential to incorporate these theories to improve leadership behaviors, relationships, motivation, employee, and organizational performance. Incorporating leadership theories into LDPs enables public sector frontline leaders

to choose and adopt various leadership styles as their workplace roles become more complex. With an effective LDP, frontline leaders who possess these leadership attributes of transformational leadership, behavioral theory, and path-goal theory could be identified to lead public sector organizations towards a successful change process. Furthermore, public sector organizational leaders are responsible for providing leaders with the knowledge and ensuring that leaders have adequate leadership development training to perform their job (Larat, 2016). Therefore, organizational leaders must do everything within their power to implement effective LDPs and engage in activities to achieve that purpose.

### **Summary of the Conceptual Framework**

The transformational leadership, behavioral approach, and path-goal theories were chosen as the conceptual framework for the present qualitative flexible multiple case study to explore and understand the lack of strategies and tools implemented by public sector leaders to measure and evaluate the effectiveness of LDPs, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders. Each theory focused on the significance of leadership behavior, relationship, job satisfaction, morale motivation, and overall organizational performance. As stated in the problem statement and the conceptual framework, the present research explored the lack of strategies and tools implemented by public sector leaders to measure and evaluate the effectiveness of LDPs, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders. Nkwana (2014) argued that public sector organizations struggled to improve service delivery to stakeholders, and there are increasing demands for organizational leaders to implement these structural changes and transformational processes.

## Definition of Terms

1. *Frontline leader*: Those responsible for transforming organizational strategy and influencing relationships with employees and stakeholders (Gautam, 2018).
2. *Leadership*: The pathway that promotes and influences employees towards achieving a desirable objective. (Mathew, 2017)
3. *Leadership competency*: Skills developed by a leader that contribute to superior performance (Rohana & Abdullah, 2017).
4. *Leadership development program (LDPs)*: Entails individuals in the organization with attention focused on developing interpersonal relationships (Maheshwari & Yadav, 2018).
5. *Public sector organizations*: Government-owned entities that deliver public goods and services (Domingues et al., 2017).
6. *Returns on investments*: Performance indicators that show how much a particular business generates gain from capital (Zamfir et al., 2016).
7. *Stakeholders*: Investors who have a stake in the organization and are affected by their achievement objectives (Benn et al., 2016).

## Assumptions, Limitations, Delimitations

Assumptions are the authoritative optimism of a study upon which the researcher bases the research findings (Sekaran & Bougie, 2016). Limitations are shortcomings in the research outside of the control of the research (Theofanidis & Fountouki, 2019). Also, Theofanidis and Fountouki described delimitations as the boundaries determined by the researcher, ensuring the research objectives remain achievable.

### Assumptions

Creswell and Poth (2018) asserted that when researchers conduct a qualitative study, they are subjected to its underlying philosophical assumptions while incorporating world views that eventually shape their research direction. For the present study, the researcher considered six assumptions. The first assumption posits the incorporation of real-world strategies and tools into

frontline leaders' daily routines could be an effective intervention for addressing ineffective leadership in the public sector. The second assumption asserts the gap identified in the present study of LDPs in public sector organizations would be well documented with adequate literature for future research studies (Wart, 2003). The third assumption contends that the leadership theories identified would be incorporated into the present study, and that they are suitable for addressing ineffective leadership influence on achieving organizational performance (Uzohue et al., 2016). The fourth was the assumption that the interview questions used in the present study address the research problem. The fifth assumption addressed research bias. Namely, that the researcher could be biased by influencing the results of the present to portray a specific outcome (Galdas, 2017). Finally, it was assumed participants in the present study might not be truthful or that their responses to the research questions could be biased (Galdas, 2017).

### **Limitations**

Limitations are shortcomings outside of the researcher's control, affecting the research scope, executions, and theories (Goerres et al., 2019; Theofanidis & Fountouki, 2019). Consequently, researchers should be clear about the limitations identified in their study (Twinning et al., 2017). For the present study, the researcher identified three limitations. First, the data collection process could inhibit information accuracy as most of the interviews were conducted over the phone. As a result, present study conclusions could vary because the in-person presence of the researcher yields more accurate data than that which is gained via telephone. The researcher's second limitation related to the limited research studies measuring and evaluating LDP effectiveness in public sector organizations. Scholars-practitioners who examined the LDPs in past decades did not provide detailed assessments of LDP effectiveness in public sector organizations (DeRue et al., 2011). The third limitation identified in the present

qualitative multiple case study relates to the bureaucratic characterization of public sector organizations. limiting to the amount of information they provide (Mori, 2017).

A study limitation should describe the potential limitations, define the implications of the limitations, propose alternative approaches, and describe steps taken to minimize the limitation (Ross & Zaidi, 2019), Therefore, the limitations mentioned in the present study were minimized as follows:

- 1) Participants were located in Nigeria and could not use Zoom due to different time zones. Also, participants have limited access to the network to conduct the Zoom meeting at a private location. Further, Covid restrictions were still in place for face-to-face interaction. Therefore, the researcher used the telephone to conduct the interview.
- 2) Self-administered questionnaires and secondary data collection that do not require the researcher to be present were used to reduce the limitations.
- 3) Participants provided information relevant to the study; therefore, archival data was not used.
- 4) Finally, the researcher minimized the limitation relating to limited research studies on measuring and evaluating LDPs effectiveness in public sector organizations by adding to the body of knowledge and recommending the need for further research.

### **Delimitations**

Delimitations are boundaries determined by the researcher so that the research objectives do not become unachievable (Maier, 2017; Theofanidis & Fountouki, 2019). The scope of the present study targeted public sector organizations within Owerri, Imo State, Nigeria, and was limited to a small sample of selected public employees. As a result, it did not include all employees working in public sector organizations. The present study focused on a selected population comprised of public sector senior executives, frontline managers, and employees with at least five years of public sector experience.

## **Significance of the Study**

The significance of the present study was to address the lack of strategies and tools implemented by senior executive leaders to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of efficient services to stakeholders in public sector organizations. Khan and Islam (2014) reported serious concerns and criticisms about the efficient services provided to stakeholders by public sector organizations. Therefore, public sector organizations comprised of federal, state, and local government agencies could benefit from the present study by developing effective LDPs that could improve ineffective frontline leadership and efficient delivery of efficient services to stakeholders.

The present study addressed how public sector frontline leaders influenced employee morale, motivation, and organizational performance. Employees were an essential factor in the present study and experienced increased engagement when leaders knew how to lead effectively. According to Famakin and Abisuga (2016), ineffective leadership affected employee commitment, and continued employee commitment was supported by effective leadership. MacKie (2014) affirmed that frontline LDPs increased employee perceptions of leadership and boosted their effort, morale, job satisfaction, and ability to deliver efficient services to stakeholders. Therefore, altering the leadership behavior pattern is required for change interventions to positively impact employee performance (Spector, 2013). Hence, the theme of the present study measures and evaluates the effectiveness of LDPs in the public sector to improve frontline leaders and organizational performance.

## **Reduction of Gaps**

A gap was identified in the body of knowledge concerning leadership development program effectiveness in public sector organizations. Scholars argue that LDPs play a critical

role in organizations and became essential for improving leadership and managerial skills (Day et al., 2014). The authors further advocate the need for effective LDPs cannot be overemphasized due to the criticism and pressure on public sector organization leadership to improve stakeholder efficiency. The findings and conclusions drawn in the present study address and expand the current literature concerning evaluating and measuring LDP effectiveness in public sector organizations.

The present study proposed that evaluating and measuring LDP effectiveness (Seidle et al., 2016) and improving their strategy (Avolio et al., 2010) could help reduce the literature gap. Therefore, focusing on implementing strategies and tools to measure and LDP effectiveness could help public sector frontline leaders become more effective, enhancing employee job satisfaction, productivity, and the efficient delivery of services to stakeholders.

### **Implications for Biblical Integration**

Thus, the heavens and the earth were finished, and God put a man in the garden of Eden to work and keep it (Gen 2:1–3, 15, ESV). Legitimate work reflects the activity of God (Blanchard et al., 2016). By this example, public sector organizations should conduct business activities that produce the highest beneficial outcome to humankind and are acceptable to God. The biblical worldview of the present study relates to God's mandate to steward his creation (1 Pet 4:10, NIV) with the notion that effective leadership is not about acting on one's own terms but acting as a servant to others (Matt 20:26, ESV). While leadership is often seen as a position of authority, leadership's biblical worldview is to serve like Jesus. Even the Son of Man did not come to be served but to serve and give his life as a ransom to many (Mark 10:45, KJV).

Jesus' parable of the talents illustrates that we are stewards of his intellectual ingenuity and will be held accountable for acting as he would want us to (Matt 25:14–20, NIV). The

stewardship of what God owns means we have a responsibility to manage it and must endeavor to be good stewards of the gospel of Jesus Christ (1 Cor, 4:12, NIV). Many leaders act as if the sheep exist only for the benefit of the shepherd (Blanchard et al., 2016), which emphasizes that the need to advance leadership requires effective leadership training and development programs, so the sons of God may be competent and equipped for every good work (2 Tim 3:17, NIV).

When leaders practice the leadership example of Jesus Christ, they understand the importance of leading and providing efficient services from spiritual perception and integrity rather than power. Ineffective leadership can be linked to leaders who do not have a spiritual connection with the people they serve. Whatever you do as a leader, work heartily, as for the Lord and not for men, knowing that from the Lord, you will receive your inheritance as your reward (Col 3:23–25, ESV).

God's creation of the garden of Eden provides an excellent foundation for organizations. Organizations are considered a mission field to meet God's work and the flourishing of human beings to enjoy. God accomplished His purpose by transferring His intellectual ingenuity to man by providing them with the talent and ability to serve humanity (Crawley & Snyder, 2015). Thus, understanding the leadership style needed to lead and serve God's purpose for mankind contributes to the advancement of God's kingdom and increases performance within an organization (Giltinane, 2016).

Therefore, leaders need to utilize their abilities to influence behaviors that will motivate employees and organizational performance. Harnessing the talent and intellectual capacity given to man requires an effective leadership training and development program that improves leadership behaviors and increases organizational performance that reflects God's plan.

### **Relationship to Field of Study**

The present study involved evaluating and measuring the effectiveness of LDPs in the public sector and their impact on organizational performance. Notably, the researcher was concerned about frontline leaders' ineffective leadership, which resulted in public sector organizations' inability to provide efficient services to stakeholders (Herbst & Conradie, 2011; Khan & Islam, 2014). The relevance of the present study stems from the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders.

The relationship of the present study to the field of leadership cannot be exaggerated in today's business environment, where organizational leaders are prompted to transform their leadership styles towards achieving organizational performance (Matte, 2017). Madanchian et al. (2017) posited that effective leadership was essential in determining organizational success and positively influencing employees. This information is vital to leadership because ineffective leadership can affect employee morale and job satisfaction resulting in the inability of public sector organizations to deliver efficient services to stakeholders. The present study recommends a framework on how organizational leaders could effectively implement strategies or tools to measure and evaluate LDP effectiveness in public sector organizations to improve ineffective frontline leadership and inefficient delivery of services to stakeholders.

### **Summary of the Significance of the Study.**

The present study addressed the general and specific problem of the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leaders and inefficient delivery of services to

stakeholders. Limited studies on public sector organization LDP effectiveness exist (Harrison, 2017; Seidle et al., 2016; Subramony et al., 2018). The present study could prove beneficial in reducing the gap in the literature. The present study makes specific and significant recommendations to assist public sector organizations in implementing real-world strategies and tools that identify, measure, and evaluate LDP effectiveness and incorporate the solutions into the frontline leaders' daily work routine.

## **A Review of the Professional and Academic Literature**

### **Introduction**

The researcher conducted a thorough review of professional and academic literature, which involved an extensive synthesis of data that supported the present study and an analysis of what was known and unknown about the research topic (Maggio et al., 2016). Also, the literature review allowed the researcher to determine gaps. The findings and conclusions drawn from helped address and expand the current literature concerning effective LDPs in public sector organizations.

The literature review consists of key concepts related to the present study, which include the role of leadership, LDPs in public sector organizations, LDPs used as an organizational intervention, the link between LDPs and organizational culture, lack of effective LDPs and their impact on organizational and employee performance, factors impacting the public sector's inability to deliver efficient service, successful implementation of a LDP, altering participant's behavior to implement effective LDPs, the role of human resources in implementing LDPs, the role of public sector organizational leaders in implementing LDPs, and evaluating and measuring LDPs in public sector organizations. In addition, the literature review focuses on leadership

theories and their integration into the present study. Each section is an essential for the present study and was integrated by synthesizing and analyzing various pertinent literature.

Current research efforts yielded a limited number of studies focused on evaluating LDP effectiveness in public sector organizations. Hence, the present study contributed to the limited literature by exploring a detailed study evaluating and measuring the effectiveness of LDPs in public sector organizations. In addition, the present study addressed other pertinent information, both relevant and practical, to discovering the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness. Therefore, the data analysis revealed why public sector organizations had ineffective frontline leaders and inefficient delivery of services to stakeholders.

The objective of the literature review is to present an assessment of the literature regarding the lack of effective LDPs in public sector organizations and their impact on organizational performance. Notably, the literature review involves documentation of research efforts, a historical overview, current findings in LDPs, an overview of the leadership theories, and gaps in understanding LDP effectiveness. Sources were used from searches conducted on Liberty University databases, including the Office of Personnel Management (OPM), ProQuest, and Google Scholar.

### **The Problem**

The present study focused on exploring the lack of strategies and tools implemented by public sector organizations to measure and evaluate LDP effectiveness resulting in ineffective frontline leaders and inefficient delivery of services to stakeholders. There are currently limited studies of public sector organizations LDP effectiveness (Seidle et al., 2016). Notably, according to Seidle et al., the problem in the current literature entails understanding LDP effectiveness and

its impact on organizational performance. As such, researchers who conducted a comprehensive review of the literature were unable to provide the desired assessment of LDP effectiveness (DeRue et al., 2011). Furthermore, researchers rarely explored LDP effectiveness, and the limited literature presents a mixed picture of the problem (Seidle et al., 2016). Therefore, the present study literature review focuses on exploring, in detail, LDPs and the recommended tools and strategies to evaluate and measure their effectiveness to improve ineffective frontline leadership and inefficient delivery of services to stakeholders.

### **The Role of Effective Leadership**

Scholarship indicates leadership is one of the essential factors that promotes the relationship between employee participation and organizational performance (Green, 2016; Lyndenberg, 2018; McCann & Sweet, 2016; Schrempf-Stirling et al., 2016; Ugwu et al., 2016). Similar scholarly research reported leadership influenced individuals to achieve a shared objective (Parabowo et al., 2018; Poff, 2016; Sung & Choi, 2016; Tortorella & Fogliatto, 2017). Further, Hao and Yadanifard (2015) argued leadership influenced positive change in an organization, and that without it, there was little possibility for change. Also, Turunc et al. (2016) asserted leadership was the process of motivating and influencing employees toward organizational objectives. Dal Mas and Barac (2018) determined that leadership played an essential role in improving public sector organizational performance, including a capacity to influence the ways organizations performed their work. Thus, having the right leadership in an organization could significantly impact employee performance (Bakotica, 2016; Hargreaves, 2017).

Beyond these secondary benefits, many research studies found a link between effective leadership and organizational performance. For instance, Paszkiewicz et al. (2015) asserted many

organizational successes depended on effective leadership. Further, effective leadership increased employee job satisfaction morale, motivated a positive work climate, improved behavior and performance, and contributed to the organization (Seidle et al., 2016). Moreover, Andrews and Boyne (2010) concluded that effective leadership was an essential factor that impacted public sector organization performance, including the efficient delivery of services to stakeholders. In another study, Babalola (2016) argued leadership style significantly affected employee job satisfaction and performance. Consequently, adopting a leadership style that benefited an organization and its employees remained one of the most effective and efficient means to achieve organizational performance and employee satisfaction (Babalola, 2016). Therefore, as asserted by Dal Mas and Barac (2018), effective leaders must exhibit behaviors that motivate team performance, directly connecting to organizational performance.

### **Leadership Development Programs (LDPs) in the Public Sector**

LDPs are interventions designed to improve individual leadership capabilities (Flaig et al., 2019). Feser et al. (2017) argued leadership development improved individuals' capacity to engage in effective leadership practice. Thus, building leaders requires an effective LDP. Coghlan and Coughlan (2015) recognized the increasing demand for LDPs in public sector organizations given the need to identify effective leaders capable of innovative and effective solutions. Most successful organizations recognized that LDPs were essential to their operational and strategic plans (Lacerenza et al., 2017). Effective LDPs benefited both the employee and the organization because they allowed participants to improve their leadership skills and competencies (Flaig et al., 2019). For example, Ho (2016) asserted that organizations spend approximately \$1,252 yearly on each employee LDP. In another study, Wakefield et al. (2016) determined that LDPs required a comprehensive scope of practices that were viewed as essential

to boost organizational potential, reflected by the \$31 billion spent by U.S organizations on LDPs. In addition, a survey of workforce learning professionals found that the average amount spent on each employee participating in executive development programs was \$12,370 (American Society for Training and Development, 2008). Therefore, LDPs were considered an essential strategic priority for organizations (Lacerenza et al., 2017).

Research studies showed that LDPs were the least explored topic in leadership research (Harrison, 2017; Martinelli & Erzikova, 2017; Subramony et al., 2018). Similar research studies showed that LDPs were an evolving process that coincided at different stages of an organization, which led to a wide range of favorable outcomes (Garavan et al., 2015). As a result, LDPs became essential and priority programs in large organizations (Packard & Jones, 2015), especially in the public sector (Al Naqbi, 2010).

Many research studies also showed that organizations invested significant resources in LDPs but lacked an understanding of training program effectiveness (Kirchner & Akdere, 2014; Packard & Jones, 2015). Despite organizations reporting significant investment in both resources and capital for LDPs (Gibler et al., 2000), results showed a lack of leadership, and only 13% acknowledged a return on investment (Schwartz et al., 2014). Kirchner and Akdere (2014) examined the problem further and determined that organizations invested large sums of money in developing leadership competence; however, only a few focused on evaluating and measuring the effectiveness of the investment to determine results and worthiness. Wakefield et al. (2016) argued that investing capital in LDPs was not a solution to the problem; instead, public sector organizational leadership should identify what worked and understand the impact of results. Public sector organizations were distinguished by increasing complexity, ambiguity, and transformations that required leaders who could adapt to change (Berger, 2012). Hence, adapting

to change required an effective LDP to improve frontline leader thinking about themselves and their employees (McGuire & Rhodes, 2009). There was an increasing demand for LDPs in public sector organizations, making leaders more innovative and productive (Coughlan, 2015).

Consequently, public sector organizations needed LDPs to implement strategies to improve the quality of services provided to stakeholders, improve organizational performance, and the capability of frontline leaders to tackle and accomplish organizational goals (Rinfret, 2016).

Many research studies argued that the need for LDPs programs was due to the impact leadership produced and its vital role in improving and influencing public sector organizations (Fortin, 2015; Turner et al., 2018). Notwithstanding, public sector LDPs were needed to address frontline leadership concerns, including creative thinking, cross-organizational team building, and leading results (Ingraham & Taylor, 2004). Hall et al. (2016) asserted that the enhancement of LDPs was not optional. Understanding the reason for LDPs helped an organization develop a broader and more detailed curriculum for the growth of its leaders (O'Loughlin, 2013). Most importantly, evaluating LDPs was essential to determine the most compelling opportunities that aligned with organizations and employees (Hall et al., 2016). Maheshwari and Yadav (2018) emphasized that the LDP focused on developing interpersonal relationships between individuals in the organization. In essence, LDPs targeted a particular purpose, including enhanced productivity and effectiveness through training and skill collaboration between managers and employees (Wilke & Viglione, 2015).

Most successful organizations admitted a lack of effective leadership (Wilke & Viglione, 2015); however, LDPs helped organizations manage difficulties and improve leadership qualities (Avolio et al., 2010). Choosing to develop leadership competency amounted to building commitments and mutual obligations (Cullen-Lester et al., 2017). In deciding on an LDP, an

organization, according to De beer, needed to develop leaders as individuals, relationships with others, and lead teams (De beer, 2016). Further studies by Stockton et al. (2016) showed that reinforcing engagement, improving culture, promoting leadership, and improving working methods required recognition of enhanced ideas that would play a vital role in stimulating LDPs. Subramoy et al. (2018) argued that leadership was an individual and complicated phenomenon that encouraged the relationship between a leader and their social and organizational settings. Hence, developing organizational leaders in isolation was ineffective and led to the inability to achieve LDP desired outcomes (Megheirkouni, 2016). Leskiw and Singh (2007) identified six critical elements essential for effective LDPs: an in-depth assessment, the selection of credible participants, the design of a framework or system, the design and implementation of a continuous learning system, an evaluation system, reward accomplishments and improve on deficiencies. A similar review by McCauley (2008) identified factors vital to the success of LDPs, including alignment of leadership development goals with business strategies, senior executive support, shared responsibility between line managers and human resources staff, manager accountability for the development of subordinates, competency models, multiple development methods, and evaluation.

### **Leadership Development Programs Used as Organizational Intervention**

LDPs have been used for organizational interventions, resulting in a positive outcome for employee engagement (Bailey et al., 2017). Notably, most organizations used LDPs as a leadership intervention tool to identify, evaluate, measure, and improve their leader effectiveness. Consequently, LDPs improved organizational performance when leader received the intervention (Seidle et al., 2016). Most organizations faced significant challenges when they sought to develop their leaders because individuals who ascended to leadership roles created

mindsets that leadership development training was not required (Davis, 2014). However, organizations hoped that their leaders who participated LDPs could use their newly acquired skills to impact team performance (Dirami, 2017).

Organizational leaders who implemented new LDPs were concerned how frontline managers adopted the skills and applied them to their functions and responsibilities to efficiently accomplish the desired organizational success (Hamilton & Cynthia, 2005). The effectiveness of LDP intervention was evaluated by the participants' ability to exhibit team skills and knowledge (Tonhauser & Buker, 2016). LDPs used various interventions that targeted human capital, organizational structure, and technology to enhance organizational efficiency and effectiveness (Iiac et al., 2018). Therefore, organizations must endeavor to implement the necessary intervention programs that offer the most effective LDP (Kamali et al., 2018). In conclusion, LDP interventions were a relevant and intelligent investment in public sector organizations. Therefore, assessing their effectiveness and improving delivery was essential and the right thing to do (Seidle et al., 2016).

### **The Link Between LDP and Organizational Culture**

Robbins and Cutler (2018) defined organizational culture as a set of shared beliefs, values, and perceptions closely held by individuals within organizations. Organizational culture was an essential component in studying LDPs (Flores, 2017). In most organizations, LDPs were designed to support their unique organizational culture and needs. Peterson (2015) asserted that there was a connection between LDPs and organizational culture. Incorporating LDPs into daily organizational activities was necessary and should be part of its organizational culture (Hall et al., 2016).

In the modern business environment, it is evident that cultural diversity that LDPs should be structured to represent the varying cultural differences existing in the workplace (House et al., 1996). Therefore, LDPs should be structured with a detailed and concise understanding of what the program intends to achieve and the impact of culture on leadership. Roupnel et al. (2019) indicated that it was essential to establish an organization's entire leadership development culture to reinforce its commitment to the program. Furthermore, Roupnel et al. (2019) suggested that organizations should adopt an authentic culture of leadership development programs as an essential aspect of frontline leaders' behavior and successfully empower them to tackle daily challenges. In conclusion, organizational culture was the foundation of any leadership development program to improve leadership decision-making in a business environment (Jalal, 2016).

### **Lack of Effective LDP and the Impact on Organizational Performance**

According to Zeb et al. (2015), public sector organizations provide services to stakeholders, and the performance of its functions generated significant attention for researchers globally. Some researchers who had conducted studies were concerned about the public sector organizations' inability to provide efficient services to stakeholders. For example, Andersen et al. (2016) emphasized that public sector organizations' performance was complex, and stakeholders' interests must be considered when measuring and evaluating public sector organizational performance. Also, Gautam (2018) theorized that ineffective leadership had resulted in public sector organizations' inability to deliver efficient services to stakeholders. The result confirmed that public sector organizations had failed to meet their obligation to the public and stakeholders (Van de Walle, 2016). Atkinson and Mackenzie (2015) concluded that ineffective leadership hindered the effective change process in an organization, and the ability to motivate and provide

clear directions to employees was limited. Therefore, measuring public sector organizations' performance was based on their ability to provide efficient services to stakeholders (Andersen et al., 2016). One of the challenges affecting organizational performance in the current era of rapid changes was finding effective leadership and implementing effective LDPs (Szczepanska-Woszczyna, 2015). Hence, LDPs aim to improve leaders' effectiveness and organizational performance (Day et al., 2014).

### **Lack of Effective LDP and the Impact on Employee Performance**

Public sector frontline leaders lacked the knowledge dealing with team leadership and interpersonal skills (Van Velsor et al., 2016) due to the lack of effective leadership development programs (Kirchner & Akdere, 2014), which resulted in many public sector employees having low morale, motivation, and job dissatisfaction (Adkins, 2015). Leadership behaviors could significantly affect employees' commitment, job satisfaction, morale, and performance (Hershey et al., 2016). Also, Haroon and Akbar (2016) argued that how leaders communicated and interacted with their employees significantly affected motivation and performance. Therefore, how leaders behave, or act could substantially impact employees' performance (Northouse, 2019).

Likewise, Hao and Yazdanifard (2015) asserted that leadership entailed guiding and leading employees to the desired outcome in line with an organization's vision and motivating them towards accomplishing an objective. Thus, ineffective leadership was an essential factor that affected an employee's job satisfaction and organizational commitment (Chukwura, 2017). Frontline leaders were directly responsible for managing employee activities, and they played a significant role in the efficient delivery of services to stakeholders (Guest, 2011). Hence,

assessing this relationship was essential because of the influence that public employees' performance had on the effectiveness of government organizations.

According to Wart (2003), frontline leaders were direct participants in delivering services to stakeholders; thus, employees who perform these services must be motivated to accomplish the organizational objective. Notwithstanding, leadership behaviors were connected to employee job satisfaction, which was a determining factor in organizational performance. Therefore, controlling nonconformance in public sector organizations required an effective leadership development program (Gautam, 2018). In conclusion, there could be no considerable organizational changes if there was no effective leadership to influence and lead the team and provide a concise direction (Mackenzie, 2015).

#### **Factors Impacting Public Sector Inability to Deliver Efficient Services**

Public sector organizations were under pressure to improve efficient service delivery and address stakeholders' diverse needs (Nkwana, 2014). Gautam (2018) theorized that public sector organizations were responsible for providing efficient services where the public's needs were continuous. Moreover, public sector organizations were criticized for lack of accountability, which reduced the efficiency of leaders and provided a gap in providing efficient delivery of services to stakeholders (Brix et al., 2015). Thus, identifying factors that affected public sector organizations' inability to deliver efficient services was essential due to the significant consequence on stakeholders and public sector organizations (Van de Walle, 2016). Furthermore, Gautam (2018) emphasized that service delivery was an essential feature that defined the growth of public sector organizations; however, it was not as efficient as private sector organizations resulting in the urgent need to improve services in public sector organizations.

One factor that affected inefficient service delivery in public sector organizations was ineffective leadership (Herbst & Conradie, 2011). Enhancing efficient service delivery to stakeholders requires efficient frontline leaders in public sector organizations (Khan & Islam, 2014). Furthermore, Gautam (2016) asserted that the failure to provide efficient services led to public sector frontline leader promotions due to years of service as opposed to relevant leadership skills. Therefore, tenure was not a useful attribute of superior leadership skills and mainly accounted for ineffective leadership in the public sector and the inability to provide efficient services to stakeholders (Gautam, 2018). Packard and Jones (2015) asserted that for public sector organizations to guarantee accountability and improve stakeholder performance, they needed to change their method of identifying and developing frontline leaders. Hence, it was important to note that LDPs in public sector organizations focused on top-level management practices rather than daily challenges encountered in leading employees and ensuring effective service delivery to stakeholders. Consequently, for public sector organizations to perform optimally, they needed to develop leadership competencies, especially at the frontline, by implementing an effective LDP (Kirchner & Akdere, 2014).

Another factor concerning the inability for public sector organizations to deliver services was political interference. Public sector leaders encounter compelling socio-economic and political realities different from those confronted by leaders in the private sector and must ultimately answer elected political leaders and operate within the governance structure. In other words, the interference of political interest potentially hinders the ability to provide efficient services to stakeholders (Bason, 2018). Consequently, it limited the liberty enjoyed by public sector organizational leaders in allocating resources to formulate strategies, LDPs, and policies in achieving toward achieving objectives (Seidle et al., 2016). Batley and McLoughlin (2015)

affirmed that public sector organizational performance was affected by political interests, incentives, and institutions. Hence, federal funding is required for public sector organizations to meet their obligation (Denhardt & Denhardt, 2015). Further, according to Gautam (2018) the involvement of political interest and the lack of funding remained a concern and impacted the efficient delivery of services to stakeholders.

### **Factors Impacting Effective LDP Implementation in the Public Sector**

Importantly, as indicated Denhardt & Denhardt (2015). federal government funding is reserved for public sector organizations. As a result, the ability to implement an effective LDP was contingent on the availability of funds and the organization status. Thus, one factor inhibiting organizational leaders' ability to implement an effective LPD in public sector organizations was the limited budget at their disposal (Gautam, 2018). As such, public sector organizations were limited by a reluctance to spend taxpayer's money on LDPs due to the inclination that such expenditures affected the availability of funds to implement programs that constitute core statutory functions (Immordino, 2009). Furthermore, Immodino (2009) argued that expenditures for LDPs in the public sector had fallen considerably behind private sector organizations. As a result, public sector organizations faced challenges and lacked the knowledge to implement competitive LDPs (Packard & Jones, 2015).

Another factor impacting implementing effective LDPs was time, particularly in public sector organizations where organizational leaders devoted less than ten percent of their time to developing employee leadership capabilities through LDPs (Winn, 2014). According to Seidle et al. (2016), organizational leaders should pay attention to LDP effectiveness and measure results to know whether the investments yielded desired results.

Kamali et al. (2015) examined the problem further and determined that selecting the right candidate to participate in the program was one of the distinguishing factors affecting the implementation of LDPs in organizations. Therefore, choosing the right candidates for LDPs requires organizational leaders to devote time to ensure the program success.

### **Federal Employee Viewpoint Survey**

Administered by the Office of Personnel Management (OPM), the Federal Employee Viewpoint Survey (FEVS) assesses federal employees perceptions of satisfaction, engagement, and workforce management (Table 1). In essence, the FEVS provides agencies with an accurate picture of how employees feel about their work environment (OPM, 2019). According to the OPM, of the one hundred items surveyed, seventy-one measured federal employee perceptions about effective agency workforce management, eight items measured work/life programs usage, five questions measured the impact of the partial government shutdown, and 16 items focused on demographics.

There were some positive points identified in the 2019 FEVS. Respondents indicated they were willing to put extra effort into accomplishing their job, find ways to make their job better, and believe that their work mattered (OPM, 2019). However, some negative results raised concern, including how poor performance was addressed and whether the survey result would make the agency a better place (OPM, 2019). According to the OPM, results indicated that there were solutions to address the problem. Twenty-two items on the FEVS that were relevant to addressing the qualitative research questions identified and analyzed to support the ineffective leadership of public sector frontline leaders, ineffective frontline leadership impact on the efficient delivery of effective services to stakeholders, and failure of organizational leadership ensuring effective frontline leadership (Table 1). According to the OPM, the FEVS included nine

topic areas: personal work experiences, work unit, agency, supervisor/team leader, leadership, satisfaction, work/life programs, demographics, and partial government shutdown.

Table 1

*Federal Employee Viewpoint Survey 2019*

Item	Percent Positive (%)	Percent Negative (%)
My supervisor provides me with constructive suggestions to improve my job performance.	72.30	12.50
My supervisor provides me with opportunities to demonstrate my leadership skills.	73.30	12.10
Discussions with my supervisor about my performance is worthwhile.	72.80	12.60
Supervisors in my work unit support employee development.	73.70	12.20
I have trust and confidence in my supervisor.	74.70	11.90
Overall, how good a job do you feel is being done by your immediate supervisor?	78.70	12.0
In my organization, senior leaders generate high levels of motivation and commitment in the workforce.	44.10	31.10
My organization's senior leaders maintain high standards of honesty and integrity.	53.40	12.80
Supervisors work well with employees of different backgrounds.	69.40	11.00
Overall, how good a job do you feel is being done by the manager directly above your immediate supervisor.	70.90	12.80
Managers communicate the goals of the organizations.	70.90	12.80
I have a high level of respect for my organization's senior leaders.	56.40	19.50

Table 1 (cont.)

*Federal Employee Viewpoint Survey 2019*

Item	Percent Positive (%)	Percent Negative (%)
How satisfied are you with the recognition you receive for doing a good job?	56.10	22.3
How satisfied are you with the policies and practices of your senior leaders?	45.0	24.6
I have sufficient resources (e.g., people, material, and budget) to get my job done.	47.7	36.5
In my work units, steps are taken to deal with a poor performer who cannot or will not improve.	37.2	32.8
Employees are recognized for providing high-quality products and services.	53.6	25.0
I feel encouraged to come up with new and better ways of doing things.	58.9	22.20
Considering everything, how satisfied are you with your job?	68.9	14.2
Managers promote communication among different work units (e.g., about projects, goals, needed resources).	60.5	19.20
My training needs are assessed	53.4	25.0
I believe the result of this survey will be used to <u>make my agency a better place to work</u>	40.7	34.4

Source: Office of Personnel Management (<https://home.treasury.gov>)

## **Ineffective Leadership of Public Sector Frontline Leaders**

**Employee Perception of the Ineffective Leadership of Frontline Leaders.** The FEVS (OPM, 2019) addressed employees perceptions related to work experience, satisfaction and engagement, rewards and recognition, work environment, organization, and leadership perception (Table 1). As shown on the FEVS, the results relate to job satisfaction of their immediate supervisors, how much trust and confidence employees had in supervisors, employee discussions with supervisors about performance, constructive supervisor suggestions, training needs, and supervisor percentage of steps to improve the group performance was 78.7%, 74.7%, 72.8%, 72.3%, 53.40%, and 37.2% respectively (OPM, 2019, p. 3). Despite the positive outcome for supervisors providing constructive suggestions to employee performance, the percentage of steps taken to improve poor performance in the group was 37.2%. The results indicated that public sector frontline leaders lack leadership and interpersonal skills (Van Velsor et al., 2016) to manage the challenges of poor performance due ineffective LDPs (Kirchner & Akdere, 2014). Also, results indicated that management spent time focusing on their personal agenda and less than 10% of their time developing employee capacity (Winn, 2014). The results confirmed Gautam's (2018) findings, that many public sector leaders had proved themselves effective task contributors but lacked the required leadership and managerial skills to deal with job challenges. Also, the results confirmed Stodgill's (1948) findings that leaders in one situation might not be leaders in another situation.

Frontline leaders are central to an organization's business strategy and should pay attention to enhance performance by understanding how to bring out the best in teams. Thus, it is essential to remember that leaders lead the group and are also team members of the groups they lead (Gloor et al., 2020). Hence, the development of leadership capacity within an organization is

crucial for public sector organizations to meet their objectives (Nkwana, 2014). Generally, the key drivers of organizations are employees because they comprise the assets of the organization. Therefore, it is essential to provide employees with direction, which is only achieved through effective frontline leadership. Dabke (2016) argued that ineffective LDPs fail to communicate goals, are unwilling to adjust management styles, and lack focus from frontline leaders addressing employee needs. Therefore, implementing effective LDPs serves as an intervention for ineffective leadership and a positive employee engagement outcome (Bailey et al., 2017).

### **Ineffective Leadership on Delivering Efficient Services to Stakeholders**

**Ineffective Leadership Impact on Efficient Delivery of Services.** The role of public sector frontline leaders is to provide results, meet employee expectations, and ensure efficient service delivery to stakeholders. Thus, equipping public sector frontline leaders with the necessary skills to drive team performance in the efficient delivery of services to stakeholders remains a critical task for public sector organizations (Kirchner & Akdere, 2014). As shown on the FEVS, the results of how satisfied employees were with their job, their willingness to come up with new and better ways of doing things, how satisfied they were with recognition for doing a good job, how they were recognized for providing high-quality services, and how satisfied they were with involvement in decisions that affected their work scored 68.9%, 58.9%, 56.1%, 53.6%, and 51.6% respectively (OPM, 2019, p. 3). The results indicate that achieving high-quality performance was inhibited by ineffective frontline leaders' lack of knowledge in dealing with teams, which resulted in low morale, job dissatisfaction, and the inability to provide efficient services (Adkins, 2015). According to Kahlid et al. (2016), low job satisfaction, low morale, workplace stress, and poor performance resulted from ineffective leadership in an organization. Frontline leaders had a substantial and direct influence on employees; thus,

ineffective leadership behaviors create significant pressure on employees morale and affect the ability to provide efficient services (Mosadghrad, 2014). According to Asencio and Mujkic (2015), leadership behaviors were linked to employee job satisfaction, which was a determinant of performance. Hence, ineffective leadership was an essential factor affecting an employee job satisfaction and organizational commitment (Chukwura, 2017). According to Ingraham and Taylor (2004), federal employees want to be treated fairly and recognized for high-quality performance. The recognition for delivering high-quality services motivates employees and reinforces the organization's core values. Therefore, identifying factors affecting public sector organizations failure to provide efficient services was essential because of the significant consequence on performance (Van de Walle, 2016).

Furthermore, failure to involve employees in decisions that affect their work impacted morale and the ability to provide efficient services to stakeholders. Kaliannan & Adjovu (2015) found employee engagement and involvement in decisions that affect their work supported organizational branding and reputation among employees and improved organizational performance. Organizations that incorporated employees in decision-making, according to Osborne and Hammond (2017), experienced higher employee performance. Mukherjee et al. (2016) concluded that individual decision-making proved more fruitful and productive; in other cases, group decision-making proved the better choice for organizational effectiveness.

### **Public Sector Organizational Leadership Ensuring Effective Leaders**

**Organizational Leadership Ensuring Effective Frontline Leadership.** As shown in the FEVS findings, the result of whether employees had a high level of respect for senior leadership, whether senior management leaders maintained a high standard of honesty and integrity, if employees were satisfied with the policies of senior leaders, whether senior leaders

generated high levels of motivation and commitment, and whether the results of the survey were used to make the agency a better place to work were 56.7%, 53.4%, 45.0%, 44.1%, and 40.7%, respectively (OPM, 2019, p. 3). The results indicated that public sector employees had lost faith in management (Gqaji, 2016). Gqaji et al. (2016) asserted that effective leadership in public service organizations was limited, resulting in a deficiency of faith in management. Also, the results indicated a lack of employee confidence in management, which was attributed to senior organizational leaders spending time promoting their agenda and failing to influence and align their employees towards accomplishing the same shared vision. Stated another way, senior management failed to inspire, innovate, and personalize their attention (Mackie, 2014).

### **Methods Used to Implement LDPs in the Public Sector**

LDPs utilize several components, which often include the combination of classroom training, 360-degree feedback, executive coaching, mentoring, action learning such as real-world problem solving, and plans for applications of new knowledge and skills on the job (Packard & Jones, 2015). Different methods and techniques have shown to be effective in assisting the LDP, including feedback, classroom, coaching, and mentoring (Flaig et al., 2019; Kamali et al., 2018; Seidle et al., 2016). While each method shared a similar idea of LDPs, each remained distinctive from one another in terms of practical application and how they implemented training (Roupnel et al., 2019).

**Feedback.** Seidle et al. (2016) argued that it was unlikely feedback would not become a foundation of the LDP for organizations. Feedback was a great strategy that the leadership development participants used to receive constructive feedback from their colleagues and managers. Furthermore, feedback was an essential component of an LDP as it was designed to

enhance participant performance, share information during the process, and improve leadership competencies (O' Loughlin, 2013).

**Classroom.** Seidle et al. (2016) emphasized that the classroom was the most frequently used method for delivering and implementing leadership development programs in most organizations, involving the interaction between participants in learning concepts and skills. The main point of the classroom delivery was the skill practice session, in which participants were grouped to work through team member discussions.

**Coaching and Mentoring.** Coaching and mentoring were the most effective methods or techniques for delivering leadership development because they were more effective and practical (Kamali et al., 2015). Additionally, Day (2000) posited that coaching and mentoring were among the most acceptable methods to develop leaders, which were more effective than group-based training. Days research finding was consistent with Seidle et al. (2016) in that coaching and mentoring were the most popular methods to deliver effective LDPs. Anthony (2017) examined the impact of leadership coaching on leadership behaviors. Anthony indicated that leadership coaching was directly linked with organizational leadership involvement in the individualized consideration of participants. Leaders, in turn, engaged in constructive leadership behaviors that positively impacted team efficiency and productivity. Coaching and mentoring cannot be overemphasized because they helped increase participant performance, improved the professional environment, and spurred momentum related to the problem facing an organization, such as a change in culture (Kotlyar et al., 2015). O'Loughlin (2013) concluded that participants gained improved leadership competencies from mentors whose primary function was to develop less experienced leaders to learn required leadership skills.

### **Successful Implementation of LDPs Involves Changing Behaviors**

**LDP as a Behavior Change Process.** O' Loughlin (2013) asserted that LDPs were the behavioral change process. Therefore, if an LDP was successful only to the point that participants changed their behavior, success depended on the participating individual. Spector (2013) argued that for organizational leaders to achieve a significant and sustainable change, altering employee behavior was essential to understand why individuals behaved differently. Furthermore, Spector emphasized that successful organizations could not remain unchanged if they planned to continue that success; thus, they must change if they intend to keep up with the changing business environment. Similarly, McGuire and Rhodes (2009) asserted that an effective LDP was required to improve frontline leader thinking about themselves and how they led employees to adapt to change. Consequently, leaders in public sector organizations who failed to implement change in their LDPs to improve ineffective frontline leaders, negatively affected employee performance.

John and Chattopadhyay (2015) emphasized that the leadership pattern was regularly changing, and organizations might face significant issues in meeting their goals and objectives if they lacked leaders capable of meeting new concepts. Therefore, mitigating the negative aspects of change requires implementing an effective LDP to equip frontline leaders to fit into the leadership pattern and alter behaviors to ensure effectiveness. Aljohani (2016) asserted that an organization's purpose for change was influenced by planned consideration that required improving the business process and finding a better way of doing work in the changing environment.

## **Effective LDPs Impact on Internal Structures, Systems, and Processes**

### **Effective LDPs Require Aligning Internal Structures, Systems, and Processes.**

Spector (2013) asserted that organizational leaders contribute to an outstanding performance by aligning employee and stakeholder interests. In addition, Spector (2013) suggested that if organizations want a successful implementation of LDPS, organizational leaders should align their internal processes, structures, and systems with the new strategy and process demands. Therefore, to understand the dynamics of the process and the need for an effective LDP, it was essential to sort and distinguish the various approaches an organization could adopt to implement a successful change (Spector, 2013).

For instance, the various internal structures, systems, and processes that organizations could align to achieve effective LDPs include organizational culture, values, employees, stakeholders, resources, business model, and competitive a business environment. The challenge for most organizational leaders is that they focus on one area and forget about the others. Therefore, achieving outstanding performance requires integrating all processes to successfully implement an effective LDP in public sector organizations.

**Align the Vision of Organizational Leaders with Employee Vision.** According to MacKie (2014) leaders fail when they promote their personal goals and fail to influence and align their employees towards accomplishing the same shared vision. Simply stated, the leaders fail to inspire, innovate, and personalize their attention. Winn (2014) theorized that organizational leaders spent less than 10% of their time developing their employee capabilities through LDPs. Consequently, implementing sustainable and effective LDPs in the public sector requires organizational leaders to align their vision with the vision of their employees (MacKie, 2014). Cismas et al. (2016) asserted that effective organizational leaders understand that

employees want to succeed and create a platform in which success is attainable and contagious. Therefore, aligning an organizational vision cannot be accidental. It requires an effective LDP to train leaders to set clear goals and invest time and effort in themselves and others.

### **Challenges of Implementing Change in Public Sector Organizations.**

Stouten et al. (2018) argued that identifying ways to implement meaningful and sustainable change was challenging. Therefore, it was imperative to understand some of the obstacles in public sector organizations that leadership faced when seeking to implement sustainable change. For example, Mori (2017) indicated that red tape perceptions of change recipients and low reliance on a transformational leadership style in the public sector limited the potential for organizational leaders to implement sustainable change. Seidle et al. (2016) argued that there were elements in public sector organizations that inhibited effective leadership, making it more challenging to lead. Examples of obstacles to sustainable change included goal ambiguity and goal conflict (Chun & Rainey, 2005). Further, obstacles limited public sector organizational leaders' ability to set directions, motivate employees, measure achievements, and implement effective LDPs (Seidle et al., 2016). Similarly, Kaufmann et al. (2018) asserted that administrative delay within public organizations led employees to perceive red tape and complaints from stakeholders about services, affecting the organization's ability to provide efficient services. Delays was attributed to ineffective leadership, differences in norms, and behaviors (Kaufmann, 2018).

### **The Role of Public Sector Organizational Leadership in Implementing LDPs.**

**The Role of Public Sector Organizational Leadership.** Kamali et al. (2015) argued that effective leadership's concern continued to evolve and became a priority for all business sectors, especially public sector organizations. Longenecker and Insch (2018) emphasized that an

effective organizational leader promoted change, improved teamwork, created a positive workplace, and drove continuous quality improvement which reduced turnover and enhanced the organization's overall position. Public sector organizational leaders were responsible for providing leaders with knowledge and ensuring that leaders had adequate leadership development training to perform their job (Larat, 2016). Therefore, organizational leaders must do everything to implement effective LDPs and engage in activities to achieve that purpose. According to Roupnel (2017), LDPs were approached from the principle that leadership was not a fixed phenomenon but, instead, an event that could grow. Thus, according to Ingraham and Taylor (2004) developing and sustaining effective public sector leaders for the federal government of the 21st century was necessary and the right thing to do.

**Implementing LDPs Require Understanding Their Effectiveness.** Scholarship indicates public sector organizations invested a large amount of capital in LDPs but did not understand the effectiveness or impact of the training (Kirchner & Akdere, 2014; Seidle et al., 2016), resulting in ineffective leadership of frontline leaders (Khan & Islam, 2014). According to Kirchner and Akdere (2014), if organizational leaders fail to understand LDP effectiveness, they will continue to invest in the unknown. The authors further noted that most organizations failed to evaluate the outcomes of LDPs. Avolio et al. (2010) argued that only 10 and 20 percent of organizations measured LDPs effectiveness. The significant amount of capital invested shows the public sector viewed LDPs as essential. However, the lack of understanding to evaluate and measure LDP effectiveness was a cause for concern and required immediate attention. Therefore, according to Wakefield et al. (2016), organizational leaders should focus on identifying what worked and pay attention to understanding the effectiveness and outcomes of LDPs.

### **The Role of Human Resources in Implementing LDP**

According to Pernick (2001), LDPs involved nine tasks which should be managed by human resources. The tasks include (a) define criteria for LDP election, (b) define leadership competencies, (c) establish an application process, (d) assess current leadership structure, (e) provide developmental activities, (f) align structure to reinforce LDP, (g) Develop leaders on the job, (h) plan leadership succession plan, and (i) evaluate the LDP. According to Ingraham and Taylor (2004), human resources leaders were responsible for developing robust LDPs that focused on a long-term change approach that improved individual leadership capability to achieve a sustainable organizational result. Designing and implementing LDPs were among the leading human resource development functions (Ardichvili et al., 2016). Kirchner and Akdere (2014) argued that human resources were asked to show how investing in LDPs improved an organization; expectedly, the response remained unclear. As a result, public sector organizations' human capital offices were challenged to implement and develop LDPs that addressed leadership concerns to fulfill the mission (Ingraham & Taylor, 2004).

### **Evaluating and Measuring LDP's in the Public Sector**

**Evaluating and Measuring the Effectiveness of LDPs.** LDP evaluation was a data collection process used to determine program effectiveness. Consequently, thorough evaluation plays an essential role in achieving a better understanding of LDP effectiveness (Sarpy & Stachowski, 2020). For instance, Singh and Leskiw (2007) stated that LDPs should have an effective method that evaluates and measures LDP effectiveness to determine whether it achieved its expected result. Tonhauser and Bauker (2016) emphasized that evaluating and measuring investment in LDPs was considered effective if the skills and knowledge acquired in the program could be successfully implemented by leaders to influence the team's performance.

Evaluation, according to Nyamwega (2018) was a way of finding out if a particular LDP achieved the desired outcome.

O' Loughlin (2013) made a compelling argument, inquiring about the aim of continual leadership development training. He wondered how organizations could identify the right program, evaluate it, and measure it. Therefore, an effective LDP should strive to ensure that the knowledge learned is utilized to improve job performance. LDPs were only successful if they produced effective leaders and if participants developed their leadership behaviors to influence a positive outcome (O'Loughlin, 2013).

In conclusion, the present study aimed to explore strategies and tools that public sector organizational leaders could implement to identify, measure, and evaluate the effectiveness of LDPs. Consequently, measuring and evaluating LDP effectiveness required preparation and careful planning. LDPs target a particular purpose, including enhancing productivity and effectiveness through training and skill collaboration between frontline leaders and employees. Creating an effective LDP helps organizations align evaluation objectives with program objectives and expectations regarding the program effectiveness and outcomes. Hence, choosing the best strategy and tool to evaluate and measure the effectiveness of the LDP is based on an organization's needs and what it intends to accomplish.

**Instruments for Measuring and Evaluating the Effectiveness of LDPs.** Researchers have developed various instruments to measure and evaluate the effectiveness of LDPs (Black & Earnest, 2009; Carbone, 2009; Leskiw & Singh, 2007; Stufflebeam & Shinkfield, 2007). According to Day et al. (2014) most LDPs aimed to improve leadership effectiveness and organizational performance.

***EvaluLEAD.*** The foundation of LDPs began in 1983 with the W. K. Kellogg Foundation (WKKF). WKKF funded the first organized statewide LDP at the post-program evaluation level in the United States of America (Black & Earnest, 2009). Black and Earnest (2009) used the early WKKF model to measure the outcomes of one state LDP created in 1985 and expanded on the evaluation framework called EvaluLEAD proposed by Grove et al. (2005). The EvaluLEAD structure was used to evaluate and measure LDPs (Groove et al., 2005). The EvaluLEAD concept provided a framework for the theoretical model, which developed an evaluation instrument called the Leadership Program Outcomes Measure (Black & Earnest, 2009). Black (2006) developed the Leadership Program Outcomes Measure (LPOM) to gain insight into LDP program outcomes and achievement. The LPOM provided a data for those who managed LDPs and evaluated post-program outcomes. Black and Earnest (2009) also developed a standard system to measure the LDP outcomes after completing a program. The program participants were asked to evaluate the result of their leadership development experience. In addition, questions without specified limits were included to triangulate and validate individual responses.

***Kirkpatrick Model.*** Carbone (2009) conducted a mid-sized architecture and engineering company study which evaluated their LDP. The study employed Kirkpatrick's (1994) model, emphasizing leadership involvement, program learning application, and continuing support for development. The Kirkpatrick model was designed to evaluate and measure the effectiveness of LDPs. Kirkpatrick's (1994) model used observations, group interviews, and individual interviews with participants, frontline managers, peers, and employees to evaluate LDPs. Also, Kirkpatrick's model helped organizational leaders evaluate and measure LDP effectiveness to give leaders insight into what worked and what needed improvement. Kirkpatrick's four-level training evaluation model includes: (a) reaction, (b) learning, (c) behavior, and (d) result.

Participants were asked about their overall experience at the reaction level and whether they liked the LDP. A survey is given to the LDP participants at the end of the workshop to identify positive and negative reactions to modifying the program (Reio et al., 2017). The learning stage focuses on evaluating what skills, knowledge, and attitudes participants have and have not learned from the LDP. In addition, the learning stage is used to determine if the program objectives were met. The behavior level gives insight into how well participants applied the knowledge and skills from the training on the job and where they might need additional help. Finally, the leadership training outcome collects and analyzes the results to evaluate results that promoted team and organizational performance.

***Tyler's Model.*** Tyler's model, also known as the "Objective Model," was introduced by Ralph Tyler in 1940 and used to evaluate LDP effectiveness. Tyler Model focuses on the consistency of the objectives, learning experience of participants, and results. Furthermore, the model is divided into four sections. The first section defines the objectives of the learning experience. The second section identifies learning activities for achieving the set goals. The third section focuses on meeting the defined objectives. The last section focuses on evaluating and learning experiences. Generally, Tyler's model is used to measure and evaluate the degree to which fixed objectives and goals are obtained.

There are several criticisms leveled against the Tyler model. For example, constructing a behavioral objective is cumbersome and time-consuming. Also, the Tyler model covers a small number of participant skills and knowledge. Further, Tyler's method relies heavily on behavioral objectives. Therefore, determining the objectives that cover nonspecific skills such as critical thinking, problem-solving, and the value obtaining process are complicated (Prideaux, 2003).

**CIPP (Context, Input, Process, and Product).** Another evaluation model is the CIPP (Context, Input, Process, and Product), developed by Stufflebeam in 1960. The CIPP model includes context, input, process, and product and is used to evaluate and determine the value of a program (Aziz et al., 2018). CIPP is used as a benchmark for service-learning and summative evaluations of projects. Additionally, it provides a comprehensive perspective of piloting emergent and developmental assessments of projects, personnel, products, organization, and evaluation systems. One of the essential elements that make the CIPP model unique is that it focuses on evaluating the LDP (Stufflebeam & Shinkfield, 2007). According to the authors, context evaluation of the CIPP model assesses needs within a structured environment. Input evaluation provides information for determining the resources for accomplishing the goals of the program. Process evaluation focuses on program functionality and the teaching-learning process. Further, product evaluation includes the outcome of the program.

The present study considered learning and behavior as one of the primary outcomes of participating in effective LDPs. The learning stage focused on evaluating what skills and knowledge participants had and had not learned from the LDP. Behavior stage focused on whether the training was transferred to on-the-job behaviors. Therefore, conducting this assessment required the administration of a survey to participants direct employees. Hence to understand the effectiveness of LDPs on frontline leaders, it is beneficial to implement strategies and tools to evaluate and measure participant learning and behavior.

## **Theories**

**Application of Leadership Theories to the LDP.** Several leadership theories exist but no one theory outweighs another in relation to LDPs. (Kamali, 2018). In the present study, three leadership theories were identified as relevant in improving ineffective LDPs. The leadership

theories comprised transformational leadership, behavioral theory, and path-way approach. Varying leadership theories suggest that public sector frontline leaders could adopt any leadership style to fit their workplace (Roupnel et al., 2019). Seidle et al. (2016) argued that there had been improvement in developing leadership theory and understanding traits, skills, behavior, and styles that makes an effective leader; however, efforts in closing the gap between leadership theory and practicality using the leadership development paradigm were slow. Additionally, Day (2014) asserted that developing an effective leadership process was more than just deciding which leadership theory to promote. Due to the complex nature of human development practices many factors needed to be explored. In conclusion, as leadership theories have developed, the notion LDPs in organizations has also emerged (Carbone, 2009).

***Transformational Leadership.*** Incorporating transformational leadership can positively influence participants as LDPs struggle to create effective leaders who can lead in a competitive business environment. Transformational leadership theory aims to develop participants and consider their needs (Al Khajeh, 2018). Leaders who adopt transformational leadership focus on improving employee values, skills, and motivations (Prasad & Junn1, 2016). In addition, Roupnel et al. (2019) noted that managers were assumed to have a transformational leadership style whenever they created an authentic emotional relationship with their subordinates. Transformational leadership was uncommon in public sector organizations because they relied on bureaucratic control mechanisms (Bass & Riggio, 2006). Public sector organizations were, among others, generally characterized by multiple levels of bureaucracy and a low degree of transformational leadership style among managers (Van de Voet, 2016). Abbasi (2017) argued that the existing bureaucratic structure in public sector organizations prevented the effectiveness of the transformational leadership style.

As opposed to transformational leadership, the bureaucratic structure of public sector organizations promotes transactional leadership, limiting public sector frontline leaders' ability to exercise transformational traits (Valero, 2015). Roupnel et al. (2019) found as work environments became relatively complex and interrelated, leaders' roles in an organization became increasingly difficult, compelling them to implement transformational leadership. Leaders need to build a higher level of trust to incorporate transformational leadership behaviors. Promoting a transformational leadership theory in the public sector requires an effective LDP to improve the ability for a leader to influence groups, expectations, and employee motivation (Dvir et al., 2002).

Thus, Wilke & Viglione (2015) assert a comprehensive LDP that integrated the transformational leadership style effectively developed leaders and increased organizational productivity and employee satisfaction. According to Larat (2016), this comprehensive strategy considered LDP challenges and the need to adapt to the new workplace environment. Therefore, transformational leadership theory could be fully integrated into the LDP because of the need to improve leadership, employee satisfaction, and organizational efficiency. Dvir et al. (2002) concluded that transformational leadership, enhanced by effective leadership development programs, could compliment organizational performance and improve leadership.

***Behavioral Approach.*** Between 1940 and 1960, a behavioral theory emerged and dominated leadership research. According to this theory, leaders made themselves effective based on how they acted or behaved and not what they did. Relationship behaviors exhibited by a leader were more important to the group because they increased morale, job satisfaction, and organizational performance. The behavioral theory research was developed based on studies from Ohio State University and the University of Michigan (Kamali, 2018). Northouse (2019)

asserted that the behavior approach reminded leaders that certain behaviors exhibited on teams occurred through their performed tasks and relationships. Therefore, leadership behaviors and styles were determined by how leadership was carried out and how leaders acted or behaved towards their team (Igbaekemen & Odivwri, 2015).

Behavioral theories indicate that people learn to become effective leaders through effective LDPs (Igbaekemen & Odivwri, 2015). Mullard (2018) concluded that the behavioral approach was used to determine whether leaders developed the skills needed to be effective leaders through LDPs and if the skills acquired during the LDPs influenced changes in the leader's behavior. The behavioral approach evaluated and measured the categories of behavior common to effective leaders. In conclusion, it can be stated that leadership behaviors can be enhanced by incorporating the behavioral theory approach into LDPs.

***Path-Goal Theory.*** In 1970, Evans developed the path-goal theory of leadership and it was subsequently modified it by House in 1971. The path-goal leadership approach focuses on how leaders motivate and empower employees toward achieving the desired organizational outcome (Northouse, 2019). Farhan (2018) asserted that path-goal leadership styles allowed leaders to implement appropriate leadership styles to motivate subordinates to learn. Farhan supported the idea that an effective LDP could influence the leader's ability to motivate employees. Therefore, incorporating the path-goal theory with a LDP could improve leadership behavior and overall organizational performance. Kirchner & Akdere (2014) assert organizations had the opportunity, through an effective LDP, to strengthen leadership capabilities and adopt a leadership style that influences, motivates, supports, and inspires their subordinates towards improving their performance. LDPs target a particular purpose, including enhancing productivity

and effectiveness through training and skill collaboration between frontline leaders and employees (Wilke & Viglione, 2015).

### **Construct**

The construct addressed in the present study was the potential lack of strategies and tools implemented by public sector leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders within public sector organizations Owerri, Imo State, Nigeria. Therefore, the constructs of the present study measured by the researcher included reasons for the ineffective leadership of public sector frontline leaders and their effect on public sector organizations' ability to provide efficient services to stakeholders. Public sector organizations are government-owned entities that deliver public goods and services (Domingues et al., 2017). Despite the essential role that public sector organizations play in providing services to the public and stakeholders, they were criticized for not meeting their obligation due to ineffective frontline leadership (Khan & Islam, 2014; Kirchner & Akdere, 2014; Zeb et al., 2015). Furthermore, public sector organizations were criticized for lack of accountability, which reduced the efficiency of leaders and created a gap in providing efficient delivery of services (Brixii et al., 2015).

The literature review allowed the researcher to understand how the lack of tools and strategies implemented by public sector organizational leaders to measure and evaluate LDP effectiveness resulted in ineffective frontline leaders and inefficient delivery to stakeholders.

### **Related Studies**

The researcher obtained literature from Business Source Complete, ProQuest, SAGE Publications, and Academic Search Complete. The literature review included vital concepts and topics related to LDPs found in books, journals, government websites, Google, and other peer-

reviewed sources. Furthermore, several searches were conducted with Liberty University resources using combinations of keywords, including the role of public sector organizational leadership in implementing effective LDP, instruments for measuring and evaluating LDPs, link between LDPs and organizational culture, the role of HR in LDPs, application of leadership theory in LDPs, the impact of ineffective frontline leaders on employee and organizational performance, and methods used to implement effective LDPs. Of the 265 references used in the present study, 95% (252) were peer-reviewed. Furthermore, 82% of the references were published with the past five years. Similarly, 99% of the scholarship in the literature review was peer reviewed, 80% of which were published within the past five years (Table 2).

Table 2

*Summary of Sources*

Item	% of Sources
Literature Review	
Peer Reviewed	99
Sources within 5 years	80
Full Study	
Peer Reviewed	95
Sources within 5 years	82

**Anticipated and Discovered Themes**

The literature review of the present study identified two potential themes. First, ineffective frontline leadership could impact employee morale, job satisfaction, motivation, and organizational ability to provide efficient services to stakeholders. Secondly, an ineffective LDP could have a significant effect on the leadership of frontline leaders. The perception that frontline

leaders had an overwhelming influence on overall organizational performance was prevalent. According to Green (2016), many researchers widely studied leadership theory, which indicated that leadership was an essential factor that promoted the relationship between employee participation and organizational performance.

Therefore, effective leadership could positively influence employee morale towards job satisfaction, motivate a positive work climate, improve behavior and performance, and contribute to the organization (Seidle et al., 2016). Effective leadership with integrity, in the public sector, is essential as public sector organizations face an increasingly competitive environment due to globalization, advancements in technology, and a more diverse workforce. (Haberfeld, 2006). Hence, according to Nkwana (2014) LDPs are essential because of the need for highly knowledgeable and well-qualified public sector frontline leaders on all leadership levels of the public organization who are accountable for providing efficient services to stakeholders. The afore mentioned conclusions demonstrate the interconnectivity of LDPs and the need for effective leadership.

### **Summary of the Literature Review**

The literature review served as a foundation for the present study. It provided a detailed overview of the theories outlined in the conceptual framework, including transformational leadership, behavioral leadership, and path-goal theory. The literature review included a summary and exhaustive analysis of LDPs in the public sector. The literature review for the present study revealed the importance of a comprehensive understanding of LDPs and why organizations invest in them (Kirchner & Akdere, 2014). In addition, the literature review demonstrated the applicability of strategies and tools that could be useful to evaluate and measure the effectiveness of the implementation of LDPs in the public sector.

The relevant topics covered in the literature review discussed LDP importance as an intervention for ineffective leadership and the link between LDP and organizational culture. The literature review also demonstrated the impact of a lack of effective LDPs on frontline employees and organizational performance. The literature exhaustively analyzed factors impacting the ability for public sector organizations to deliver efficient services, factors affecting effective LDP implementation in the public sector, methods used to implement LDPs, and successful implementation of LDPs.

Lastly, the literature review detailed how effective LDPs require changes to behaviors, internal structures, systems, process, vision, the role of public sector organizational leadership in implementing LDPs, the role of H.R. in implementing LDPs, application of leadership theories to the LDP, and evaluating and measuring the effectiveness of LDP in the public sector. As suggested by the literature, identifying and revealing all the factors leading to the ineffective leadership of frontline leaders would enable public sector organizational leaders to adopt effective leadership development policies and programs to ensure effective leadership development.

### **Transition and Summary of Section 1**

The present study design explored how public sector organizational leaders could implement strategies and tools to measure and evaluate LDP effectiveness to improve the poor leadership of frontline leaders and efficient delivery of services to stakeholders. Section One contained the foundation of the present study, including the background, problem statement, research questions, purpose, nature of the present study, conceptual framework, significance study, definition of terms, gaps, assumptions, limitations, delimitations, biblical integration of the present study, and the relationship to the relevant field of study. There were limited research

studies on LDPs in the public sector that did not explore, in detail, the effectiveness LDPs in the public sector. The present research could reduce the gap in the existing literature, expanding knowledge of the impact of implementing LDPs in public sector organizations and improving ineffective frontline leadership and organizational performance.

## **Section 2: The Project**

The present study explored the effectiveness of leadership development programs (LDP) in the public sector and their impact on organizational performance. Providing efficient services to stakeholders has been an important goal of public sector organizations, and leadership has been deficient (Gqaji et al., 2016). The afore mentioned deficiency is the result of an ambiguous chain of responsibility and answerability (Gautam, 2018). Therefore, the need for effective leadership in public sector organizations has, globally, invited research related to overcoming fundamental challenges in effectively managing public sector organizations. The need for effective LDPs in the public sector to mitigate against the challenges of ineffective frontline leadership and the inability to provide efficient services to stakeholders is clear (Akdere, 2014; Fernandez & Perry, 2016; Kirchner & Seidle et al., 2016). The present study identified and recommended strategies and tools to measure and evaluate LDP effectiveness to improve inefficient public sector frontline leaders and inefficient delivery of services to stakeholders.

Building upon the existing foundation of the present study, Section Two includes a discussion on the following: (a) purpose statement, (b) role of the researcher, (c) participants, (d) research methods and designs, (e) population and sampling, (f) data collection, (g) data analysis process, and (h) reliability and validity.

### **Purpose Statement**

The purpose of the present study was to add to the body of knowledge by exploring reasons for the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate the effectiveness of LDPs, which resulted in ineffective frontline leadership and inefficient delivery of services to stakeholders. Various scholarly researchers have

argued that the role public sector organizations play in providing efficient services to the public have been affected due to the ineffective leadership of the frontline leaders (Gautam, 2018; Herbst & Conradie, 2011; Khan & Islam, 2014). Seidle et al. (2016) examined the problem further and determined that the ineffective leadership of frontline leaders was due to a lack of effective LDPs in public sector organizations. The lack of understanding of LDPs inhibits the ability of leaders in public sector organizations to implement strategies and tools to measure and evaluate their effectiveness (Kirchner and Akdere, 2014). As a result, this far-reaching problem was explored through an in-depth study of various leadership theories and an evaluation of LDP effectiveness within public sector organizations located in Owerri, Imo State, Nigeria.

The present study was designed to recommend a framework for public sector organizational leaders to implement strategies and tools to measure and evaluate LDP effectiveness to improve ineffective frontline leaders and inefficient delivery of services to stakeholders.

### **Role of the Researcher**

In many case studies, like other types of qualitative research, the researcher functioned as the primary instrument of data collection to evaluate the participant thoughts and feelings, analyze data, and present it in an unbiased manner (Anney, 2017; Armstrong, 2016; Sutton & Austin, 2015). Therefore, researcher assumed the primary role of the data collection instrument in the present study (Horlings et al., 2019). The researcher followed appropriate protocols and authorization to get approval from the organization to contact employees willing to participate in the present study. Next, the researcher obtained approval from the Human Capital Office of Public Sector Organizations (HCOPSO) in Owerri, Imo State, Nigeria, to contact study participants who could provide pertinent information relevant to the present study (see Appendix

A). Upon approval from the HCOPSO, the researcher obtained an email list to contact leaders and employees to discuss the main objectives of the present study. As email attachments, the researcher attached the recruitment letter (see Appendix B) and consent forms to notify participants of the survey and interview questionnaires (see Appendix B and C). In qualitative research, samples are selected based on their capacity to provide valuable information pertinent to a study (Barnett et al., 2018). Purposeful sampling is used to determine diverse participants based on their knowledge about a study (Martinez-Mesa, 2016). The researcher used purposeful sampling to select viable study participants for the present study.

As the primary instrument, the researcher collected, coded, and analyzed data from interviews and surveys to uncover emerging concepts and patterns. The researcher transcribed interview responses and used NVivo qualitative data software to collect data and information for data analysis and coding. Similarly, the survey responses were analyzed using Microsoft Excel to summarize the data. The researcher abided by the Institutional Review Board-approved researcher-participant agreement to safeguard the data collected and prevent harm resulting from confidentiality breaches (Sutton & Austin, 2015). Exploring gaps in qualitative research is one of the most critical challenges faced by researchers (Farooq, 2017). Thus, the researcher used information about their role in identifying research gaps to understand uncertainty in the present study. As the primary instrument for data collection, there was a possibility of researcher bias, which could affect study results and views of objectivity and nonjudgmental actions (Galdas, 2017). Bracketing was used to mitigate the researchers personal bias.

### **Research Methodology**

Creswell and Poth (2018) defined research methods as the strategies, techniques, or tools used to analyze the collection of documentary data or evidence to discover information and

understand the problem under study. Thus, choosing the correct research method is essential when conducting qualitative research (Curtis et al., 2016). The researcher understood that different research methods were compatible in varied situations; therefore, it was essential to determine the method suitable to effectively answer the research question (Bansal, 2018; Mgeni & Nayak, 2016). If incompatible methods were chosen, the study might be useless (Hammer & Pivo, 2017). The research design is another essential element in research (Barczak, 2015). Barczak (2015) defined research design as an overall technique to succinctly address the established research questions. The research design also significantly impacted the reliability of results and provides a framework for the study (Mgeni & Nayak, 2016). The chosen research methodology aligned with the research design to improve the quality of the present. The following sections discuss the selected methodology and design suitable for the present study.

### **Discussion of Flexible Design**

The multiple case study methodology was the appropriate design chosen for the present study. According to Yin (2018), the data in a qualitative multiple case study are often more convincing and robust because researchers utilize cross-case analysis to uncover themes, outcomes, and differences in various organizational settings. Multiple case study design explores a real-life situation through detailed, thorough data collection involving multiple sources of information.

The multiple case study design for the present study primarily focused on exploring the strategies and tools used by public sector organizational leaders to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. Using a multiple case study design allowed the researcher to cover a comprehensive exploration of the research question, address complex issues, and understand the behavioral aspect of a

situation based on inputs and interpretative perspectives of the research participants (Yin, 2018). Often, leadership research studies utilize the case study methodology because it supports a thorough understanding of the real-life context within an organization (Leoni, 2015).

Other designs exist in qualitative research, including phenomenological, grounded, ethnography, and narrative methodologies. However, the researcher maintains the freedom to choose the most appropriate methodology for their study (Bansal, 2018). According to Tight (2016) the phenomenological design focuses on most of a group's lived experience. Therefore, the phenomenological design was not suitable for the present study because everyone did not share similar experiences or backgrounds (Creswell & Poth, 2018). A narrative case study focuses on the lives of individuals as they tell their real-world stories (Bruce et al., 2016). Thus, a narrative case study was not suitable for the present study because the researcher was concerned about using a direct, real-life situation instead of individual experiences or stories. Katriel (2015) indicated that ethnography focuses on particular groups or cultural backgrounds. The present study focused on gathering information from a real-world situation instead of participants' cultural experiences. Therefore, ethnography was not a suitable option.

### **Discussion of Method**

The qualitative methodology was the appropriate methodology for the present study. Haradhan (2018) asserted that qualitative researchers are interested in an individual's beliefs, experiences, and meaning. The qualitative research methodology employs various data collection methods, including interviews, journals, and diaries that use semi-structured and open-ended questions (Gopaldas, 2016). A qualitative researcher may utilize purposeful sampling to select potential research participants in qualitative research (Bansal, 2018). However, collecting relevant information to understand the research question or problem is contingent on the research

participants (Creswell, 2014). Stake (2010) indicated that researchers using a qualitative method obtain information about human experience and emotions that the quantitative and mixed method research cannot achieve.

In a quantitative methodology, testing research questions occurs by examining relationships among variables (Creswell, 2014). The measurement of these variables involves analyzing numerical data using statistical procedures. Numerical data was not required for the present research; thus, the quantitative method was not suitable. In a mixed method approach, the researcher collects and analyzes numerical data (Stake, 2010). Mixed methods research combines quantitative and qualitative research methods (Schoonenboom & Johnson, 2017) and integrates the data collected to explore a situation in detail (Halcomb & Hickman, 2015). For example, mixed methods research might be suitable if a researcher is interested in determining how ineffective frontline leadership in public sector organizations leads to inefficient services provided to stakeholders. Therefore, a mixed method design was not suitable for the present study.

In conclusion, numerical data was not needed to address the research questions but rather the participant's real-world experiences. As a result, the quantitative and mixed methods were not suitable options. Therefore, the qualitative approach was the most appropriate method to explore what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of efficient services to stakeholders in public sector organizations.

### **Discussion of Method(s) for Triangulation**

Triangulation is used in studies that combine both quantitative and qualitative research. Triangulation refers to using various data sources or multiple approaches to analyzing data to

improve the credibility and validity of a research study. Especially with qualitative research methods, triangulation typically involves examining data from interviews, focus groups, written archives, surveys, or other sources. Denzin's (1978) developed four methods of triangulation available to qualitative researchers.

- 1) Data Triangulation involves the use of multiple data sources in the same study. Data triangulation included items such as period of time, space, and people. Additionally, data triangulation consists of instruments such as interviews and surveys to collect data from various sources.
- 2) Investigator triangulation involves using more than one investigator or researcher to explore the same phenomenon, which significantly improves the credibility and validity of the study.
- 3) Theoretical triangulation involves exploring a research phenomenon from a different theoretical perspective to the data set.
- 4) Methodological triangulation involves using multiple methods to explore a study's phenomenon such as interviews, observation, questionnaires, and archival documents.

Therefore, it is evident that triangulation is beneficial in enhancing credibility and validity of a research study. Data triangulation that included in-depth interviews and surveys was used for the present study design to minimize the inadequacies of one approach or method, allowing the researcher to test the consistency of the findings obtained through multiple instruments and increasing the opportunity to control threats that might have influenced results. Additionally, theoretical triangulation using leadership theories identified in the conceptual framework was used to interpret the phenomenon and create a more in-depth understanding of the research problem. Thus, data triangulation and theoretical triangulation served as the appropriate triangulation methods chosen for the present study.

### **Summary of Research Methodology**

As discussed above, the present study use a qualitative methodology with a flexible multiple case study design. A flexible multiple case study design allowed for a more precise,

robust and in-depth understanding of the phenomena than a single case study could have provided (Yin, 2018). A flexible multiple case study design was selected to explore a wider scope of a real-world situation and collect in-depth data from various sources to answer the research question. A flexible multiple case study design was appropriate to explore the effectiveness of LDPs in public sector organizations and their impact on organizational performance. Therefore, comprehensive data collection using data triangulation helped identify strategies and tools that public sector organizational leaders could implement to evaluate and measure LDP effectiveness to improve ineffective frontline leaders and inefficient delivery of services to stakeholders.

### **Participants**

In qualitative research, a research participant are called human subjects who participated as the targets of the study (Martinez-Mesa et al., 2016). The present study targeted public sector organizations within Owerri, Imo State, Nigeria. The selection criteria comprised senior executives, frontline managers, and employees at least 18 years of age and who had five years of public sector experience. The rationale for selection was based on the participant's capacity to provide valuable information pertinent to the case under study (Barnett et al., 2018). The type of information that was obtained related to research participant perceptions of the leadership effects of public sector frontline leaders providing efficient services to stakeholders. For example, participants shared information that included whether the leadership of public sector frontline leaders affected morale, job satisfaction, and the ability to provide efficient services to stakeholders.

Purposeful sampling was used to select viable participants for the present study.

Purposeful sampling was used to select diverse participants based on their study knowledge

(Martinez-Mesa, 2016). Based on the acceptable recruitment methods outlined by the IRB, the researcher recruited participants by posting advertisements and flyers, attending workshops and staff meetings, and sending internal emails. Research participant privacy and identity was protected by removing any identifying information. The researcher required all participants to sign an informed consent document before participating in the research study (see Appendix B and C). The research participants were informed that they could exit the present study if they felt pressured or uncomfortable. Participants who feel pressure to participate in a research study, could skew research results (Allen, 2018; Younge & Marx, 2016). Therefore, ethical obligations require that informed consent be given to participants without coercion or undue influence (Bartholomay & Sifers, 2016).

### **Population and Sampling**

This section provides a detailed discussion of the target population and the sampling technique for the present study, including the criteria for incorporating and screening participants to ensure they met the present study requirements. Additionally, the discussion provides the rationale for selecting study participants to provide relevant information to answer the research questions based on their experiences.

Table 3

#### *Population and Sampling*

Attribute	Definition
Population	The population for this research project included senior executive, frontline managers, and employees.
Sampling	The sample for this qualitative study comprised current public sector employees at least 18 years of age and have been in the public service for five years.

## **Discussion of Population**

Majid (2018) defined a target population as a collection of people or objects with common binding characteristics that the research planned to study. Similarly, Mathews (2018) asserted that a population comprised a large group research subjects from which the researcher drew a sample. Thus, it could be stated that a population is an aggregate number of subjects grouped by common features that provide vital information and interpretations of the situation studied by the researcher (Yin, 2014). The present study aimed to identify tools and strategies that organizational leaders could implement to evaluate and measure LDP effectiveness in reducing ineffective leadership among frontline leaders in public sector organizations and efficient delivery of services to stakeholders. As a result, the population of the present study included selected public sector employees comprised of senior executives, frontline managers, and current employees.

Population eligibility determines whether an individual fulfills the criteria to participate in a study (Majid, 2018). The population eligibility for the present study comprised current employees at least 18 years of age and had been in the public service for five years and could provide information pertinent to the present study. Participants for the present research were current employees who had an opportunity to sign an informed consent form (see Appendix B and C). The researcher identified two state and local public sector agencies in Owerri, Imo State, Nigeria. The selected participants were located in Owerri, Imo State, Nigeria, and there are over 500 employees currently in each public sector location. For the present study, the researcher focused on a sample size of 5% of the population.

### **Discussion of Sampling**

Martinez-Mesa (2016) defines a sample as a group of individuals selected from a target population. Further, Majid (2018) asserts that sampling was an essential tool for conducting research studies because a population consists of many individuals to include as participants. Therefore, an appropriate sample completely balances the essential characteristics of the larger population (McEvoy, 2018)

**Sampling Eligibility.** As previously stated, the eligibility criteria for the present study were current public sector employees with five years of public service experience and at least 18 years of age. The eligibility criteria was appropriate because it helped the researcher achieve accurate, meaningful, and consistent results. In the public sector, employees with at least five years of experience are considered vested and have attained a significant level of expertise to provide pertinent information.

**Sampling Frame.** Taherdoost (2016) defined a sampling frame as a list of individuals from which the sample is selected. Therefore, the sampling frame for the present study comprised senior executives, frontline managers, and current employees. The characteristics considered in the selected sample were based on gender, race, age, income level, and education and were proportional to the population. The researcher carefully reviewed the sample to ensure it contained individuals with the same demographic profiles in the population. The researcher explained the purpose of the present study to the selected sample and provided the recruitment letter (see Appendix A). The participants who completed the requirements responded to the recruitment letter and the informed consent document (see Appendix C).

**Sampling Method.** The sampling method chosen for the present study was purposeful sampling. Purposeful sampling is a non-probability sampling technique associated with a case

study design and qualitative approach (Taherdoost, 2016). The purposeful sampling technique, called judgment sampling, chooses participants based on their ability to provide pertinent information relevant to the study (DeFeo, 2017; Etikan et al., 2016; Lewis, 2015). Purposeful sampling is a nonrandom technique that does not require theories or a set number of participants (Taherdoost, 2016). Therefore, the researcher depended on personal judgment when selecting the target population for the present study. Hence, the researcher included the sample participants because they deserved to be involved and could provide information to the present study.

**Sample Size.** The sample size for a study is determined at the time the study is proposed. Generally, research studies are conducted with sample because it is impossible to study the entire population. Further, conclusions drawn are intended to be generalized to the population (Andrade, 2020). According to Malterud et al. (2015), the sample size ascertained in a qualitative study should be large enough to reveal a series of opinions while limiting the sample size to the point of saturation. Saturation occurs when the data collection process no longer produces any new information pertinent to the study (Saunders et al., 2018). The more information the sample holds relevant to the research study, the smaller the number of required participants (Malterud et al., 2015). Malterud et al. (2015) further stated that the size of a study is contingent on (a) the goal of the study, (b) sample specificity, (c) use of established theory, (d) quality of the dialogue, and (e) strategy of analysis. For the present study, the selected participants were located in Owerri, Imo State, Nigeria, with over 500 employees in each public sector agency. However, the researcher focused on a sample size of 5% of the population, with forty-five selected participants comprised of employees, frontline managers, and senior executives.

The appropriate instruments for data collection for the present study were semi-structured open-ended interviews and surveys. For comprehensive interviews and saturation, the ideal

sample size range is five to fifty participants (Dworkin, 2012). Furthermore, Dworkin asserted that other studies suggest the ideal sample size for an in-depth interview method was twenty-five to thirty participants. Thus, determining a sample size depends on the level of saturation. On the other hand, the sample size is often smaller in qualitative research because the researcher is concerned about gaining an in-depth understanding about the situation, per participant, using the interview (Malterud et al., 2015). For the present study, the researcher conducted interviews with selected participants until a saturation point was achieved. Hence, the saturation point for the present study was fifteen interviews per participant category (see Appendix D, E, and F).

### **Summary of Population and Sampling**

The sample population for the present study was selected from each federal, state, and local government office located in Owerri, Imo State, Nigeria. The sampling criteria for the present study included the following requirements: (a) current public sector employees, (b) at least 18 years old, and (c) five years of public sector experience. The population generated for the present study comprised senior executives, frontline managers, and current employees who responded to a recruitment letter and signed the informed consent form (see Appendix B and C). Samples of the population were taken from each public sector location in Owerri, Imo State, Nigeria, and analyzed individually using cross-case analysis. Once the researcher reached the saturation point within the sample, the study was concluded. The information and data from the present study will help public sector organizational leaders implement strategies and tools to evaluate and measure LDP effectiveness in improving ineffective frontline leadership and efficient delivery of services to stakeholders.

## **Data Collection and Organization**

According to Lewis (2015), data collection and analysis within qualitative research continues until the point of data saturation. In the data collection process, the researcher develops rules for recording the information and controls the data forms, such as interviews and observations. Additionally, the researcher determines how to store the data to be easily retrievable and protected (Creswell & Poth, 2018). Further, Creswell and Poth assert researchers must consider appropriate measures to address ethical issues involving gaining access to participants, conducting the right qualitative sampling strategies, and developing means for recording and storing data in a data collection process. A detailed design of data collection entails deciding who does what where, when, and how, acknowledging the researcher's role as the instrument of data collection, and considering the topic studied and participants involved in the research (Paradis et al., 2016).

Data was collected through several sources, including interviews and surveys. Interviews for the present study were conducted using open-ended, semi-structured questions. There was a list of open-ended semi-structured questions specific to employees and a separate set of questions specific for frontline managers and senior executive leaders (see Appendix D, E, and F). If a research participant's response to the interview question required follow-up, the researcher asked a more in-depth question that built upon the initial question. The interview method was the primary source of data collection for the present study. Data collected through interviews with participants is a characteristic of qualitative research (Barret et al., 2018). The interview questions used for data collection were tailored to the research question, participant attributes, and the researcher's acceptable approach (Barret et al., 2018). The interview method was perceived as a collaborative effort between the interviewer and the interviewee (Brinkmann

& Kvale, 2015). An interview aims to understand the world from the subject's perspective, uncovering their experiences and revealing their lived world (Brinkman & Kvale, 2015).

Surveys are used as a data collection method for a qualitative flexible multiple case study to collect information from a selected sample of participants (Ponto, 2015). Therefore, the researcher used a survey to collect responses from selected participants (see Appendix G and H). In essence, the survey was used to understand the way participants think, their opinions and perceptions concerning frontline leadership in public sector organizations, and their effect on providing efficient services to stakeholders.

### **Data Collection Plan**

In a qualitative research study, the main instrument for collecting data is the researcher (Creswell, 2016). The data collection technique for the present study design included interviews and surveys. The researcher contacted the selected PSHCO locations in Owerri, Imo State, Nigeria to obtain permission to use its site and recruit potential employees to participate in the present study. Additionally, organizational permission was obtained to use the employee email list to recruit participants. A recruitment letter (see Appendix A) was emailed to potential participants. Participants were 18 years of age or older, employed by the above-listed company as a frontline employee or in a leadership role, and had a minimum of five years of experience in the public sector. After determining potential participants, purposeful sampling was used to obtain the research sample. Meetings were scheduled with employees, frontline managers, and senior executives eligible to participate. The signed informed consent form was received before conducting interviews (see Appendix B).

The first data collection technique, the semi-structured interview, included open-ended questions for employees, frontline managers, and senior executives tailored to stimulate in-depth

answers about their lived experiences (see Appendix D, E, and F). The second data collection technique used a survey to measure employee perceptions of ineffective frontline leadership and its effect on the efficient delivery of services to stakeholders. Participants were given a survey that needed to be completed independently and returned to the researcher (see Appendix G and H).

### **Instruments**

The researcher was the primary instrument for the present study. According to Stake (2010), human researchers in qualitative research studies are the primary instrument, gathering information directly through interviews or observations compared to other data collection sources. For the present study, the researcher conducted interviews and administered surveys to collect data. According to Creswell and Poth (2018), interview questions include sub-questions within a research study, asked and described in an unambiguous form that is understandable to participants. Thus, interviews are used for multiple purposes, including acquiring unique information that the participants, gathering information from numerous sources, and uncovering elements prior researchers may not have revealed (Stake, 2010). For the present study, the researcher developed interview guides for subgroups of the sample population specific to the public sector employees to address the research questions and problem statement (see Appendix D). An interview guide was developed focusing on frontline managers and senior executive leadership (see Appendix E and F).

Surveys are a less structured method to gain in-depth knowledge about underlying participant reasoning and motivation (Ponto, 2015). Further, according to Ponto, surveys use different instrumentation methods to select participants and collect data. For the present study,

the researcher developed open-ended survey questions for subgroups of the sample population to address the research questions and problem statement (see Appendix G and H).

### **Data Organization Plan**

Merriam (2009) asserted that researchers must develop a system for organizing, securing, and managing data throughout the research study process, allowing the researcher to access any piece of data at any given time. In essence, case study data might come in several forms, such as case study notes, case study documents, and recorded audio from interviews for researcher observations (Yin, 2014). For the present study, the researcher collected data consisting of participant interviews, surveys, and field notes. Therefore, a well-organized technique was used. Creating a case study database increases a researcher's reliability when the investigator organizes multiple data forms into a detail database (Yin, 2014). For the present study, the database contained the case study notes. Thus, according to Yin, a researcher's notes could be the most common database component.

A signed informed consent form was used to request permission to record all interviews. A transcript of each participant's recorded interview was developed, including the notes taken during the interview because they comprised the most considerable portion of the data organization component. The interviews were recorded using a voice recorder. The voice recorder and the interview field notes were stored in a password-protected file cabinet for security and confidentiality in the researcher's home office.

According to Yin (2014), making electronic copies of case study documents is essential because it enables the data to be stored and retrieved throughout the research process. Therefore, the researcher scanned and saved copies of interview documents, surveys on a password-protected computer. In addition, researcher kept the recorded interview audio device s on the

same password-protected computer. A fundamental component that is considered in data organization is confidentiality, a security matter for all participants, and research documentation (George & Bhila, 2019). Therefore, data was secured using multiple security precautions. First, electronic files were stored on a password-protected personal laptop computer. The password was not shared to preserve the confidentiality of electronic data. Second, paper documents were secured in a password-protected file cabinet accessible only by the researcher. Furthermore, notes, digital recordings, informed consent forms, and paperwork will be secured and destroyed after three years. All paper documents were shredded, and electronic files will be permanently deleted from the researcher's computer.

### **Summary of Data Collection**

For the present study, the research population consisted of employees, supervisors, and senior executives of various public sector organizations. The researcher sampled the participants who signed the consent form and responded to the recruitment letter. Subsequently, data was compiled from the interviews and surveys of the sample population. The data collected was transcribed into electronic files on the researcher's computer and password-protected to ensure security and confidentiality. The data will be maintained for three years and then permanently deleted from the researcher's personal computer. Similarly, paper documents relating to the present study will be destroyed after three years.

### **Data Analysis**

Data analysis is an essential component of any research study because it involves interpreting data gathered through analytical and logical reasoning to establish patterns. Wong (2008) defined data analysis as a systematic process of searching and arranging the interview transcripts, observation field notes, and other data collected by the researcher to enhance

understanding of the phenomenon. The data collected are analyzed through interviews and transcribed verbatim into transcripts (Busetto et al., 2020). For the present study, the researcher used NVivo qualitative data software to collect data and information for data analysis and coding. Yin (2014) described NVivo as a qualitative data analysis software package that helps a qualitative researcher organize text and records into codable data, themes, patterns, and relationships in the data.

Furthermore, Green et al. (2007) described four key data analysis steps: coding, identifying themes, immersion in the data, and creating categories. Therefore, a researcher needs to search for patterns, insights, or concepts when analyzing data (Yin, 2014). Yin further indicated that inserting data in a different order requires creating a display like a flow chart or graph, placing data in sequential order, or using other ordering processes. In essence, data analysis begins and occurs throughout the interviews, surveys, and other research methods that generated the data. Data analysis is a tedious endeavor and entails constant change between immersion, categorization, coding, and the creation of themes (Green et al., 2007).

Yin (2014) posited four general data analysis strategies for case studies that relied on theoretical propositions, developing a case description, using qualitative and quantitative data, and examining plausible rival explanations. The theoretical propositions strategy guides the comprehensive case study, the literature review, the interview questions, and the data analysis. For example, the theoretical proposition indicated in the present study addressed the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness that resulted in ineffective frontline leaders and inefficient delivery of services to stakeholders. Therefore, this was a key focus area in the data analysis for the present study.

Yin (2014) described five case study techniques used in data analysis that guide the theoretical proposition strategy. They include:

1. Pattern matching: comparing an empirically based pattern with a predicted one (or several alternative predictions). If the patterns coincide, the results help a case study enhance its internal validity.
2. Explanation building: finding a robust explanation of why or how a particular phenomenon happened.
3. Time-series analysis: comparing the observed trend with a significant theoretical trend before the research investigation or some rival trend.
4. Logic models: a complex chain of causes and effects resulting in a sequence of events or outcomes compared to the theoretically predicted events.
5. Cross-case Analysis: includes findings that are likely to be more robust than a single case. (p. 137)

A cross-case analysis was used for the present study and compared findings from multiple sources gathered from different public sector organizations, allowing the researcher to learn from various sources and gather critical evidence to modify the present study. Furthermore, cross-case analysis enabled themes, similarities, and differences across cases to be examined. A cross-case analysis was used for the present multiple case study to explore the lack of strategies and tools implemented by public sector leaders to evaluate and measure the effectiveness of LDPs, which resulted in ineffective frontline leaders and inefficient delivery of services to stakeholders.

For the present study, participants were given a survey that needed to be completed independently and returned to the researcher (see Appendix G and H). Participant survey responses provided data triangulation. Next, the survey responses were analyzed using Microsoft Excel to summarize the data collected. The researcher used Microsoft Excel software to analyze

the survey to obtain an overall picture of the sample, using a bar chart to visualize the frequency of each of the participant's item choices.

### **Emergent Ideas**

Emergent ideas include new ideas, concepts, or findings that emerge while conducting qualitative research. After organizing the data, the researcher continues the analysis by seeking an idea of the entirety of the data. For the present study, the researcher read the transcript several times to familiarize himself with the details, gaining understanding of the interview prior to breaking it into parts. Bazeley (2013) described the read, reflect, play, and explore strategy as an initial attempt to obtain new information or data. Consequently, writing notes or memos in the margin of the field notes or transcripts helps in the initial stage of data exploration.

Additionally, scanning the notes allowed the researcher to have an idea of the entire database. Miles et al. (2014) described the role of memoing as a descriptive summary of data, synthesizing the data into a higher level of logical meaning. When reviewing recorded audio interviews, the researcher writes memos of emergent ideas in accompanying text files or Word documents. Memoing captured the emerging thematic ideas of the present study as the researcher reviewed the data, wrote memos, and included details about relevant codes. Thus, memoing was an excellent tool for uncovering emergent ideas that could easily be retrieved and examined.

Ravitch and Mittenfelner (2016) recommended guides to memoing, including:

1. Prioritize memoing throughout the data analysis process: Memoing process starts from the initial read of the data and writing of the conclusion.
2. Individualize a process of memo organization: Memoing should be properly organized to meet the researcher's individualized needs.
3. Segment memos: Helps capture ideas from reading specific phrases in the data.
4. Document memos: Capture concepts developed from reviewing the data and documents emergent ideas from the review.

5. Project memos: Captures integrating ideas across one concept and documents how various concepts link together across the research study.

### **Coding Themes**

The process of coding themes is an essential component of qualitative research. For instance, Belotto (2018) defined coding as a process of collecting and categorizing data according to similar meanings to develop themes. Consequently, coding in qualitative research helps the researcher understand the information collected through interviews, observations, and field notes. Sutton and Austin (2015) defined coding as a process of identifying themes, issues, similarities, and differences revealed through participant interviews, researcher observations, surveys, and other forms of collected data and interpreted by the researcher. Further, William and Moser (2019) defined coding in qualitative research as a process that allowed collected data to be organized, grouped, and thematically sorted, providing a foundation for constructing meaning. Coding themes allows the researcher to understand the lived experience of each participant. Coding takes different forms, conducted either by hand on a hard copy of the transcript, making field notes, or highlighting and naming text sections (Sutton & Austin, 2015). Hence, ensuring that coding procedures were clear, rigorous, and consistently applied to meet qualitative research validity and reliability standards is essential to the coding process (William & Moser, 2019).

Coding plays a fundamental role in enabling the investigator to advance qualitative research effectively. According to Williams and Moser (2019), an open, axial, and selective coding strategy allows for recurring and evolving information where the researcher had direct interaction with the data, continually comparing data and applying data reduction and consolidating techniques to the data. As the coding process evolves, the active, unpredictable

function is recognized, codified, and aides understanding of the essential themes in a research study.

**Open coding.** The first level of the coding process focuses on developing substantive codes, describing, and classifying the phenomenon under consideration. The investigator identifies different themes and concepts for the categorization event (Creswell, 2016). In open coding, concepts to the observed data, information, and phenomenon are attached during qualitative data analysis. Open coding groups data into meaning expressions and describes them in single words, short sequences of words, or similar statements to connect annotations and concepts largely and broadly (Creswell, 2016). According to Williams and Moser (2019), the ongoing coding of themes is a task a researcher must undertake and regularly compare to previous concepts with similar codes assigned to them.

**Axial Coding.** The second level of coding is axial coding. Compared to open coding, which focuses on identifying developing themes, axial coding further refines and groups the themes. Once the open coding task is complete, the researcher proceeds to axial coding, sorting, categorizing, and refining data to create distinct thematic categories in preparation for the selective coding (Williams & Moser, 2019). Axial coding assists in identifying the link between open codes, which further develop core codes. Core codes were developed as a group of closely interdependent open codes for robust evidence. Therefore, to achieve this objective, the researcher needs to continuously analyze, cross reference, and clarify themes and categories created from this step in the coding process (Williams & Moser, 2019).

**Selective Coding.** Selecting coding is the final stage of the investigator's data analysis and occurs after core codes from the coded data groups and subgroups are identified. Thus, the axial coding process continues with the selective coding process leading to an extensive

classification and formulation of the case study (Williams & Moser, 2019). It is essential to allow the case to emerge from the data categories, selectively code the critical thematic categories, and then connect the central theme to other categories. Approaching information planning in this way enables the investigator to work continuously toward thematic specificity and, subsequently, theory creation (Williams & Moser, 2019). In selective coding, stages of interconnectivity and predictability emanate from the thematic refining process, allowing the investigator to recognize sets of conditions in which certain responses trigger specific reactions. Upon completing the selective coding stage, the investigator develops theories and constructs meaning from all the data (Williams & Moser, 2019).

For the present study, interview transcripts and the highlighted notes written about emerging themes were reviewed and categorized into sections and colors to correspond to specific study themes. Data from interview notes, recordings, and surveys were transcribed into Microsoft Word. The themes were categorized into sections under specific headings. Separating the research themes into sections made it easier for the researcher to review the individual themes, keeping the different data points isolated. As soon as the data coding was completed, the investigator identified themes, patterns, and relationships within the dataset (Yin, 2014).

The researcher looked for the repetition of words and commonly used phrases. The researcher compared the findings from interviews and surveys to the literature review. The researcher also searched for missing information that participants did not say during the interview or that came up in data collection that the researcher expected the participant to say. The information identified themes, patterns, and connections in the data that helped build a compelling case study analysis (Yin, 2014).

## **Interpretations**

Interpretation of data by the researcher is essential when conducting qualitative research. Thus, collecting, coding, cleaning, and editing the data is essential before interpreting and displaying the research results (Anaesth, 2016). Notably, the interpretation of data in qualitative research extends beyond the ideas of themes and codes to a more significant meanings of the data. Interpretation of data starts with the development of codes, the emergence of themes from the code, and then the organization of the themes into a larger unit of ideas to make sense of the data.

Regarding the audio-recorded interviews, for the present study, the researcher developed and assessed interpretations of the materials using strategies to locate patterns and create stories or statements. The researcher linked their interpretation to research literature. Subsequently, the researcher obtained peer feedback on early data interpretations. The peer feedback helped the researcher assess “how do I know what I know or think I know” because it required clearly articulating the patterns they saw in the data groups. Grbich (2013) suggested guiding interpretation using the following questions: what unexpected information did you not expect to find? What information was ideally exciting or unusual to participants and audiences? What were the most important interpretations, and what were the other ideas?

## **Data Representation**

Data representation and visualization is the presentation of data in a visual or graphical form using a software tool (Li, 2020). Data visualization allows researchers to interactively explore and analyze data, identify patterns, and support sense-making activities. Data representation is the final stage of data analysis, and researchers represent data in a text, tabular, and figure form to visualize the relationship between concepts or ideas. For the present study,

interviews and surveys were used for data collection. The interview and survey responses were interpreted and analyzed. Next, the researcher created a data representation of the information gathered in text, tabular, and figure form to show the relationship between the concepts. For example, the tabular form was used for interviews to capture information about the participants, including years of experience and position. Similarly, the text form was used to capture and narrate participant responses to the research questions. Additionally, a figure was used to capture the survey data, and a bar chart was created to represent participant responses to the situation.

### **Analysis for Triangulation**

Triangulation adds depth to the data collected by the researcher (Fusch, 2018). Triangulation is often used in research that combines both quantitative and qualitative methods. A qualitative researcher seeks to understand the phenomenon by exploring the problem through nonnumerical methods of measurement (Fusch, 2018). Consequently, triangulation is an important concept in data analysis that enables the researcher to explore a different perspective of the same situation. Triangulation was used in the present study design to analyze various data sources, data collection methods, and approaches to validate research findings. As is the standard in qualitative research, triangulation involved examining data from multiple methods, including interviews and surveys.

Thus, the method of triangulation that was used in the present study was the data triangulation method. For data triangulation, the researcher used semi-structured interview questions and surveys to obtain data from a range of multiple participants. For the present study, exploring the reasons for the lack of structures and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders was the focus. Therefore,

interviews with public sector employees were compared and cross-checked with the administered employee surveys for data triangulation purposes. These methods helped increase the credibility and validity of the research findings (Noble & Heale, 2019). Further, the use of data triangulation afforded the researcher the opportunity to perform member checking to ensure credibility and validation of the data.

### **Summary of Data Analysis**

Once the data collection process was concluded, the researcher analyzed data using the theoretical propositions strategy to guide the exploration into reasons for the lack of strategies and tools implemented by public sector leaders to measure and evaluate LDP effectiveness, which resulted in ineffective frontline leaders and inefficient delivery of services to stakeholders. A cross-case synthesis was used to compare findings from information obtained from the different governmental agency locations. The coding process helped define themes from the data using the open, axial, and selective coding approach. Once the coding processes were concluded, the researcher identified themes, patterns, relationships, developed theories and started constructing the meaning of the data. Visual representations of the data were created using text, tabular, and figure form to show the relationship between concepts. In addition, a data triangulation method using interviews and surveys was employed to analyze data from multiple sources to ensure validity and credibility, including minimizing the inadequacies of one approach or method.

### **Reliability and Validity**

Reliability and validity of research and its results are essential components of quality research (Chabirand et., 2017; Hayashi et al., 2019). Thus, careful consideration of these two areas differentiate between good and poor research and ensure that fellow researchers accept the

findings (Brink, 1993). Reliability and validity are vital in a qualitative study where researcher bias could readily threaten data interpretation, leading to doubt of the findings (Brink, 1993).

Reliability and validity are two concepts that any qualitative researcher should consider while designing a study, analyzing results, and evaluating the results' quality (Hayashi et al., 2019).

### **Reliability**

Reliability evaluates the consistency of research results over time (Hayashi et al., 2019).

Reliability is the research study's facts, including but not limited to data collection procedures, ensuring that duplicating results and drawing the same conclusions is possible (Yin, 2014).

Reliability in qualitative research is concerned with analytical procedure consistency, including accounting for individual and research method biases (Noble & Smith, 2015). For the present study, the researcher entered the data gathered through interviews into NVivo software to identify reoccurring themes to satisfy the reliability concept.

To further conform to the concept of reliability within the present study, the researcher developed an interview guide. Creswell and Poth (2018) emphasized that interview guides within qualitative research studies include several open-ended questions and gather responses from the interview participants. For the present study, the interview questions were carefully developed from the literature review and conceptual framework construct. In addition, the researcher used field notes created during the interview. Researchers and scientists commonly use field notes for interviews, observations, or documentation, and they can be handwritten, typed, or electronically recorded (Yin, 2014). To establish a reliable and consistent result, the researcher asked each participant the same open-ended questions developed from the interview guide and recorded the transcribed results in an NVivo software database. In essence, the reliability of the interview questions played an essential role in the present study. Each interview consisted of the same

open-ended questions for public sector employees, supervisors, and senior executives (see Appendix C, D, and E). The researcher transcribed the completed interviews and the participant answers verbatim into a single database.

According to Noble and Smith (2015), in assessing reliability in qualitative research, the following issues are considered:

- 1) *Credibility*. Credibility is present when the research results reflect the views of the participants under study. Researchers aim to design and integrate methodological strategies to ensure the ‘trustworthiness’ of the outcomes. Such strategies include but are not limited to accounting for personal biases, conscientious record-keeping and ensuring transparency in the interpretation of data, respondent validation, and data triangulation.
- 2) *Consistency*. Consistency relates to the ‘trustworthiness’ by which the methods had been undertaken and were contingent on the qualitative researcher maintaining a clear and transparent decision. Thus, there must be consistency in the outcome and analytical procedures in ensuring reliability, including accounting for personal and research method bias that might impact the findings. Also, data gathering must be consistent with reducing external factors that might create variations in the results.
- 3) *Applicability*. Applicability in qualitative research means assessing whether the findings of a study could be transferred and applied to other real-world settings or broader populations.
- 4) *Conformity*. Conformity is achieved when multiple realities are recognized; consistency and applicability are addressed in the qualitative study. However, conformity focuses on the complexity of prolonged engagement with participants and that the methods and findings are connected to the researcher’s theoretical position, experiences, and perspectives (p. 3).

### **Validity**

Validity was the degree to which a concept and the conclusion are justifiable and accurately measured to reality (Creswell & Poth, 2018). In essence, validity involves ascertaining whether researcher assertions agreed with participant reality (Spiers et al., 2018). The appropriateness of the tools, process, and data in qualitative research must be valid (Leung, 2015). Thus, to provide the highest level of validity, the researcher establishes a close connection

with research participants and instills confidence that the outcome will accurately represent the information collected during the interview process (McGrane et al., 2018). For the present study, the researcher established a close connection with the participants to promote accurate responses.

Various forms of validity identified in this research study were face, content, participant checking, triangulation, and saturation.

**Face Validity.** Face validity refers to the researcher's subjective judgment of the measuring instrument's presentation and relevance to determine if the content looks relevant, reasonable, and clear to the test participants (Taherdoost, 2016). In other words, face validity provides test participants and researchers with significant confidence in the measurement procedures and results.

**Content Validity.** Content validity is the degree to which the measuring instrument test was a full representation of what it aims to measure (Taherdoost, 2016). In other words, the judgmental approach to content validity needs researchers to be present with experts to facilitate validation (Taherdoost, 2016).

**Participant Checking.** Participant checking is a researcher technique to assure the credibility of results (McGrane et al., 2018). The trustworthiness of the results is the foundation of a high-quality qualitative research study (Birt et al., 2016). Participant checking involved returning the data or results to research participants to validate the accuracy of their statements and experiences during information gathering. Hence, it was essential to repeat data analysis several times until all emergent themes are identified to show validity (Yin, 2014).

**Saturation.** Saturation is the degree to which a researcher conducts interviews with participants until no new information or themes are observed in the data. Therefore, saturation occurs when the researcher address all study categories with participants, and no new

information is observed (Creswell & Poth, 2018). Failure to reach data saturation affects research study quality and inhibits validity (Kerr et al., 2010).

In assessing validity in qualitative research, the following issues are considered:

- 1) *Validity of the research questions.* Validity is concerned with how the research questions measure what they claim to measure and is often referred to as truthfulness (Noble & Smith, 2015). The concept is like using the wrong instrument to collect and measure the accuracy of data. Therefore, determining the validity of a research question entails examining how the research question reflects the intended focus and accurately captures participants' thoughts.
- 2) *Whether the methodology is appropriate for answering the research question.* Researchers must consider which research methods were suitable for answering the research questions (Opoku et al., 2016). Consequently, the choice of methodology and how they are used is determined mainly by the research questions and influenced by the resource availability, including the type of data and the researcher's knowledge. Therefore, the choice of methodology must enable the detection of findings in appropriate settings to be valid (Leung, 2015).
- 3) *Whether sampling and data analysis are appropriate.* Sampling procedures and methods must be suitable for the research study and be distinctive between systematic, purposeful, or theoretical sampling where the systematic sampling has no presumptive theory, purposeful sampling often has a specific objective, and the theoretical sample is modeled by an ongoing process of data collection and theory. For data analysis, several methods must be considered appropriate for the research study to improve validity, including but not limited to triangulation, a documented audit trail, case-oriented and participant verification (Lueng, 2015).

**Bracketing.** Bracketing is a qualitative research method used within the social science research field to explore the meanings and perceptions in a specific situation and obtain a detailed understanding of the participants' real-world experiences (Marshall & Rossman, 2016). Therefore, the researcher functions as the primary instrument of data collection in qualitative research to evaluate the participants' thoughts and feelings, analyze data, and present it in an unbiased manner (Anney, 2017; Armstrong, 2016; Sutton & Austin, 2015). One of the significant challenges researchers face when conducting the qualitative research process is the

possibility that personal bias that might occur. Personal bias involves the unavoidable transmission of assumptions, values, and emotions across the qualitative research process. Bracketing is a technique used in a qualitative study to mitigate against the researcher's personal bias.

Peters and Halcomb (2015) describe bracketing as a way to improve the complexities of qualitative research to validate the data collection and analysis process. Bracketing could be viewed as the researchers' attempt to set aside their pre-understandings and assumptions to attain experiences before making sense of them (Dorfler & Stierand, 2020). For the present study, the bracketing technique that the researcher employed to mitigate personal bias was having participants review the interview results. After transcribing the interview data, the researcher provided copies of the transcripts to the participants to verify that the answers accurately reflected participant responses. Thus, providing a copy of the interview transcripts to each participant reflected the process of participant checking (Birt et al., 2016; Creswell & Poth, 2018; McGrane et al., 2018). The researcher concluded the interview process, compiled data, and presented the research findings once no new themes emerged or were observed.

### **Summary of Reliability and Validity**

Reliability and validity are critical aspects of qualitative research to demonstrate that research findings are trustworthy. In essence, reliability and validity are essential to ensuring credibility in qualitative research. Reliability evaluates the consistency of research results over time (Hayashi et al., 2019). Validity is the degree to which a concept and the conclusion are justifiable and accurately measured to reality (Creswell & Poth, 2018). Therefore, to ensure data validity for the present study, the researcher used the triangulation, face validity, content validity, participant checking, and saturation. Also, to ensure reliability, open-ended interview questions

was developed, and the researcher gathered participant responses after reaching saturation and transcribed them into NVivo software to identify emergent themes.

### **Summary of Section 2 and Transition**

Section Two outlined how research for the present study occurred. First, the researcher summarized his role as the primary data collection instrument, including participant roles and criteria for participant selection. Next, the researcher discussed the methodology and design of the present study, including why a flexible multiple case study design was chosen. Third, the sampling method, including eligibility, frame, method, and size, were discussed. Fourth, data collection was examined, including instruments, techniques, and data analysis. Finally, the researcher examined reliability and validity to reinforce the position of the present study to maintain consistency and credibility.

Section Three provides an overview of the research, anticipated themes, and patterns, followed by a comprehensive presentation of the findings, analysis, application for professional practice, recommendations for action, and future study recommendations. In the next section, the researcher presents results of the present study regarding ineffective frontline leaders and their effect on public sector organizations' ability to provide stakeholders with efficient services.

### **Section 3: Application to Professional Practice and Implications for Change**

Section Three section of the present study discusses the application to professional practice and presentation of the findings that explored what strategies and tools were implemented to measure and evaluate the effectiveness of leadership development programs (LDP) to improve frontline leaders and the delivery of services to stakeholders in public sector organizations in Owerri, Imo State, Nigeria. The interpretation and analysis conclude by addressing the relationship of the findings to the research questions, conceptual framework, anticipated themes, literature, and research problem. In addition, a discussion of recommended actions for further study is included.

#### **Overview of the Study**

The present qualitative flexible multiple case study aimed to add to the body of knowledge by exploring what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria. The researcher obtained approval from the Director of Administration of Owerri North local government and the State Ministry of Land, Survey and Physical Planning Imo State, Nigeria, to conduct the study and contact participants (see Appendix J). A cross-case analysis was used to compare findings from the different public sector organizations. Purposeful sampling was used to select the participants based on their study knowledge. In qualitative research, samples are selected based on their capacity to provide valuable information pertinent to the study (Barnett et al., 2018). Hence, the researcher selected participants who could provide information relevant to the study (see

Appendix I). The researcher emailed recruitment letters, consent forms to notify participants of the survey, and interview questionnaires (see Appendices A, B, C, D, E, and F).

The researcher administered surveys and semi-structured interview questions to the participants. The survey and interview questions helped identify themes relevant to the present study. Research-based qualitative data aim to collect the most important ideas and themes (Weller et al., 2018). The online survey was sent to Owerri North Local Government and Imo State Ministry of Lands, Survey, and Physical Planning employees. The researcher received twenty-one survey responses from the study locations. The first survey measured employees' perceptions of public sector frontline leaders (see Appendix G). The second survey measured the impact of public sector frontline leaders on employee performance (see Appendix H).

Forty-five, current, public-sector employees in the Owerri North Local Government and Ministry of Land, Survey and Physical Planning, Imo State, Nigeria, were interviewed. The researcher interviewed 15 participants in each category to reach saturation (see Appendices D, E, F). Each interview was transcribed and coded for themes shared among participants. Multiple themes emerged from the shared experiences and data analysis. The identified themes supported the research questions highlighted in Section 1 and are noted below:

- Ineffective Frontline Leadership
- Lack of Performance
- Lack of Effective LDPs
- Political Interference
- Self-Centered Behaviors
- Lack of Strategies to Evaluate and Measure LDPs.
- Transformational Leadership

## **Presentation of the Findings**

Section 3 presents the results of the present study. The goal of the present study was to evaluate what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders in public sector organizations in Owerri, Imo State, Nigeria. Six research questions were designed to address the research problem. The present section presents the research results through data analysis in tables, figures, and a written summary. Additionally, the relationship of the findings to the research problem, anticipated themes, conceptual framework, research questions, and the literature is presented.

For the present flexible multiple case study, purposeful sampling was used to recruit participants based on their study knowledge. Qualitative samples are selected based on their ability to provide valuable information relevant to the case study (Barrett et al., 2018). There were approximately nine hundred employees in the identified field study locations. The researcher focused on a sample size of 5% of the overall population to address the research questions. For instance, Moran et al. (2017) suggested that 20–30 in-depth interviews are required to discover 90%–95% of the results of all study participants. Therefore, forty-five participants were interviewed and assigned a number to preserve their anonymity, ensuring confidentiality. The selection criteria for the present study comprised employees, frontline managers, and senior executives at least 18 years old and with five years of public sector experience. The descriptive statistics showed that 62% (27 participants) were males and 38% (18 participants) were females. About 68% of the employees had bachelor's degrees, and 14% had a Master of Business Administration. The participants were between the ages of 28–54. Participants had 5–29 years of public sector experience.

The participants signed an informed consent document before participating in the present study (see Appendix B). Additionally, the researcher gave recruitment letters to each participant (see Appendix C). The participants were informed they could conclude the interview if they felt pressured or uncomfortable. Each recorded interview lasted between 30–45 minutes. The researcher returned the transcribed interview data for participant checking to validate their responses and experiences during information gathering. Furthermore, the researcher used NVivo software to code the transcripts and analyze the data for similarities in experiences. The researcher attended to dissimilarities that led to new themes or perspectives. The researcher reached 15 per participant category saturation and observed no further information in the data. Saturation occurs when the researcher has addressed all study categories with participants, and no new information is observed (Creswell & Poth, 2018).

The researcher sent an online survey and consent form to sixty employees in the identified public sector organizations in Owerri, Imo State. Twenty-eight could not be returned, and another eleven were unusable because they lacked specific information relevant to the present study. Therefore, twenty-one online survey responses were received. The online survey questionnaire measured employee perceptions of public sector frontline leaders and their impact on performance using a 5-point Likert leadership behavior questionnaire. The qualifiers for this scale were listed per question: Never, Rarely, Occasionally, Often, and Very Often. The researcher used Microsoft Excel to create a table, bar, and pie charts as visual representations to analyze data, identify patterns, and support sense-making activities. Table 4 reflects participant demographics.

Table 4

*Study Participant Demographics*

Participant	Title	Exp	Participant	Title	Exp	Participant	Title	Exp
P1	Employee	8	P16	Mgr.	14	P31	Executive	24
P2	Employee	6	P17	Mgr.	13	P32	Executive	29
P3	Employee	5	P18	Mgr.	19	P33	Executive	20
P4	Employee	7	P19	Mgr.	17	P34	Executive	21
P5	Employee	10	P20	Mgr.	23	P35	Executive	19
P6	Employee	15	P21	Mgr.	19	P36	Executive	19
P7	Employee	10	P22	Mgr.	16	P37	Executive	26
P8	Employee	5	P23	Mgr.	17	P38	Executive	23
P9	Employee	6	P24	Mgr.	18	P39	Executive	25
P10	Employee	7	P25	Mgr.	19	P40	Executive	22
P11	Employee	7	P26	Mgr.	24	P41	Executive	23
P12	Employee	8	P27	Mgr.	20	P42	Executive	25
P13	Employee	10	P28	Mgr.	19	P43	Executive	22
P14	Employee	7	P29	Mgr.	16	P44	Executive	27
P15	Employee	6	P30	Mgr.	22	P45	Executive	27

**Presentation of the Survey Result**

The survey used in the present study opened with an introductory paragraph of the research purpose; exploring what strategies and tools were implemented by public sector organizational leaders to measure and evaluate the effectiveness of LDPs to improve frontline leadership and delivery of services to stakeholders. The survey thoroughly explored knowledge of employee perception, engagement, and workforce management. The survey emphasized anonymity, the voluntary nature of participation, the possibility of withdrawal. In addition to anonymity, participants were guaranteed that the data collected would remain confidential. The survey required administration to employees of frontline leaders. The surveys focused on public sector employee perceptions of frontline leaders (see Table 6) and their impact on performance (see Table 8).

In addition, the survey provided an accurate picture of how employees felt about their work environment. Public sector employees at least 18 years of age and with five years of public sector experience participated in the online survey. Sixty participants received the online survey, and twenty-one responded. Fifteen items measured employee perceptions of public sector frontline leaders using a 5-point Likert leadership behavior questionnaire (see Appendix G). Also, fifteen items measured public sector frontline leader impact on employee performance using a 5-point Likert leadership behavior questionnaire (see Appendix H). The qualifiers for the scale per question were: Never, Rarely, Occasionally, Often, and Very Often. The selected survey questionnaires support the research questions identified in Section 1.

#### **Employees Perception of Public Sector Ineffective Frontline Leaders**

The data below was collected with an online survey administered to employees in the identified public sector organizations in Owerri, Imo State, Nigeria. The study participants were current employees of Owerri North Local Government and the Ministry of Lands, Survey and physical planning, Imo State, Nigeria. Table 5 includes a list of interview questions that measured employee perceptions of public sector frontline leader efficiencies using a 5-point Likert leadership behavior questionnaire (see Appendix G).

Table 5

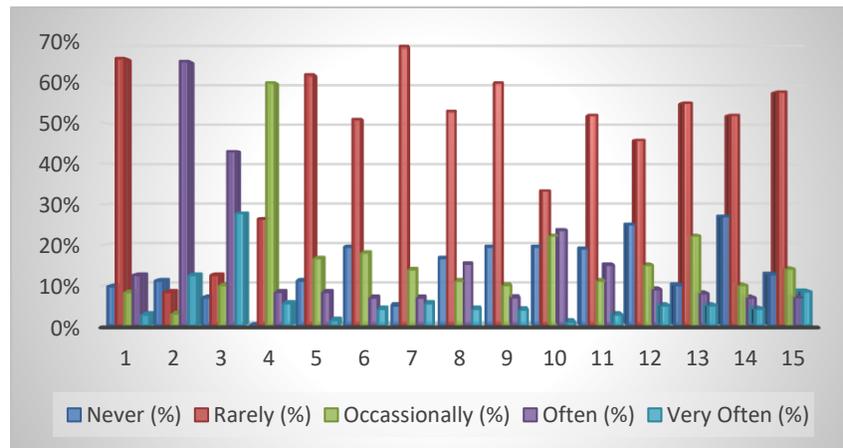
*Employee Perceptions of Public Sector Frontline Leaders*

Question	Description
1	My supervisor has the necessary leadership ability to lead the team.
2	How often does your supervisor's leadership affect morale and job satisfaction?
3	Do you consider leaving your team because of your supervisor?
4	How often do you relate with your direct supervisor?
5	How often does your supervisor show empathy?
6	My supervisor is involved with my career development.
7	How often do you have confidence and trust in your supervisor?
8	How often does your supervisor demonstrate that you are important to the team?
9	How often does your supervisor communicate a vision that inspires you?
10	I would recommend people to work for my supervisor.
11	How often does your supervisor explain the reasons behind decisions made?
12	I consider my supervisor a great role model.
13	My supervisor exhibits mutual respect for employees on the team.
14	How often do you look forward to another day at work with your current supervisor?
15	My supervisor values my input and perspective?

Table 6

*Employee Perceptions of Public Sector Frontline Leaders*

Question	Total	Never (%)	Rarely (%)	Occasionally (%)	Often (%)	Very Often (%)	Total
1	21	10%	66%	8%	13%	3%	100%
2	21	11%	8%	3%	65%	13%	100%
3	21	7%	13%	10%	43%	28%	100%
4	21	0%	26%	60%	8%	6%	100%
5	21	11%	62%	17%	8%	1%	100%
6	21	19%	51%	18%	7%	4%	100%
7	21	5%	69%	14%	7%	6%	100%
8	21	17%	53%	11%	15%	4%	100%
9	21	19%	60%	10%	7%	4%	100%
10	21	19%	33%	22%	24%	1%	100%
11	21	19%	52%	11%	15%	3%	100%
12	21	25%	46%	15%	9%	5%	100%
13	21	10%	55%	22%	8%	5%	100%
14	21	27%	52%	10%	7%	4%	100%
15	21	13%	58%	14%	7%	8%	100%

*Figure 2. Participant Perceptions of Public Sector Frontline Leaders.*

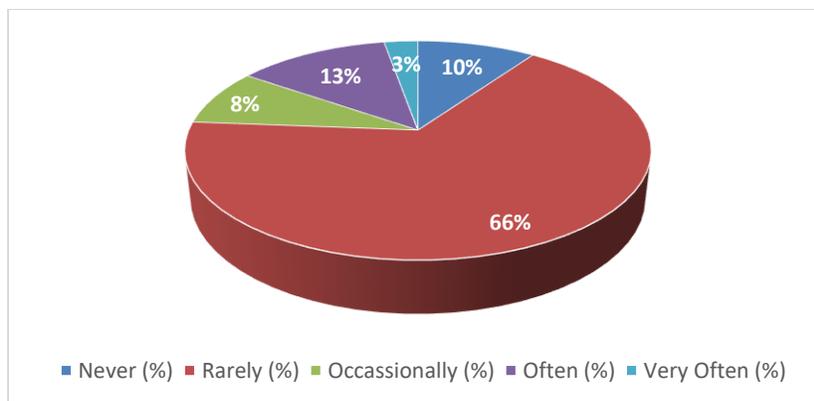
Source: Field data, March 1–8, 2022

*Note.* Figure 2 represents the percentage of participants who responded to each survey question.

Fifteen items measured employee perceptions of public sector frontline leaders using a 5-point Likert leadership behavior questionnaire (see Appendix G). Table 6 shows the participants that responded to each survey question. In addition, Figure 2 shows the participant percentage of responses to each survey question. Some negative results raised concerns in the present study. For instance, employee perceptions of public sector frontline leaders revealed a lack of effective leadership, trust, empathy, and mutual respect.

### **Lack of Effective Public Sector Frontline Leaders**

As shown in Table 6, participants' responses to question one revealed frontline leaders rarely have the leadership ability to lead a team. According to Hao and Yadanifard (2015), leadership is one of the main factors influencing positive change in an organization; without it, there is little possibility for change. Figure 3 represents employee responses to public sector ineffective frontline leaders.



*Figure 3. Ineffective Public Sector Frontline Leaders.*

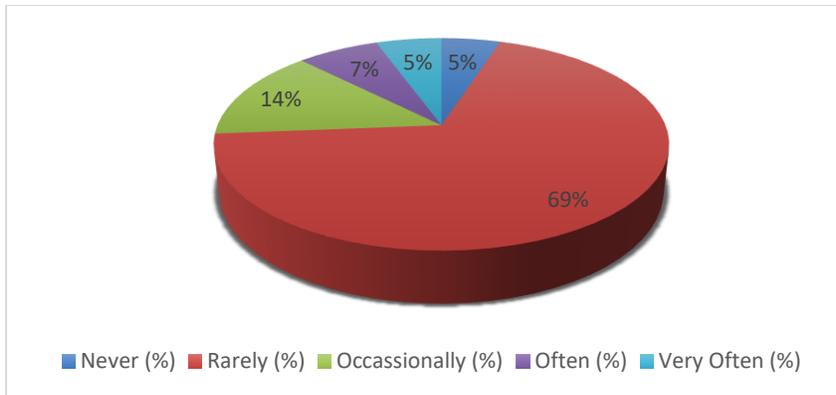
The survey results revealed that ineffective frontline leadership result in low employee morale and job dissatisfaction (Amundsen & Martinsen, 2014). In addition, the survey results revealed a lack of leadership and interpersonal skills among public sector frontline managers. (Van Velsor et al., 2016). Many public sector frontline leaders have proven effective task

contributors but lack the leadership and managerial skills to lead an engaged team (Kantabura, 2017). Winn (2014) argued that the lack of leadership skills resulted from senior management focusing on personal agendas and spending less than 10% of their time in developing employee leadership capabilities. Further, Babalola (2016) stated that frontline leadership styles and behaviors affect employee job satisfaction and performance. Gautam (2018) indicated that frontline leaders who lack leadership skills impact employee morale, trust, job satisfaction, and the ability to provide efficient services. Kirchner and Akdere (2014) mentioned that public sector organizations would continue to experience lower employee morale and higher turnover until a better understanding of LDPs was achieved. Seidle et al. (2016) identified that ineffective LDPs were a driving factor in the ineffective leadership of public sector organization frontline leaders.

The present study found that effective frontline leadership is essential for public sector employees to maintain work engagement and meet the organizational objectives of delivering efficient services to stakeholders (Gautam, 2018). Therefore, frontline leaders who adopt effective leadership build and facilitate authentic relationships within their teams (Gloor et al., 2020).

### **Lack of Trust**

As shown in Table 6, participant responses to question seven revealed a lack of trust and confidence in public sector frontline leaders. According to Bennis (2002), trust is the foundation for effective working relations between employees and leaders. In the same study, Bennis found that effective leaders create trust through their behavior. Ugaddan and Park (2019) identified that a trustful culture resulted in higher public service and increased obligation to duty in public sector organizations. Figure 4 represents employee responses related to trust of public sector frontline leaders.



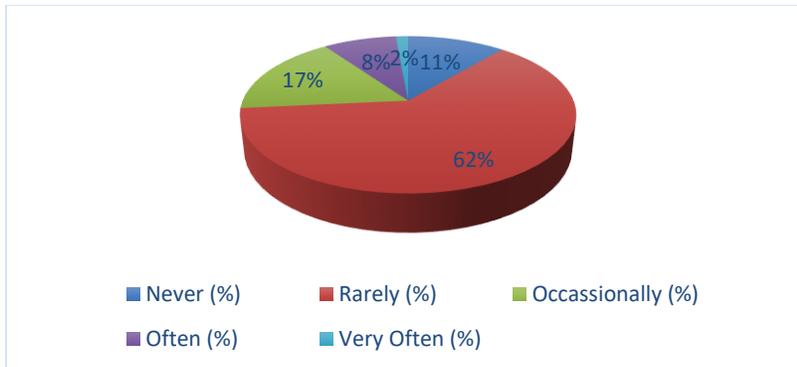
*Figure 4. Lack of Trust.*

As shown in Figure 4, the survey results align with the federal employee viewpoint survey (FEVS) that public sector employees lack trust in the policies of senior executive leadership (OPM, 2019). The survey revealed that effective leadership in public sector organizations is limited, resulting in a lack of faith in management (Gqaji et al., 2016). In addition, the survey results revealed lost faith, as public sector employees did think senior executive leaders ensured effective frontline leadership (Albrecht & Travaglione, 2003). Mackie (2014) stated that the lack of trust was attributed to organizational leaders who spent time promoting their agenda and failed to influence the accomplishments of their employees.

Trust is essential to organizational effectiveness, especially in public sector organizations (Albrecht & Travaglione, 2003). In addition, trust plays a vital role in the relationship between leaders and their direct employees (Javed et al., 2018). Despite the empirical evidence accumulated to support the crucial role of trust, there is limited focus on the nature and influence of trust in senior management, particularly in public sector organizations (Albrecht & Travaglione, 2003). The present study found a positive relationship between effective leadership and employee trust. Hence, trust in frontline leadership is essential for public sector employees to maintain work engagement (Ugaddan & Park, 2019).

### Lack of Empathy

The survey results revealed a lack of empathy in public sector frontline leaders. Bellet and Maloney (1991) defined empathy as the ability to understand what others are experiencing if placed in a similar situation. Figure 5 shows employee responses to how often frontline managers showed empathy.



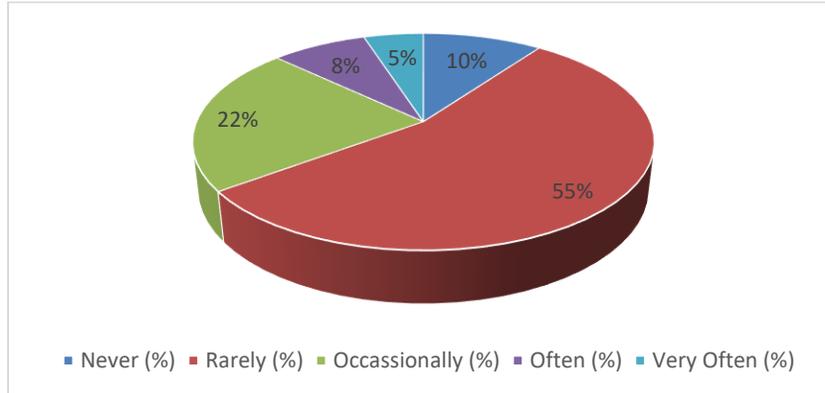
*Figure 5. Lack of Empathy.*

As shown in Table 6, participant responses to question five revealed public sector frontline leaders lack empathy. Hong et al. (2017) identified that a lack of managerial empathy leads to poor communication, conflict, and diminished employee relationships. In addition, Young et al. (2017) identified empathy as an essential leadership competency of a frontline leader; however, it was a crucial skill overlooked as a performance indicator. Gautam (2018) shared that empathy involved seeing employee perspectives and showing support. Therefore, developing empathy as a leader helps employees achieve their personal and organizational goals (Hong et al., 2011). Frontline leaders achieve empathy through the building of authentic relationship with employees. Hence, successful frontline leaders must exhibit "person-focused" behaviors to collaborate well with people from different teams, cultures, and backgrounds (Young et al., 2017).

The survey results are consistent across the sample for frontline managers who were rated as empathetic. Their empathy identified them as effective leaders. In addition, frontline managers identified as lacking empathy were rated as ineffective frontline managers. Public sector organizations need empathetic leaders, as public service involves understanding the needs of the public (Gautam, 2018). Thus, the present study revealed that showing empathy by frontline leaders is essential for public sector employees to maintain work engagement and deliver efficient services to stakeholders (Gautam, 2018).

### **Lack of Mutual Respect**

Mutual respect resides at the core of public sector organizations as it reflects the strong relationship between the organization and employee values (Christensen et al., 2017). Consequently, Diep et al. (2019) found that the relationships between leaders and employees are fundamental to understanding the impact mutual respect has on employees in public sector organizations. According to Ingraham and Taylor (2004), public sector employees want to be recognized for high-quality performance. Therefore, the survey revealed that mutual respect helps promote a positive work environment in which employees are motivated to perform above expectations. Figure 6 shows employee responses to how often frontline managers showed mutual respect.



*Figure 6. Lack of Mutual Respect.*

The lack of mutual respect was an adverse outcome identified in the survey results. As shown in Table 6, participant responses to question thirteen revealed that public sector frontline leaders lacked mutual respect for their employees. Also, the survey revealed that frontline leaders lacked relationship-oriented leadership (Kantubra, 2017), resulting in a lack of mutual respect and a negative workplace experience, particularly in the public sector organizations (Omari & Paul, 2015). Cowell et al. (2014) determined that negative workplace behaviors are associated with frontline leaders not listening or recognizing employee needs. Thus, employees are subjected to obeying commands when there is no trust in the leader (Weng, 2017). In another study, Gautam (2018) identified that public sector leaders were often status-minded, resulting in self-centered behaviors and neglect of their statutory role of supervising and managing their employees, leading to ineffective public service. The behavior is attributed to public sector leaders joining management ranks due to longevity and proof of effective task contribution; however, they lack the leadership skills to manage teams (Gautam, 2018).

The present study revealed that frontline leaders who adopt a relationship leadership style focused on building mutual respect with their employees. According to Decker and Van Quaquebeke (2015), frontline leaders who treated their employees with mutual respect increased

job satisfaction, self-determination needs, and morale. In a larger study, Diep et al. (2019) identified that employees perceive respect from their leaders based on relationships. According to Omari and Paul (2015) treating employees with mutual respect was the core ethical value of public sector organizations. A similar study conducted in developed economies (Diep et al., 2019) that aligns with present study results identified the global prevalence of lack of mutual respect in public sector organizations. In addition, the present study presents clear evidence of the global prevalence of public sector employees who report increasingly negative experiences work, which affects their positive work experience (Fevre et al., 2012). Further, the present findings reveal that mutual respect is essential for public sector employees to maintain work engagement and provide efficient services to stakeholders.

#### **Ineffective Frontline Leadership Impact of Performance**

The data was collected through an online survey of employees in public sector organizations in Owerri, Imo State, Nigeria. Study participants were current employees of Owerri North Local Government and Ministry of Land, Survey and Physical Planning, Owerri, Imo State, Nigeria. Sixty participants received the online survey, and twenty-one responded. Fifteen survey questions were administered to measure public sector frontline leader impact on employee performance (see Appendix H). The researcher used a 5- point Likert Scale for the leadership behavior questionnaires. The qualifiers for this scale are listed per question: Never, Rarely, Occasionally, Often, and Very Often. Below is a list of interview questions used to measure employee perceptions of public sector frontline leaders (see Appendix H).

Table 7

*Questionnaires to Measure Frontline Leader Influence on Performance*


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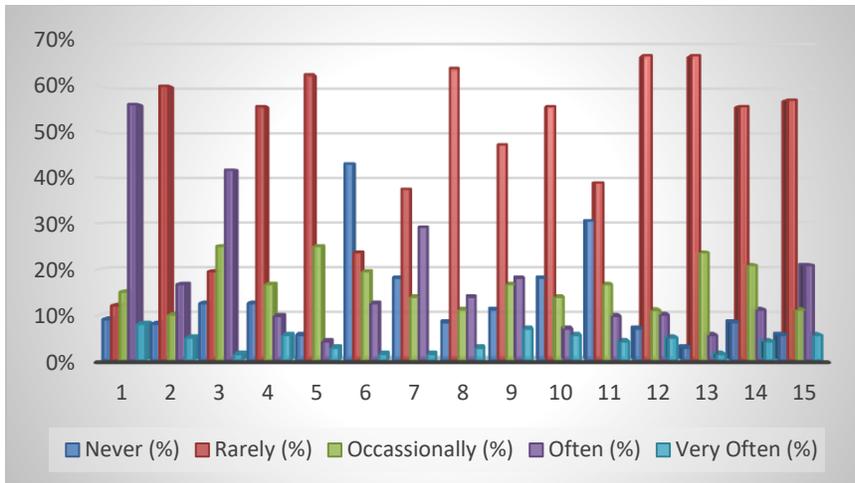
Question	Interview Description
1	How often the leadership behavior of your supervisor affect performance?
2	How often the leadership of your supervisor motivate you to go beyond expectation?
3	How often does your supervisor question your decision-making?
4	My supervisor provides positive feedback to make me more effective in my
5	role.
6	How often does your supervisor help employees who are poor performer to improve?
7	How often does your supervisor identify your strength and capitalize on it?
8	How often does your supervisor identify your weakness and capitalize on it?
9	My supervisor is a highly effective leader?
10	Does your supervisor willingly help you with questions relating to your job? How often does your supervisor discuss your career development within the organization?
11	I am better equipped to meet my expectations because of my supervisor.
12	I receive feedback from my supervisor recognizing my contributions to the team.
13	My supervisor sees me as an asset to the team.
14	My supervisor allows me to work on my deficiencies and provides positive feedback.
15	My supervisor handles disagreements professionally?

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Table 8

*Public Sector Frontline Leader Influence on Performance*

Question	Total	Never (%)	Rarely (%)	Occasionally (%)	Often (%)	Very Often (%)	Total
1	21	9%	12%	15%	56%	8%	100%
2	21	8%	60%	10%	17%	5%	100%
3	21	13%	19%	25%	42%	1%	100%
4	21	13%	56%	17%	10%	6%	100%
5	21	6%	63%	25%	4%	3%	100%
6	21	43%	24%	19%	13%	1%	100%
7	21	18%	38%	14%	29%	1%	100%
8	21	8%	64%	11%	14%	3%	100%
9	21	11%	47%	17%	18%	7%	100%
10	21	18%	56%	14%	7%	6%	100%
11	21	31%	39%	17%	10%	4%	100%
12	21	7%	67%	11%	10%	5%	100%
13	21	3%	67%	24%	6%	1%	100%
14	21	8%	56%	21%	11%	4%	100%
15	21	6%	57%	11%	21%	6%	100%



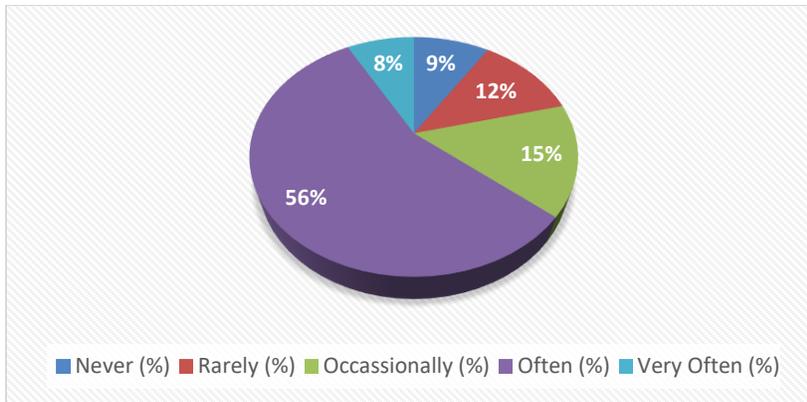
*Figure 7. Frontline Leader Influence on Performance*

Source: Field Data, March 1–8, 2022

*Note.* Figure 7 shows a diagrammatical representation of the percentage of participants who responded to the survey question on how public sector frontline leaders affect performance.

### **Ineffective Frontline Leadership Influence on Performance**

The survey addressed the influence of frontline leaders on employee performance. As shown in Table 8, the results related to how frontline leadership behaviors affect employee performance, how often supervisors help employees who performed poorly, and my supervisor is a highly effective leader is 56% (often), 63% (rarely), and 64% (rarely) respectively. The participant responses revealed that ineffective leadership of public sector frontline leaders affects employee performance (Adkins, 2015). Figure 8 represents employee responses to frontline leader influence on performance.



*Figure 8. Frontline Leader Influence on Performance.*

Leadership style has consistently been considered a factor affecting the performance of public sector organizations (Chun & Rainey, 2005). Increasingly, reports of ineffective public sector organizations have emerged (Rahman et al., 2014). Andrews and Boyne (2010) stated that scholars consider managerial leadership an essential factor for the effective functioning of public sector organizations. However, effective the frontline leadership needed to fill those roles has been deficient (Kuria et al., 2016), especially in public sector organizations (Gautam, 2018). The present study revealed that public sector frontline leaders affect employee job satisfaction and performance (Babalola, 2016). In addition, the present study revealed that leadership behaviors significantly affect employee commitment, job satisfaction, morale, and performance (Hershey et al., 2016). Thus, the lack of knowledge of ineffective frontline leaders related to dealing with teams affects high-quality performance, resulting in low public sector employee morale and job dissatisfaction (Adkins, 2015).

Northouse (2013) noted that ineffective leadership styles affect employee performance in present organizations. In a recent study, Donkor (2021) identified that leadership is the main element of public sector employee performance. Hence, the role of public sector frontline leaders is to provide results, meet employee expectations, and ensure efficient service delivery to

stakeholders (Gautam, 2018). Frontline leaders play an essential role in organization effectiveness which is a crucial determinant in the high performance of public sector organizations (Andres & Boyne, 2010). According to Mosadghrad (2014), frontline leaders have a substantial and direct influence on employees. Thus, ineffective leadership behaviors significantly influence employee morale and affect their ability to provide efficient services. Therefore, employee performance is contingent on effective leadership (Jensen et al., 2019).

Organizational failures have been linked to ineffective leadership styles (Donkor et al., 2021; Mohiuddin, 2017). Recent scholarship reveals increasing demands on public sector organizations related to efficiency (Zubair et al., 2021). Thus, equipping frontline leaders with the necessary skills to drive performance and deliver efficient services to stakeholders remains a critical task for public sector organizations (Kirchner & Akdere, 2014).

### **Presentation of Participants Interviews**

**Interview Consent Form.** The interview consent form opened with an introductory paragraph of the purpose of the present study: exploring what strategies and tools were implemented to measure and evaluate the effectiveness of LDPs to improve frontline leadership and delivery of services to stakeholders in public sector organizations. In addition, the interview emphasized anonymity, the voluntary nature of participation, the possibility of withdrawal, and the expected duration of the interview. In addition to anonymity, participants were guaranteed that the data collected would remain confidential.

**Instrument.** The researcher was the primary data collection instrument to evaluate the participant thoughts and feelings, analyze data, and present it without bias (Anney, 2017; Armstrong, 2016; Sutton & Austin, 2015). Semi-structured interview questionnaires were used to collect relevant data from the participants. The interview questionnaire asked for participant

demographic information including: sex, age, educational level, work experience, leader background, leadership evaluation, performance evaluation, and leadership development. Interviews were conducted with forty-five participants using a semi-structured open-ended interview (see Appendices D, E, and F). The researcher interviewed Owerri North Local Government employees and the Ministry of Land, Survey, Physical Planning, Imo State, Nigeria. The participants comprised current employees, frontline managers, and senior executives of the identified public sector organizations.

### **Research Question One (RQ1)**

What are the driving factors of ineffective leadership exhibited by public sector organizations' frontline leaders? RQ1 of the present study explored the driving factors of ineffective leadership exhibited by public sector frontline leadership. Forty-five participants comprising employees, frontline managers, and senior executives were asked queried. Responses revealed varied reasons that contributed to ineffective leadership behaviors by public sector frontline leaders.

Table 9

#### *Driving Factors Influencing Ineffective Public Sector Frontline Leaders*

Description of Driving Factors	Participant #	Percentage
Lack of an Effective LDP	29	64%
Political Interference	9	20%
Self-Centered Behavior	7	16%

*Note:* Table 9 represented participant responses to RQ1.

As shown in Table 9, the researcher asked employees about the driving factor influencing ineffective public sector frontline leadership. Participants identified a lack of an effective LDP,

political interference, and self-centered behaviors. Participants 1, 3, 5, 7, 8, 10, 13, 15 shared that the ineffective LDP was a driving factor as many unit managers were inexperienced, resulting in ineffective frontline leadership. Unit managers imposed decisions on subordinates without listening to their perspectives. Employees were excluded from decisions affected their work. In addition, frontline managers lacked mutual respect, resulting in low morale and job dissatisfaction among employees. Further, participants shared that unit managers were not open to innovation and did not support change. Therefore, if adequately trained, frontline managers could build better relationships leading to increases in shared organizational objectives.

Participants 16, 17, 19, 23, 27 responded similarly to RQ1, indicating the driving factor for ineffective frontline leaders was the lack of senior executives who evaluated LDP effectiveness to ensure participants implemented the skills and knowledge from the leadership training. Participants, 18, 20, 21, 22, 28, and 26 indicated that unit managers in this organization did not attend leadership training, workshops, or seminars to gain the required skills. Therefore, the lack of leadership training resulted in ineffective frontline leadership and the inability to achieve organizational objectives. Participants, 24, 25, 29, 30, 31, 33, 34, 36, 37, 42, 44, and 45 shared that the lack of effective LDPs was attributed to inadequate funding. Participants stated that funding was a significant challenge in government agencies that impact the implementation of programs, including LDPs to improve frontline managers. Hence, this affected the ability of frontline managers to perform optimally.

Political interference was identified as a driving factor for ineffective frontline leadership. Participants, 31, 32, 35, 38, 38, 39, 40, and 43 responded similarly to RQ1, agreeing that political interference was a factor limiting the operation of public sector organizations." Interference from politicians impacts the performance of core organizational goals and decision-making. Public

sector senior executives regularly deal with the political pressure that interferes with decision-making, Often, the intervention benefits the agenda of the politician” Regarding the present study, political interference created problems for senior executives to focus on and ensure good leadership, especially at the frontline level."

Self-centered behavior was identified as a driving factor for ineffective frontline leadership. Participants, 2, 4, 6, 9, 11, and 14 responded similarly to RQ1, indicating the self-centered nature of public sector managers led to ineffective leadership. Self-centered leaders focused on personal benefits as opposed to not employee job satisfaction. Participant 12 shared, "My current managers show concern about the team; however, I worked for ineffective managers who engaged in activities to satisfy their career goals." Participant 14 spoke of a lack of support and buy-in from senior management because they spent time focusing on their personal agenda, fulfilling outside political interests and, therefore, neglecting their ability to ensure effective frontline leadership.

#### **Research Question Part One A (RQ1A)**

What are public sector employees' perceptions of ineffective leadership exhibited by frontline leaders? RQ1A explored how public sector employees perceive ineffective frontline leaders. Participants 1, 2, 4, 5, 6, 13, and 14 shared that frontline leaders and upper management leadership were ineffective, which affected the morale, motivation, trust, and job satisfaction of employees in this organization. Participants 3, 7, 8, and 15 mentioned that their manager was ineffective and exhibited an autocratic and dictatorial leadership style. It was their way or the highway, no questions asked.

The researcher asked a follow-up question so participants could provide specific examples of the ineffective leadership exhibited by their frontline managers. Participants 1-15

shared that frontline their manager lacked empathy, exhibited poor communication, did not show respect, and failed to listen to employee perspectives. Furthermore, a lack of trust for frontline leaders, including senior executives, was attributed to the self-centered attitude among leaders. Participants 16–30 and 31–45, comprising frontline managers and senior executives, were asked how they perceived leadership within the organization? The participants shared that leadership in their respective organizations was affected by political interference and inadequate resources to fund training, workshops, and seminars to improve leadership skills and competencies. In addition, participants 16–30 and 31–45 were asked to describe the relationship with their employees within this organization? The participants shared that the relationship with employees was cordial and manageable.

#### **Research Question Part One B (RQ1B)**

How much influence does the ineffective leadership of frontline leaders contribute to public sector organizations' inability to provide efficient services to stakeholders? RQ1B explored how ineffective frontline leadership affected public sector employee performance and their ability to provide efficient services to stakeholders. Despite frontline managers and senior executives indicating that the relationship with employees was cordial and manageable, participant responses to how frontline leadership behaviors affected their performance was overwhelming.

Participants shared that their current manager significantly affected their performance and their ability to perform beyond expectations. For instance, Participants 1, 2, 4, and 5 shared, "There is no motivation to perform beyond expectations." Also, Participant 3 specifically stated, "I identified a weakness in the old accounting system and suggested an efficient and effective method to control the misappropriation of funds. I brought the idea to my manager, and he did

not support it." Participants 7, 8, and 9 shared that the ineffective leadership of their manager negatively affected their ability to provide efficient services because their manager was self-interested. Although, Participant 12 shared that their current manager did not affect their ability to deliver efficient services given their good relationship, the leadership environment in the organization was demotivating and self-centered with ultimately affected the ability to provide efficient services. Participants 14 and 15 mentioned that they do the minimum and are not motivated to perform beyond expectation.

### **Research Question Two (RQ2)**

How does public sector organizations' leadership lack of understanding of LDPs effectiveness impact the ineffective leadership of frontline leaders? RQ2 explored the lack of knowledge of senior executives related to LDP effectiveness, resulting in ineffective leadership of frontline leaders in public sector organizations. For example, Participants 16, 18, and 27 shared that they attended seminars and leadership development workshops for their current management roles. However, there was no structured process for senior executives to evaluate and measure whether the skills acquired from the leadership training were implemented by participants in their current leadership. In addition, Participant 30 shared that some managers, including himself, attended seminars and management workshops; however, there was no performance evaluation process to ensure they had acquired the necessary skills and were implementing what was learned.

Participants 17, 20, and 24 shared that they had been managers in their respective organizations for five years and were unaware of any process to evaluate or measure the leadership programs. Participant 19 mentioned that senior management lacked the knowledge to effectively align the basic skills of LDPs to improve frontline leadership in the organization.

Participant 34 shared, “I don’t believe senior executives lacked the knowledge of an effective leadership LDP. The challenge facing senior executives is that the bureaucracy in governmental entities makes it impossible to achieve organizational objectives, and freedom to make decisions is limited.”

Participant 38 shared that senior executives need to do a better job monitoring leadership training as well as establishing accountability measures to ensure frontline managers apply the skills to achieve organizational objectives. Participant 17 stated, “I want to be candid with you because this research idea is good. The leadership in this organization is poor. The upper management no longer creates regular avenues for managerial training to improve skills.” Furthermore, participants were asked about the driving factors of effective LDPs within the organization? Participant 19 mentioned that the driving factor for an effective LDP was receiving support and buy-in from upper management. In addition, Participant 42 shared that an LDP was effective when it yielded positive change in the leadership behavior of the frontline manager. Participants were also asked about the driving factors for ineffective LDPs? Participant 39 shared that the driving factor for ineffective leadership LDPs was the failure to measure and evaluate LDP results.

### **Research Question Part Two A (RQ2A)**

What strategies and tools can senior executive leaders implement to evaluate and measure the effectiveness of LDPs? RQ2A explored the strategies and tools implemented to measure and evaluate LDP effectiveness in improving frontline leaders and service delivery to stakeholders. Participants did not provide a specific example of what strategies have been implemented to measure and evaluate the LDPs. Participants 22, 27, 38, and 44 shared that there were challenges, including limited resources affecting the organization's ability to implement

processes to evaluate and measure the effectiveness of the LDPs. Participant 32 shared that there was no process to measure and evaluate the overall performance of the LDPs. Participant 22 shared that management should monitor the process to ensure frontline leaders effectively apply the skills and knowledge from leadership seminars and workshops.

### **Research Question Part Two B (RQ2B)**

What leadership theories can organizational leaders implement to develop effective LDPs to improve ineffective frontline leaders? RQ2B explored the leadership theories could be incorporated into the LDP to enhance public sector frontline leadership. For instance, participant 10 mentioned that incorporating transformational leadership into LDPs would improve organizational leadership. Participant 10 stated, “The frontline managers in this organization are only concerned about work and satisfying upper management and have no relationship with employees.” Participants 3, 8, 15, and 12 mentioned that the leadership in their organization exhibited an authoritarian style that affected morale and job satisfaction. Therefore, incorporating transformational leadership into LDPs could improve leadership. Participant 19 shared, “My supervisor’s leadership style does not influence or motivate me. There is no job satisfaction or performance beyond expectation.”

### **Themes Discovered**

According to Weller et al. (2018), research-based qualitative data collect the most important ideas and themes. The present study was undergone to answer the research questions identified in Section One by evaluating the effectiveness of LDPs in the public sector and their impact on organizational performance. A cross-case analysis was used to compare findings and gather themes, similarities and differences, from the Owerri North Local Government and Ministry of Land, Survey, and Physical Planning field locations. Participant experiences and

views within public sector organizations assisted in identifying the themes that supported the main research questions of the present study. The themes that emerged during the interview process became apparent during transcription and open coding.

The recorded interviews were transcribed in Microsoft Word and imported into NVivo 12. The interview transcripts were reviewed and categorized into sections and colors to correspond to the identified study themes. The researcher created a coding table with themes and sub-themes most important from each interview. The researcher used open coding to develop substantial codes. Next, axial coding was used to identify and build core themes. After the core themes emerged from the coded data set, selective coding was used for the extensive classification and formulation of the case study.

Table 10

*Themes Identified in the Data*

Question	Theme
Research Q1	Lack of effective LDP, Self-Centered behaviors and Political Interference
Research Q1A	Ineffective frontline leaders: Lack of trust, morale, mutual respect, and empathy
Research Q1B	Lack of Performance: Inability to provide efficient services to stakeholders
Research Q2A	Lack of strategies to evaluate and measure the LDP
Research Q2B	Transformational leadership style

### **Interpretation of the Themes**

Thematic interpretation is a process of searching across a data group to identify and analyze repeated patterns or themes (Kiger & Varpio, 2020).

**Theme 1: Ineffective Frontline Leadership.** Ineffective public sector frontline leadership was prevalent throughout the interview process. The theme emerged from RQ1A: What are public sector employees' perceptions of ineffective leadership exhibited by frontline leaders? RQ1A explored how public sector employees view frontline leaders. For instance, participants 1, 2, 4, 5, 6, 13, and 14 shared that frontline leaders and upper management leadership styles were ineffective, negatively affecting morale, motivation, trust, and job satisfaction. Participants 3, 8, 15, and 12 mentioned that their manager was ineffective and exhibited an autocratic leadership style. Participants 7, 9, 10, and 11 shared that their current managers were effective; however, they had worked for ineffective managers in the same organization whose leadership style affected their morale and motivation. In addition, the online survey asked participants whether frontline managers had the leadership ability to lead a team. Sixty-six percent of the respondents indicated rarely, and 10% responded never (see Figure 2).

Therefore, multiple data collected through surveys and interviews revealed that public sector frontline leaders were ineffective. Public sector frontline leaders lacked the knowledge to lead teams and lacked interpersonal skills (Van Velsor et al., 2016), resulting in low morale, motivation, and job dissatisfaction among employees (Adkins, 2015). In addition, Turunc et al. (2016) asserted that leaders motivate and influence employees toward achieving organizational objectives. However, effective frontline leadership needed to fulfill this role was critically deficient (Kuria et al., 2016), especially in public sector organizations. According to Gautam (2018), public sector leaders were criticized for the lack of accountability which limited the leader effectiveness and created a significant gap in efficient service delivery to stakeholders.

Scholarship has explored how leader behaviors enhance employee motivation and a positive workplace (Huang et al., 2019). Therefore, it is essential to understand how ineffective

leadership behaviors affect employee motivation and a positive workplace environment. Amundsen and Martinsen (2014) asserted that ineffective frontline leaders affect employee morale, motivation, trust, and job satisfaction. In addition, Hershey et al. (2016) stated that leadership behaviors significantly affect employee commitment, job satisfaction, trust, and morale. Therefore, the multiple data findings confirm findings from the 2019 Federal Employee Viewpoint Survey (FEVS), that employees lack trust in public sector senior executive policies (OMB, 2019). According to Gqaji et al. (2016), effective leadership in public service organizations is limited, resulting in a deficiency of faith in management. The deficiency in faith and lack of trust was attributed to public sector organizational leaders spending time promoting their agenda (Win, 2014) and failing to influence and align their employees towards accomplishing the shared vision through their position to inspire, innovate, and personalize their attention (Mackie, 2014).

**Theme 2: Lack of Performance.** Lack of Performance, which emerged from RQ2B, related to the influence ineffective frontline leadership had on a public sector organization's inability to provide efficient services to stakeholders. The research question explored how ineffective frontline leaders affect the performance and ability of the public sector to deliver efficient services to stakeholders. Participants 1, 2, and 4 shared that no motivation exists to perform beyond expectations. Participant 3 specifically mentioned that he identified a weakness in the old accounting system and suggested an efficient method to control the misappropriation of funds. He took the idea to his manager, and it was disregarded. Participants 7, 8, and 9 shared that the ineffective leadership of their manager adversely affected their ability to provide efficient services to their full potential because it only benefited the managers' interests. In contrast, participants 12 and 13 shared that their ability to deliver efficient service is not affected

by their current manager because they had a good relationship. However, the leadership environment in this organization was demotivating and self-centered, which affected their ability to provide efficient services. Participants 14 and 15 shared that they did the minimum and were not motivated to perform beyond expectations.

The multiple data collected through surveys and interviews revealed that public sector ineffective frontline leadership affected employee performance. For instance, the online survey revealed that ineffective frontline leadership affected employee performance and ability to perform beyond expectation (see Figure 8). Babalola (2016) asserted that leadership style significantly affected employee job satisfaction and performance. In addition, Chun and Rainey (2005) indicated that leadership style was considered a factor affecting the performance of public sector organizations. Furthermore, Khalid et al. (2016) emphasized that low job satisfaction, low morale, workplace stress, and poor performance resulted from ineffective leadership. Frontline leaders have a substantial and direct influence on employees; thus, ineffective leadership behaviors create significant pressure on employee morale and affect their ability to provide efficient services (Mosadghrad, 2014). Therefore, frontline leader lack of knowledge in dealing with teams resulted in low morale, job dissatisfaction, and performance among public sector employees (Adkins, 2015).

Findings from multiple data sources affirmed the 2019 Federal Employee Viewpoint Survey (FEVS) that addressed the steps frontline managers took to deal with poor performers (OMB, 2019). The survey revealed those frontline managers rarely took steps to deal with poor performers who could not improve. The present study also examined the same situation, revealing that 63% of participants indicated frontline managers rarely took steps to assist poor performers who could not or would not improve. The literature supports the result that public

sector frontline leaders lacked leadership and people skills (Van Velsor et al., 2016) to manage poor performance on their team due to a lack of effective LDPs (Kirchner & Akdere, 2014).

**Theme 3: Lack of Effective LDP.** The lack of effective LDPs emerged from RQ1. RQ1 explored the driving factors of ineffective leadership exhibited by public sector organization frontline leaders. Most of the participants interviewed identified ineffective LDPs as the cause for ineffective frontline leadership in public sector organizations. For instance, participants 3, 5, 7, 8, 10, 13, and 15 responded similarly to RQ1. They shared that ineffective LDPs were a driving factor of poor leadership. In addition, participants 16, 17, 19, 23, and 27 shared that the main reason for ineffective LDPs was upper management who failed to ensure managers applied what they learned from managerial training. Participants 1, 18, 26, and 28 recalled that some unit managers did not attend leadership training, workshops, or seminars in their organization. Further, they lacked the leadership capability to lead teams, preventing optimal performance frontline managers. Participant responses revealed that the lack of an LDP drove ineffective frontline leadership in public sector organizations.

Several studies support the notion that public sector frontline leaders lack the knowledge for team leadership and interpersonal skills (Van Velsor et al., 2016) as a result of ineffective LDPs (Kirchner & Akdere, 2014). In addition, Dabke (2016) asserted that ineffective LDPs result in communication failures, an unwillingness to adjust management style, and a lack of focus that affects the ability for frontline leaders to address employee needs. Therefore, implementing effective LDPs serves as an intervention for ineffective leadership and a positive employee engagement outcome (Bailey et al., 2017). Most successful organizations admit a lack of effective leadership (Wilke & Viglione, 2015). LDPs serve as a means to remedy ineffective

leadership, helping organizations manage difficulties and improve leadership qualities (Avolio et al., 2010).

Public sector organizational leaders are responsible for providing leaders with knowledge, ensuring leaders have adequate leadership development training to perform their job (Larat, 2016). Therefore, according to Larat, organizational leaders must implement effective LDPs purpose. In addition, Roupnel (2017) asserted that LDPs are approached from the principle that leadership is not a fixed phenomenon, continually growing in response to the needs of and the people in the organization. Thus, developing and sustaining effective public sector leaders for the 21<sup>st</sup> century federal government is necessary and right (Ingraham & Taylor, 2004).

**Theme 4: Political Interference.** Political interference emerged from RQ1. RQ1 explored the driving factors related to the ineffective leadership of public sector organization frontline leaders. Participants interviewed identified political interference as a reason for ineffective frontline leadership. Participants 29, 30, 32, 35, 38, 38, 39, 40, and 43 mentioned that political interference was a significant factor in the operation of public sector organizations. They experienced various interference levels from politicians which impacted the performance of core organizational goals and decision-making. Often, these interventions were for the personal benefit of the politician. Political interference created problems for senior leaders in the agency.

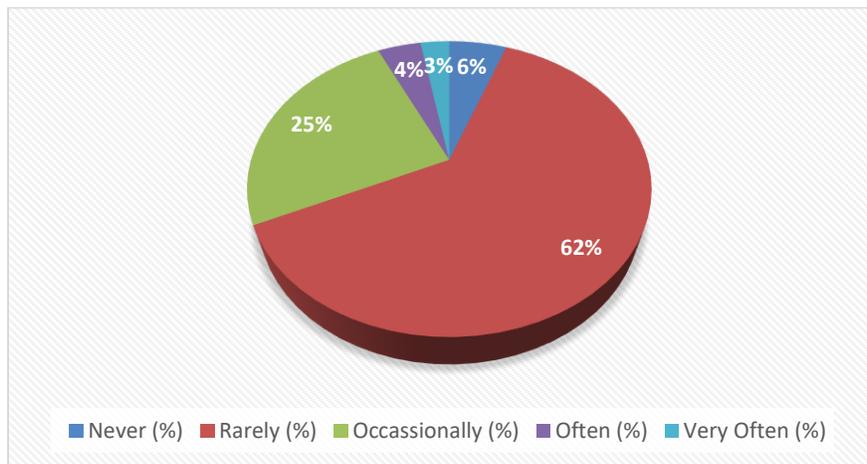
Implementing effective LDPs requires funding (Denhardt & Denhardt, 2015). Hence, a lack of funding prevents senior executive leaders from implementing effective LDPs in public sector organizations (Gautam, 2018). Immordino (2009) noted that public sector organizations were reluctant to spend taxpayer money on LDPs because it affected the funding of other essential programs in the organization. Further, Immodino argued that expenditures for LDPs in

the public sector had fallen considerably behind private sector organizations. As a result, public sector organizational leaders faced challenges and lacked the knowledge to implement competitive LDPs (Packard & Jones, 2015), resulting in ineffective frontline leadership (Gautam, 2018).

**Theme 5: Self-Centered Behaviors.** Self-centered behavior emerged from RQ1. RQ1 explored the driving factors of ineffective leadership exhibited by public sector organization frontline leaders. Participants 2, 4, 6, 9, 11, 12, and 14 shared that public sector managers were self-centered. Managers focused on personal benefits and not employee job satisfaction. In contrast, Participant 12 recalled their current managers showed concern for their team. Participant 14 mentioned a lack of support and buy-in from senior management because they spent time focusing on personal agendas and failed to ensure effective frontline leadership.

In addition, the online survey explored whether self-centered behavior was a driving factor for ineffective frontline leadership in the public sector. The survey asked participants whether frontline supervisors helped improve employees who were poor performers. Results revealed there was not a focus on improving employee performance (see Table 6). The present study findings align with the 2019 FEVS. Participants were asked whether frontline supervisors helped improve employees who were poor performers. FEVS results indicated a negative outcome (OMB, 2019). Gautam (2018) asserted that public sector leaders were often status-minded, leading them to engage in self-centered behaviors and neglect their statutory roles of properly supervising and managing their employees, resulting in ineffective public service. Winn (2014) asserted that the problem was due to organizational leaders devoting less than ten percent of their time to developing employee leadership capabilities through LDPs, resulting in ineffective leadership. In addition, Mackie (2014) noted that the problem was attributed to

organizational leaders spending time promoting their agenda and failing to influence and align their employees towards accomplishing the same shared vision through their position to inspire, innovate, and personalize their attention. Figure 9 represents employee responses to frontline leader self-centered behavior.



*Figure 9. Participant Responses to Frontline Leader Self-Centered Behavior.*

*Note:* Figure 9 represents online survey responses on whether frontline leaders' help poor performers improve.

**Theme 6: Lack of Strategies to Evaluate and Measure LDP Effectiveness.** The lack of strategies to evaluate and measure LDP effectiveness emerged from RQ2A. RQ2A explored the strategies and tools that were implemented by public sector organizational leadership to measure and evaluate the effectiveness of LDPs to improve frontline leadership and delivery of services to stakeholders. Participants 18 and 27 shared that they attended seminars and leadership development workshops for their current management roles. However, there was no process for senior executives to evaluate and measure whether participants implemented the skills acquired from the leadership training. In addition, Participant 30 shared that some managers, himself included, attended seminars and management workshops; however, there was no performance

evaluation process to ensure they had acquired the necessary skills. Participants 22, 27, 38, and 44 shared that there had been challenges, including limited resources affecting the organization's ability to implement strategies to evaluate and measure the effectiveness of the leadership programs.

The lack of understanding to evaluate and measure LDP effectiveness is cause for concern and requires immediate attention (Kirchner & Akdere, 2014). For instance, public sector organizations invest large amounts of capital in LDPs but do not understand the effectiveness or impact of the training (Kirchner & Akdere, 2014; Seidle et al., 2016), resulting in ineffective leadership of frontline leaders (Khan & Islam, 2014). Kirchner and Akdere (2014) asserted that organizational leaders would continue to invest in the unknown for failing to understand the effectiveness of LDPs. Further, Kirchner and Akdere noted that most organizations failed to evaluate the outcomes of LDPs, while Avolio et al. (2010) found that only about 10 to 20 percent of organizations evaluate LDP effectiveness.

Sarpy and Stachowski (2020) emphasized that evaluation was essential in understanding LDP effectiveness. Therefore, organizational leaders should have an effective method that evaluates and measures LDP effectiveness to determine whether they fulfill their expected result (Singh & Leskiv, 2007). Tonhauser and Bauker (2016) noted that evaluating and measuring investment in LDPs was considered effective if the skills and knowledge acquired in the program were successfully implemented by leaders to influence team performance. Therefore, organizational leaders should identify what works and understand the effectiveness and outcome of LDPs (Wakefield et al., 2016).

**Theme 7: Transformational Leadership.** Transformational Leadership emerged from RQ2B. RQ2B explored the leadership theories implemented by organizational leaders to develop

effective LDPs that improve ineffective frontline leaders. The Transformational Leadership theme was prevalent throughout the interview process. For instance, Participant 10 mentioned that they rarely had a relationship with their boss. The participants shared that Transformational Leadership could benefit LDPs to improve frontline leadership in their organization. In addition, Participant 13 shared, "The leadership style in this organization is transactional leadership. Therefore, transformational leadership will improve leadership if incorporated into LDPs." Participant 19 shared, "My supervisor's leadership style does not influence or motivate me. There is no job satisfaction or performance beyond expectation."

Transactional leadership is a conditional reward-based relationship between the manager and the direct report (Billir et al., 2018). Therefore, transactional leaders operate under a strict control system in which employees are rewarded for doing what their managers want them to do (Bass, 1985). The bureaucratic structure of public sector organizations promotes transactional leadership instead of transformational leadership (Valero, 2015). Abbasi (2017) stated that the existing bureaucratic system in public sector organizations prevents the effectiveness of transformational leadership. Public sector organizations are characterized by multiple levels of bureaucracy and a low degree of transformational leadership style among managers (Van de Voet, 2016). Bass and Riggio (2006) asserted that transformational leadership was uncommon in public sector organizations because they relied on bureaucratic control mechanisms. Dvir et al. (2002) emphasized that transformational leadership, enhanced by leadership LDPs, could compliment organizational performance and improve leadership. Thus, promoting transformational leadership in the public sector requires an effective LDP to enhance the ability for leaders to influence groups, expectations, and employee motivation (Dvir et al., 2002).

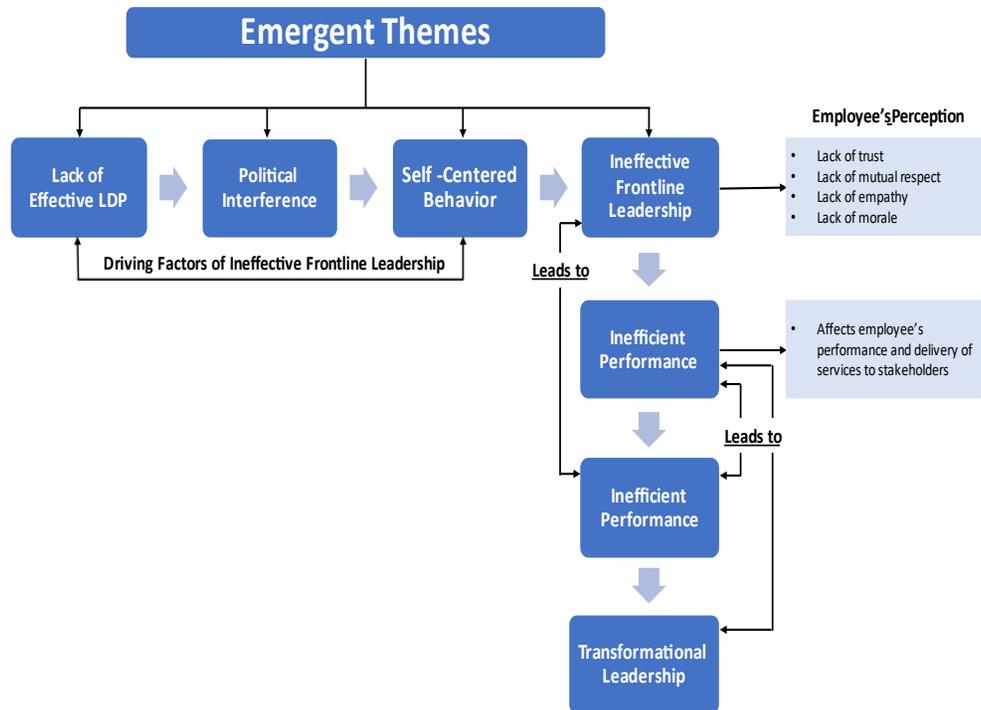


Figure 10. Representation and Visualization of the Data.

### **Relationship of the Findings to Research Questions**

The present study explored the strategies and tools that were implemented by public sector leadership to evaluate and measure the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. The following research questions guided the study:

- RQ1: What are the driving factors in the ineffective leadership exhibited by public sector organizations' frontline leaders?
  - RQ1A: What are public sector employees' perceptions of ineffective leadership exhibited by frontline leaders?
  - RQ1B: How much influence does the ineffective leadership of frontline leaders contribute to public sector organizations' inability to provide efficient services to stakeholders?
- RQ2: How does public sector organizations' lack of understanding of leadership development programs' effectiveness impact the ineffective leadership of frontline leaders?
  - RQ2A: What are the strategies and tools that organizational leaders can implement to evaluate and measure the effectiveness of LDPs?
  - RQ2B: What leadership theories can organizational leaders implement to develop effective LDPs to improve ineffective frontline leaders?

The interview guide was developed to align with the research questions. Consequently, themes were identified from the alignment of the interview guide to the research questions.

**RQ1.** What are the driving factors of ineffective leadership exhibited by public sector organizations' frontline leaders? Part one of the interview guide posed questions to help identify the driving factors of ineffective leadership shown by public sector frontline leaders. Forty-five participants were interviewed, and three themes emerged: Lack of Effective LDPs, Political Interference, and Self-centered Behaviors. Participants identified a Lack of an Effective LDP as a critical factor in the ineffective leadership of public sector frontline leaders. Dabke (2016)

found that ineffective LDPs negatively affect the ability for frontline leaders to communicate goals, adjust their management style, and focus.

Participants 17, 18, and 19 indicated that some managers did not attend leader training for their position as frontline managers. In addition, Participants 23 and 24 shared that upper management's failure to ensure participants implemented what they learned from leadership training resulted in ineffective frontline leadership behavior. Nkwana (2014) identified that developing leadership capacity within an organization was crucial for public sector organizations to meet their objectives.

Participants identified Political Interference as a driving factor for ineffective frontline leadership. For example, Participant 30 shared, "Political interference limits public sector senior executives in ensuring effective LDPs to improve frontline leadership." Gautam (2018) supports the finding that political interference prevents public sector senior executives from providing effective frontline leadership as well as their ability to deliver efficient service to stakeholders.

Participants identified Self-centered Behavior as a driving factor for ineffective frontline leadership. Participant 5 shared, "Frontline managers in this organization are self-centered; they focus on personal benefits, not employees' job satisfaction." Gautam (2018) stated that public sector leaders are often status-minded, leading them to engage in self-centered behaviors, neglecting their statutory roles of properly supervising and managing their employees, leading to ineffective public service.

**RQ1A.** RQ1A explored public sector employee perceptions of ineffective frontline leaders. The interview guide posed questions to help identify the situation. Participants 1, 2, and 3 shared that the frontline leaders and upper management were ineffective, affecting morale, motivation, trust, and job satisfaction. In addition, Participants 4, 5, and 6 stated that frontline

managers lacked empathy, communication poorly, lacked mutual respect, and failed to listen to employee perspectives. Hershey et al. (2016) found that leadership behaviors significantly affect employee commitment, job satisfaction, trust, and morale.

**RQ1B.** RQ1B explored the effects of ineffective frontline leadership on public sector organizations and their ability to provide efficient services to stakeholders. The interview guide was developed to help analyze the situation. Participants 1–15 shared that the public sector's ineffective frontline leadership affected their performance and motivation to perform above expectation. Chun and Rainey (2005) found that leadership style was consistently considered a factor affecting the performance of public sector organizations.

**RQ2.** RQ2 explored how the lack of understanding of LDP effectiveness affects public sector organizations and their frontline leaders. Participants 18 and 19 shared that they had been managers for over five years in their respective organizations and were unaware of any process to evaluate or measure the leadership programs to determine if desired outcomes were achieved. In addition, participants shared that senior management lacked the knowledge to effectively align the basic skills of LDPs to improve frontline leadership in the organization. Wakefield et al. (2016) found that investing capital in LDPs is not a solution to the problem; instead, public sector organizational leadership should identify what works and understand the impact of results.

**RQ2A.** RQ2A explored the strategies and tools that organizational leaders implement to evaluate and measure the effectiveness of LDPs. Participants 30 and 33 shared that there had been challenges, including limited resources affecting their organization's ability to implement processes to evaluate and measure the effectiveness of the leadership programs. Kamali (2018) stated that the complexities in the workplace gave rise to a greater need for LDPs in public sector organizations, and there were no attempts to conduct a structured evaluation to determine desired

outcomes. In addition, Seidle et al. (2016) emphasized that leaders should pay attention to LDP effectiveness and measure results to determine whether the program investments led to desired results.

**RQ2B.** RQ2B explored the leadership theories that organizational leaders implemented to develop effective LDPs to improve ineffective frontline leaders. Participants 3, 4, and 5 shared that organizational leaders should incorporate transformational leadership into LDPs to improve frontline leaders. Leadership in their organization exhibited authoritarian leadership that affected morale and job satisfaction. Leaders in their organization failed to develop relationships with employees and disregarded employee feelings. Participant 6 shared that his supervisor's leadership style did not influence or motivate him, and that there was no job satisfaction or performance beyond expectation. Bass (1985) found that transactional leaders operated under a strict control system, and employees were rewarded for doing what their managers wanted or punished for unsatisfactory work.

### **Relationship of the Findings to the Conceptual Framework**

Theoretical triangulation involves exploring a research phenomenon from a different theoretical perspective to the data set (Denzin, 1978). The conceptual framework shows the relationship between key elements of the study, including concepts and themes (Hur, 2018). The conceptual framework for the present study was grounded in transformational, behavioral, and path-goal leadership theories. The leadership theories identified in the conceptual framework were used to triangulate and analyze the data and create a more in-depth understanding of the research problem. The guiding theories assisted the researcher in gathering in-depth information about the lack of effective LDPs in public sector organizations, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders.

RQ2B explored the leadership theories implemented by organizational leaders to develop effective LDPs to improve ineffective frontline leaders. Participants shared that the leadership styles in their organizations were grounded in transactional, authoritarian, and autocratic leadership. Another participant shared that his supervisor's leadership style did not influence him, and there was no job satisfaction or performance beyond expectation. In contrast, transformational leaders influence employee organizational commitment leading to a willingness to assume more responsibility to accomplish organizational performance (Avolio et al., 2004). In addition, transformational leaders attract positive moral values (Burns, 1978). The present study revealed that public sector frontline leaders did not inspire or influence employees to go beyond expectations to accomplish organizational objectives. Hence, incorporating the transformational theory assisted the researcher in obtaining in-depth information from participants to address the research question of the present study.

The present study was grounded in the behavioral theory approach to obtain information about the relationship between frontline leaders and their employees. For instance, participants shared that the ineffective leadership of their manager negatively affected their ability to provide efficient services. Another participant shared that his frontline manager's behavior affected his morale, motivation, and performance. Mosadghrad (2014) emphasized that frontline leaders have a substantial and direct influence on employees; thus, ineffective leadership behaviors could negatively affect employee morale and performance. Kamali (2018) stated that leaders make themselves effective based on how they act or behave. Therefore, relationship behaviors exhibited by a leader are more important to the group because they increase morale, job satisfaction, and organizational performance (Kantabutra, 2017). The present study revealed that public sector frontline leaders lacked relationships and/or the people skills to lead effectively.

Finally, the present study was grounded in path-goal theory to obtain information concerning the relationship between frontline leaders and their employees. Participants shared that their frontline leaders were self-centered. Their managers focused on personal benefits and not employee job satisfaction. Mackie (2014) mentioned that self-centeredness was attributed to organizational leaders spending time promoting their agenda and failing to influence and align their employees towards accomplishing the same shared vision. Self-centered leaders failed to inspire, innovate, and personalize their attention. The path-goal leadership theory is based on the principle that leaders must develop the competencies of their subordinates by creating a continuous learning process (Farhan, 2018). Thus, according to Farhan, effective leaders simplify the path to goals and remove obstacles to performance for subordinates. The present study revealed that public sector frontline leaders were self-centered and failed to streamline the path to goals and remove employee career development and growth barriers.

### **Relationship of the Findings to the Anticipated Theme**

The present study anticipated two potential themes. First, that ineffective frontline leadership affect employee morale, job satisfaction, motivation, and organizational ability to provide efficient services to stakeholders. Secondly, that ineffective LDPs significantly affect the leadership of frontline leaders (Larat, 2016; Seidle et al., 2016). The present study aimed to identify the key concepts that emerged from exploring what strategies and tools were implemented to evaluate and measure the effectiveness of LDP in public sector organizations to improve ineffective frontline leaders and inefficient delivery of services to stakeholders. The triangulation of the data collected through the analysis of multiple data sources significantly enhanced the reliability and validity of the present study, making anticipated themes prevalent.

**Infective Frontline Leader Impact on Performance.** The anticipated themes identified in the literature related to how ineffective frontline leaders of public sector organizations affected employee morale, job satisfaction, motivation, and organizational ability to provide efficient services to stakeholders (Babalola, 2016; Hershey et al., 2016; Khalid et al. 2016). The survey used in the present study revealed that 65% of public sector employees indicated that the ineffective leadership of frontline leaders affected morale, motivation, and job dissatisfaction (see Table 6). In addition, survey findings revealed that 56% of the public sector employee performance and their ability to provide efficient services to stakeholders were affected by infective frontline leaders (see Table 8).

Interviews were conducted to explore the impact of ineffective frontline leaders on performance. For example, Participants 1, 2, and 3 shared that the poor leadership of their manager adversely affected their ability to provide efficient services because their manager was self-interested. Adkins (2015) found that the lack of knowledge of ineffective frontline leaders adversely affected team performance, resulting in low morale, job dissatisfaction, and the inability to provide efficient services among public sector employees.

**Ineffective LDP Affects Frontline Leaders.** Another anticipated theme identified from the literature was the lack of effective LDPs in public sector organizations, resulting in ineffective frontline leadership (Dabke, 2016; Kirchner & Akdere, 2014, Seidle et al., 2016). The anticipated theme is supported by Participant 16, who shared, "I strongly believe that the driving factor for ineffective LDPs is upper management not ensuring that managers are applying what they learned from the managerial training." In addition, Participant 18 shared, "There are some unit managers who never attended leadership training, workshop, or seminars in this organization." Van Velsor et al. (2016) stated that public sector frontline leaders lacked

knowledge related to team leadership and interpersonal skills due to the lack of effective LDPs (Kirchner & Akdere, 2014). Further, O'Loughlin (2013) indicated that LDPs were only successful if they produce effective leaders.

### **Relationship of the Findings to the Literature**

The present provides an overview of the relationship between the findings and current literature regarding LDP effectiveness in public sector organizations. The interview guide was developed to align with the research questions. Consequently, seven themes emerged from the alignment of the interview guide to the research questions.

**Ineffective Frontline Leadership.** The relationship between the current literature on a frontline leader-to-employee relationship and the information gathered from the interview process revealed public sector frontline leaders were ineffective. Participants were asked about their perceptions of public sector frontline leaders. Consequently, one theme emerged: Ineffective Frontline Leadership. For example, Participants 1, 2, and 3 shared that the frontline leaders in this organization are ineffective, affecting morale, motivation, trust, and job satisfaction. Turunc et al. (2016) found that leadership motivates and influences employees towards achieving organizational objectives. However, effective frontline leadership is needed to fulfill this role, which has been critically deficient (Kuria et al., 2016), especially in public sector organizations (Gautam, 2018).

**Lack of Performance.** The similarity between the literature related to frontline leader-to-employee relationship and the information gathered from the interview process revealed the impact ineffective frontline leaders had on performance. Participants were asked questions developed to explore the situation during the interview process. As a result, one theme was identified: Lack of Performance. Participant 6 shared, "There is no motivation to perform beyond

expectations due to ineffective frontline leaders." Babalola (2016) found that leadership style significantly affected employee job satisfaction and performance.

**Ineffective LDP, Political Interference & Self-Centered Behaviors.** The relationship between the current literature and the information gathered from the interview revealed the driving factors of ineffective frontline leadership in the public sector. During the interview, participants were asked about the factors that influenced ineffective frontline leadership. Themes three, four, and five emerged, including Ineffective LDP, Political Interference, and Self-centered Behaviors. Participants shared that the lack of an effective LDPs, political interference, and self-centered behaviors were the driving factors of ineffective leadership. Win (2014) found that management spent time focused on personal agendas, spending less than 10% of their time developing employee capabilities.

Participant 31 shared that the public sector experienced various interference levels from politicians, which impacted the performance of core organizational goals and decision-making. Gautam (2018) found that political interference affected public sector leaders. In addition, Gautam stated that public sector leaders were status-minded, leading them to engage in self-centered behaviors and neglect their statutory roles of properly supervising and managing their employees, leading to ineffective public service.

**Lack of Strategies and Tools to Measure and Evaluate LDP Effectiveness.** The relationship between the literature and the information gathered from the interview process revealed a lack of strategies and tools to measure and evaluate the effectiveness of LDPs. During the interview, participants were asked questions designed to explore the situation. As a result, one theme emerged: the Lack of Strategies and Tools to Measure and Evaluate LDP Effectiveness. Participant 22 shared that they attended seminars and leadership development

workshops for their current management roles. However, there was no process for senior executives to evaluate and measure whether the skills acquired from the leadership training were implemented by participants in their current leadership role. Therefore, it was impossible to determine if LDPs led to desired outcomes. The literature supports the finding that the lack of understanding to evaluate and measure LDPs' effectiveness was a cause for concern and required immediate attention (Kirchner & Akdere, 2014).

**Transformational Leadership.** The relationship between the literature and the information gathered from the interview revealed leadership theories organizational leaders could implement to develop effective LDPs. During the interview, participants were asked questions designed to explore the situation. As a result, the transformational leadership theme emerged. Participants 4, 5, and 11 shared that incorporating transformational leadership into LDPs would improve frontline leadership in the organization. However, the current leadership in their organization exhibited authoritarian leadership that affected morale and job satisfaction. Leaders lacked a relationship with employees and did not care about their feelings or how their actions affected them. Valero (2016) found that the bureaucratic structure of public sector organizations promoted transactional leadership instead of transformational leadership. In addition, Abbasi (2017) found that the existing bureaucratic system in public sector organizations prevented the effectiveness of the transformational leadership style.

### **Relationship of the Findings to the Problem**

Creswell (2018) defined a problem as a concern in practice, literature, or theory requiring in-depth investigation. The general problem addressed in the present study was the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leadership and inefficient delivery of

services to stakeholders (Gautam, 2018; Kamali, 2018; Nyamwega, 2018; Seidle et al., 2016). Therefore, an in-depth exploration was conducted using the interview guide to support the research questions. Findings from the present study revealed that public sector leadership lacked strategies and tools to measure and evaluate LDP effectiveness to identify gaps or deficiencies to improve frontline leadership and the delivery of services to stakeholders. For example, Participants 18 and 27 shared that they attended seminars and leadership development workshops for their current management roles. However, there was no process for senior executives to evaluate and measure whether participants in their current leadership role implemented the skills acquired from the leadership training or if the desired outcomes were achieved. Kamali (2018) found that complexities in the workplace gave rise to a greater need for LDPs in public sector organizations, and there were no attempts to conduct a structured evaluation to determine desired outcomes. In addition, Tonhauser and Bauker (2016) found that evaluating and measuring investment in LDPs was considered effective if frontline leaders successfully implemented the skills and knowledge acquired to influence the team performance.

### **Summary of the Findings**

The present study addressed the research problem regarding the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders (Gautam, 2018; Kamali, 2018; Nyamwega, 2018; Seidle et al., 2016). Therefore, the researcher explored the strategies and tools public sector organizational leaders implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. To address the problem, six research questions were developed. The interview guide and surveys were developed to align with the research questions. Subsequently,

themes were identified from the alignment of the interview guide to the research questions. Applying several research methods of data and theoretical triangulations increased the validity and reliability of the present study.

The problem in the present study was explored by interviewing forty-five participants, including employees, frontline managers, and executives from the Owerri North Local Government and Ministry of Land, Survey, and Physical Planning. Interview questions asked participants to identify what strategies and tools public sector organizational leaders implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and delivery of services to stakeholders. Participants shared that they attended seminars and leadership development workshops for their current management roles. However, there was no process for senior executives to evaluate and measure whether the skills acquired from the leadership training were implemented by participants in their current leadership role or determine if desired outcomes were achieved. Twenty-one participants responded to the survey. The present study revealed that public sector frontline leaders were ineffective, affecting employee morale, trust, motivation, and performance due to a lack of effective LDPs (Dabke, 2016).

The key conclusion drawn from the present study revealed that public sector organizational leaders lacked the understanding to measure and evaluate the LDP effectiveness (Kirchner & Akdere, 2014), resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders (Gautam, 2018). Therefore, implementing strategies and tools to measure and evaluate LDP effectiveness helps public sector organizational leaders identify gaps to improve the leadership capabilities of the frontline managers and the ability for public sector organizations to provide efficient services to stakeholders (Kamali, 2018; Kirchner & Akdere, 2014; Seidle et al., 2016).

## **Applications to Professional Practice**

The present study contributes to the current body of knowledge by exploring the strategies and tools needed measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. Although, leading scholars have discussed the critical role LDPs play in organizations, becoming essential for improving leadership and managerial skills (Day et al., 2014), the existing literature does not present an understanding of the impact of LDPs on leaders and organizational performance (Seidle et al., 2016). In addition, minimal research studies have focused on measuring and evaluating LDP effectiveness in public sector organizations (Seidle et al., 2016). Therefore, practitioners need to understand how effective LDPs are essential in improving public sector frontline leaders and delivery of services to stakeholders. The following section presents an overview for how the results from the present study could be used to improve general business practices.

### **Improving General Business Practice**

The information gathered from the present qualitative research study provided data and literature regarding the lack of effective LDPs on public sector frontline leadership and delivery of services to stakeholders. The present study focused on a specific demographic of participants comprising public sector employees, frontline leaders, and senior executive leaders. The findings provided details on how public sector organizational leaders can implement strategies and tools to measure and evaluate the effectiveness of LDPs to improve frontline leadership and delivery of services to stakeholders.

The present study is applicable to both business and leadership fields, specifically public sector organizations. Despite the essential role that public sector organizations play in providing services to the public and stakeholders, they are criticized for not meeting their obligation due to

ineffective frontline leadership (Khan & Islam, 2014; Kirchner & Akdere, 2014; Zeb et al., 2015). The present study identified a lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate the effectiveness of LDPs as the root cause of the problem. Public sector organizations have invested resources in LDPs. Notwithstanding the capital invested in providing frontline leaders with a detailed exploration of leadership competencies to achieve an organizational outcome, public sector executive leadership lacks a proper understanding for how to measure and evaluate LDP effectiveness (Kamali, 2018; Kirchner & Akder, 2014). Therefore, public sector organizations will continue to experience lower employee morale, higher turnover, and inefficient service delivery to stakeholders until a better understanding of LDPs effectiveness is achieved (Kirchner & Akdere, 2014). Kirchner and Akdere noted that most organizations fail to evaluate the outcomes of LDPs. Avolio et al. (2010) found that only 10 and 20 percent of organizations evaluate LDP effectiveness. Nyamwega (2018) asserted that evaluation determines whether a particular LDP achieved the desired outcome. Therefore, the literature supports the present study's findings that public sector senior executives have failed to ensure frontline leaders apply the knowledge from LDPs to on-the-job behaviors, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders.

Public sector organizations are responsible for ensuring that frontline leaders have adequate leadership development training to perform their job functions (Larat, 2016). Therefore, organizational leaders must do what they can to implement effective LDPs and engage in activities to achieve that purpose. Effective LDPs are a roadmap for succession planning. What could be more critical to an organization's long-term health than cultivating future effective frontline leaders? Although public sector organizations maintain a candidate pool that could step

into the shoes of senior executives, many fail to do the job due to inadequate LDPs (Kirchner & Akdere, 2014). Therefore, effective LDPs help public sector organizational leaders focus on succession plans to develop frontline leader capabilities for future management roles. According to Ingraham and Taylor (2004), creating and sustaining effective public sector leaders for the federal government of the 21<sup>st</sup> century is necessary and the right thing to do.

The present qualitative research revealed a need for public sector organizational leaders to implement strategies and tools to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. Hence, the results of the present study could improve general business practice by assisting public sector organizational leaders in understanding how effective LDPs plays an essential role in improving the public sector frontline leaders and the delivery of services to stakeholders.

### **Potential Implementation Strategies**

The following presents potential implementation strategies of the findings of the present study that public sector leaders can incorporate into their organizations. The successful application of the present study results may provide public sector organizations with more in-depth knowledge on evaluating the effectiveness of LDPs to improve frontline leaders and deliver efficient services to stakeholders. The researcher suggests five essential implementation strategies to help public sector organizational leaders achieve effective LDPs.

First, leaders could identify and select suitable candidates interested in the LDP. Leaders are identified by the conscientious effort of senior executive leaders, which is the cost of achieving any goal worth the investment. Therefore, organizational leaders should establish criteria to identify participants for LDPs. Once suitable candidates have participated in the LDP,

executives should administer an evaluation to determine how the participants felt about the training or learning experience using a post-training survey or questionnaire.

Second, determine whether learning was met by evaluating what skills, knowledge, confidence, commitments, and attitudes participants learned or did not learn from the LDP. The learning experience could be assessed by administering a survey to gauge each participant's knowledge based on whether they acquired the intended skills and commitments.

Third, after data is collected, executives could administer surveys to the employees of participants to determine whether the participants applied the skills and attitudes learned from the LDP. The results could provide insight into how well participants used the knowledge and skills from the LDP in leading their respective teams and where they might need additional help.

The fourth strategy involves measuring and evaluating LDP results. The data from the survey administered to the employees of the participants would be collected and analyzed to identify gaps or deficiencies that may be incorporated into the LDP to improve future public sector frontline leaders.

The fifth stage involves continued monitoring of progress and ensuring accountability. Therefore, executives would continue to conduct annual surveys of the frontline leaders to monitor the progress of the action plan. Importantly, surveys would not evaluate the performance of frontline leaders; instead, results could identify additional gaps for improvement. Hence, if the same problems exist in the surveys, organizational leaders should continuously adjust to improve the LDP. The five-step recommended action plan could provide public sector organizational leaders with the strategies needed to implement the findings from the present study to improve overall organizational performance.

### **Summary of Application to Professional Practice**

The researcher obtained information to contribute to the current body of knowledge on LDPs in public sector organizations by conducting the present study. The present study presented information that may improve frontline leadership and the delivery of services to stakeholders. The data from the interviews provided public sector leaders with a better understanding of implementing strategies and tools to measure and evaluate the effectiveness of LDPs. These strategies and tools could be applied to present business practices using the proposed five-step action plan. The action plan included: identifying the suitable candidates, assessing what skills participants have learned or have not learned, administering surveys to participants direct employees to determine whether participants are applying the skills on the job, evaluating the outcome to identify gaps or concerns to be incorporated into LDP, and continuously monitoring the progress. Therefore, the present study findings can be applied to theoretical concepts and business practices.

### **Recommendations for Further Study**

The present study was conducted within the public sector organizations in the Owerri North Local Government and Ministry of Land, Survey and Physical Planning, Imo State, Nigeria. As public sector leaders work to improve, the researcher recommends suggestions for future study. The following are recommendations for further research:

1. Conduct similar research within private sector organizations. The results will compare the strategies and tools implemented to measure and evaluate the effectiveness of LDPs in public and private sector organizations. In addition, they will help to expand the generalizable information of the study's findings.
2. Replicate the present study in federal government agencies. Doing so will expand the generalizable information of the findings. The student study was limited to local and state government agencies in Owerri, Imo State, Nigeria.

3. Reproduce the present study in the United States. If reproduced in United States, a thorough knowledge of evaluating and measuring LDPs effectiveness could be achieved.
4. Interview leaders working for different local and state government agencies. Interviewing leaders that work for other local and state government agencies could be compared to provide a better insight into LDPs.

### **Reflections**

The present study obtained information that contributes to the current body of knowledge in measuring and evaluating the effectiveness of LDPs in public sector organizations. The need for more research on measuring and evaluating the LDP in public sector organizations was identified in the literature (Avolio et al., 2010; Seidle et al., 2016). Forty-five participants comprised of employees, frontline leaders, and senior executives from selected public sector organizations in Owerri, Imo State, Nigeria, were interviewed. In addition, twenty-one employees participated in the online survey. The researcher gained new insight into the need for effective LDPs. Interview and survey data revealed that effective LDPs improved frontline leadership and the delivery of services to stakeholders. Finally, the researcher is humbled by the dedication and selfless service of public sector employees in providing services to the public and stakeholders.

### **Personal and Professional Growth**

The present study explored the strategies and tools implemented to measure and evaluate LDP effectiveness in improving frontline leaders and the delivery of services to stakeholders. The researcher selected the study area due to its involvement in public sector organizations. Therefore, conducting interviews and surveys in public sector organizations allowed participants more freedom to provide in-depth answers and informed insight. In addition, the insight contributed to the researcher's professional development while conducting the research. The participants provided in-depth information that helped the researcher acquire knowledge, skills,

and the attitude to fulfill current and future career goals and professional development. Hence, exploring the research problem in a real-life situation helped foster the ability to think creatively to face challenges that enhanced the researcher's personal growth and development.

The doctoral degree achievement is not easy, requiring absolute devotion, consistency, time management, and structured moves toward promoting new ideas. Therefore, the researcher's continued progression towards completing a doctoral degree for personal and professional growth is attributed to persistence. Finally, the doctoral degree program provided the researcher with an in-depth knowledge of LDPs. Consequently, the researcher is now well equipped to undertake future research that will assist several business fields, including public sector organizations, in implementing strategies and tools to evaluate and measure the effectiveness of LDPs to improve their overall business objectives.

### **Biblical Perspective**

The spiritual framework of the present study can be found in Galatians 5:22–23, "But the fruit of the spirit is love, joy, peace, tolerance, kindness, goodness, faithfulness, gentleness, and self-control." The Bible laid the foundation for researchers to conduct research studies from a biblical approach that produces the highest beneficial outcome for humankind that is acceptable to God. Also, the Old Testament mentions that human beings performing research activities is based on inquiry, seeking to know the need of others and understand the facts of each case (Job 29:16).

Jesus' Parable of the Talents demonstrates that we are stewards of His intellectual ingenuity and will be answerable for acting as He would want us to (Mathew 25:14–20, NIV). God has given man the capacity to think and learn. Therefore, engaging in research requires critical thinking, learning, and doing, which is acceptable for humans and validated by God.

God's faithfulness to His creation encourages us that He will fulfill His words, a reassurance that gives stability to a biblical worldview. Considering God's faithfulness, we as researchers must be faithful in presenting the research findings and giving credit to the work of others. Hence, giving credit entails attending to details and correctly referencing the ideas of those who have come before us. In addition, faithfulness may include authentic engagement of a researcher's beliefs, faith, and discipline of study, knowing that God has plans to prosper each of us (Ger. 29:11).

While leadership is seen as a position of authority, the biblical worldview of leadership is to serve like Jesus. The Son of Man did not come into this world to be served but to help and give his life as redemption to many (Mark 10:45, KJV). The primary objective of the public sector organization is to provide services to stakeholders. Therefore, accomplishing this objective requires serving others so they can grow to achieve their full potential and be effective in God's favor. Jesus said, "I am among you as he that serveth" (Luke 22:27, KJV). Therefore, as true believers of Jesus Christ, we must endeavor to serve others and provide services for those He gives us the opportunity and direction to help. For effective leadership, leaders must demonstrate core attributes of God's styles, scriptures, and knowledge of leadership models of truth. Therefore, understanding the leadership style required to lead and serve God's purpose for humanity can eventually contribute to the advancement of God's kingdom and increase performance within the organization (Giltinane, 2016).

The lack of effective frontline leadership resulting from employee lack of trust, morale, motivation, job satisfaction, and performance was prevalent in the present study. Many leaders act as if the sheep are there only for the good of the shepherd (Blanchard et al., 2016), which demonstrates that the need to advance leadership requires effective LDPs so the sons of God may be competent and equipped for every good work (2 Timothy 3:17, NIV). Furthermore, the Bible

teaches us that people are key, and their human needs are essential. Therefore, a leader who is a true believer of Jesus Christ understands that meeting employee needs improves morale, motivation, and overall organizational objectives. Therefore, leaders need to utilize their God-given talent to influence behaviors that will motivate employees and enhance overall organizational performance. Harnessing man's talent and intellectual capacity requires effective LDPs to improve leadership behaviors and increase organizational performance that reflects God's plans for humankind. Pay attention to yourselves and to all the herd, in which the Holy Spirit has made you overseers, to care for the church of God, which he obtained with his blood (Act 20:28, ESV).

### **Summary of Reflections**

The researcher encountered several challenges and roadblocks while reflecting on the doctoral journey, including finding a location to conduct the field study. Hence, overcoming these challenges was through God's guidance and doctoral persistence. Deuteronomy 3:16, "Be strong and courageous. Do not fear or be dreaded of them, for the Lord Almighty goes with you. He will not leave or forsake you. In addition, the spiritual framework of the research provided the needed guidance and support to overcome the challenges. The focus of the present study was to explore the strategies and tools implemented to measure and evaluate the effectiveness of LDPs to improve frontline leaders and the delivery of services to stakeholders. Therefore, conducting interviews and surveys allowed participants more freedom to provide in-depth answers and informed insight, contributing to the researcher's personal and professional development. Finally, the study allowed the researcher to relate to the participants experiences, feelings, and perspectives, which could be applied to daily life situations.

### **Summary of Section 3**

Section 3 comprised the conclusion of the present study, emphasizing the application of professional practice and recommendations for further actions. In addition, the overview of the research, the presentation of the findings, and the conclusions supporting the research questions were discussed. Section 3 addressed the data collected, and the information gathered.

Furthermore, Section 3 related the findings to the conceptual framework, anticipated themes, current literature, and research problem. Finally, Section 3 addressed the research reflections, contributions to the researcher's personal and professional growth, and biblical worldview.

### **Summary and Study Conclusions**

The general problem addressed was the lack of strategies and tools implemented by public sector organizational leaders to measure and evaluate LDP effectiveness, resulting in ineffective frontline leadership and inefficient delivery of services to stakeholders. To address the problem, twenty-one survey responses were received from the multiple public sector organizations in Owerri, Imo State, Nigeria. The first survey measured employee perceptions of public sector frontline leaders. The survey revealed a lack of effective leadership, lack of trust, lack of empathy, and lack of mutual respect. The second survey measured the impact of public sector frontline leaders on employee performance. The survey revealed that the leadership behavior of public sector frontline leaders affected employee performance and their ability to deliver efficient services to stakeholders.

In addition, forty-five phone interviews were conducted, which included employees, frontline leaders, and senior executives. Interviews were recorded, transcribed, and coded to reveal themes. Seven themes emerged including: Ineffective Frontline Leadership, Lack of Performance, Lack of Effective LDPs, Political Interference, Self-Centered Behaviors,

Transformational Leadership, and Lack of Strategies to Evaluate and Measure LDPs. These themes were consistent among the participants, which enabled the researcher to reach a saturation point at 15 per participant category and contribute in-depth information to the current body of knowledge on evaluating the effectiveness of LDPs in public sector organizations. In addition to data triangulation of the findings, theoretical triangulation was used to explore the research phenomenon from the leadership theories outlined in the conceptual framework. The results revealed that frontline leaders lack a transformational leadership style to inspire and influence employees to go over and above expectations, lack relationship-oriented leadership, fail to streamline the path to goals, and remove employee career development and growth barriers.

As a result of present study findings and the emergent themes, five potential implementation strategies that public sector leaders could use were recommended. First, leaders could identify and select suitable candidates interested in the LDP. Second, public sector leaders could determine whether learning was met by evaluating what skills, knowledge, confidence, commitments, and attitudes participants had or had not learned from the LDP. Third, collected data could be used to examine whether participants applied the skills on the job by administering surveys to their direct employees. The fourth step involves measuring and evaluating outcomes to identify gaps or concerns that may be incorporated into the LDP. The fifth stage involves continuous monitoring of progress to ensure accountability. The data gathered from the survey and interview process could provide public sector leaders with a better understanding of implementing strategies and tools to measure and evaluate the effectiveness LDPs to improve frontline leaders and the delivery of efficient services to stakeholders.

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## Appendix A: Recruitment Letter

Date .....

Dear .....

My name is Chijioke Henry Osuagwu, a doctoral candidate in the School of Business at Liberty University, Lynchburg, Virginia, United States. I am conducting a research study as part of the requirements for completing a Doctor of Business Administration (DBA) degree in leadership. The purpose of this present qualitative case study is to explore what strategies and tools are implemented to measure and evaluate the effectiveness of leadership development programs to improve frontline leadership and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria. Therefore, I am writing to invite you to participate in my study.

Participants must be 18 years of age or older, employed by the above-listed company as a frontline employee or in a leadership role, at least five years' experience, and are willing to participate. Participants, if willing, will be asked to take an anonymous online survey and participate in a recorded interview. It should take approximately 30 minutes to complete the survey and about 40 minutes for the interview. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please contact me at [REDACTED] for more information and to schedule your interview.

An informed consent document is attached to this email. The consent document contains additional information about my research. Participants must complete and return the consent document. Please sign the consent document and return it to me before or at the time of the interview.

Sincerely,

Chijioke Osuagwu  
 Doctoral Student

[REDACTED]

## **Appendix B: Survey Consent Form**

### **TITLE OF STUDY**

EVALUATING THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT PROGRAMS  
IN THE PUBLIC SECTOR AND ITS IMPACT ON ORGANIZATIONAL PERFORMANCE

### **PRINCIPAL INVESTIGATOR**

Chijioke Henry Osuagwu  
Liberty University, Lynchburg, VA. School of Business.

### **INVITATION**

You are invited to participate in a research study. To participate, you must be 18 years of age or older, with at least five years of working experience, currently employed by a public sector organization as a frontline employee. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to participate in this research.

### **PURPOSE OF STUDY**

The purpose of this flexible multiple qualitative case study is to explore what strategies and tools are implemented to measure and evaluate the effectiveness of leadership development programs to improve frontline leadership and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria.

Therefore, I am writing to invite you to participate in my study.

### **STUDY PROCEDURES**

If you agree to be in this study, I will ask you to do the following things:

1. Complete an online survey that should take approximately 30 minutes.
2. You may also be asked to participate in an interview.

### **RISKS**

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

### **BENEFITS**

There may be no direct benefit for participants in this study.

Benefits to society include addressing gaps about the effectiveness of leadership development programs to improve ineffective frontline leadership in public sector organizations and the efficient delivery of services to stakeholders.

## **CONFIDENTIALITY**

The records of this study will be kept private. Participant responses to the survey will be anonymous. Research records will be stored securely, and only the researcher will have access to the records.

## **VOLUNTARY PARTICIPATION**

Participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. You are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with Liberty University or the researcher.

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

The online survey participation applies to employees who are not in management positions.

Please check the box below if you are an employee.

Employee \_\_\_\_\_

## **CONTACT INFORMATION**

The researcher conducting this study is Chijioke Osuagwu. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Deborah Johnson-Blake, at [REDACTED].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu).

## **CONSENT**

Before agreeing to be part of the research, please be sure that you understand what the study's purpose. Then, if you have any questions about the study later, you can contact the researcher using the above information.

## **Appendix C: Interview Consent Form**

### **TITLE OF STUDY**

EVALUATING THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT PROGRAMS IN THE PUBLIC SECTOR AND ITS IMPACT ON ORGANIZATIONAL PERFORMANCE

### **PRINCIPAL INVESTIGATOR**

Chijioke Henry Osuagwu  
Liberty University, Lynchburg, VA. School of Business.

### **INVITATION TO BE PART OF A RESEARCH STUDY**

You are invited to participate in a research study. To participate, you must be 18 years of age or older, with at least five years of working experience, currently employed by a public sector organization as a frontline employee or in a leadership role. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

### **PURPOSE OF STUDY**

The purpose of this qualitative case study is to explore what strategies and tools are implemented to measure and evaluate the effectiveness of leadership development programs to improve frontline leadership and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria.

### **STUDY PROCEDURES**

If you agree to be in this study, I will ask you to do the following things:

1. Participate in a recorded interview (approximately 40 minutes).

### **RISKS**

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

### **BENEFITS**

- There may be no direct benefit for participants in this study.
- Benefits to society include addressing gaps about the effectiveness of leadership development programs to improve ineffective frontline leadership in public sector organizations and the efficient delivery of services to stakeholders.

## CONFIDENTIALITY

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Code names/numbers will be assigned and used on all research notes and documents to disguise participants' identifying information to maintain confidentiality.
- Data will be stored in a fireproof safe or on a password-protected computer for at least three years and may be used in future presentations.
- Interviews will be recorded and transcribed. Recordings will be stored on a password-protected computer for three years and then erased. Only the researcher will have access to these recordings.

## VOLUNTARY PARTICIPATION

Participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. You are free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with Liberty University or the researcher.

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, interview data collected from you will be destroyed immediately and will not be included in this study. Because the surveys are anonymous, it will not be possible to remove your survey data.

Participation in the interview applies to employees, supervisors, and senior executives,

Please select the option that most accurately describes your current position level and agency.

Employee \_\_\_\_\_ supervisor \_\_\_\_\_ Senior Executive \_\_\_\_\_

Federal Employee \_\_\_\_\_ State Employee \_\_\_\_\_ Local Employee \_\_\_\_\_

## CONTACT INFORMATION

The researcher conducting this study is Chijioke Osuagwu. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Deborah Johnson-Blake, at [REDACTED].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at [irb@liberty.edu](mailto:irb@liberty.edu)

**CONSENT**

By signing this document, you agree to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this consent form for your records. The researcher will keep a copy of the study records. If you have any questions about the study after you sign this document, you can contact the study team using the above information.

\_\_\_\_\_  
Printed Participant's Name

\_\_\_\_\_  
Printed Participant's Name

Date \_\_\_\_\_

## **Appendix D: Public Sector Employee Interview Question**

The purpose of the research questions is to understand how much influence frontline leaders have on employees' performance and public sector organizations' ability to provide stakeholders with efficient services.

### Demographic Questions

- What is your current position/title?
- For how many years have you worked in this organization?
- What is your race/ethnicity? – Hispanic, Black, or African American, White (Caucasian), Native Americans and Alaska Native, Asian American, Native Hawaiian and Other Pacific Islander
- What is your highest level of education? HS Diploma/GED; AA/AS, BS, MS/MBA, PhD/DBA
- What is your gender? Male; Female; Other
- What is your age group? 18-30 years; 31-40 years; 41-50 years; 51-60 years; above 60 years

### Leadership Evaluation Questions

- 1) How do you perceive frontline leadership within this organization?
- 2) How do you describe the relationship between you and your manager?
- 3) How do you perceive the interaction that you have with your manager?
- 4) What is your view of the role of senior executive leadership in ensuring effective frontline leadership?

### Performance Evaluation Questions

1. How do you describe your supervisor's leadership style?
2. What are the driving factors in the leadership behaviors exhibited by your supervisor?
3. How does your manager's leadership style affect the ability to provide efficient services to stakeholders?
4. How does your manager's leadership style affect morale, motivation, and job satisfaction?

## **Appendix E: Frontline Leader/Supervisor Interview Questions**

The purpose of the research questions is to understand how much influence frontline leaders have on employees' performance and public sector organizations' ability to provide stakeholders with efficient services.

### Demographic Questions

- What is your current position/title?
- For how many years have you worked in this organization?
- What is your race/ethnicity? – Hispanic, Black, or African American, White (Caucasian), Native Americans and Alaska Native, Asian American, Native Hawaiian, and Other Pacific Islander
- What is your highest level of education? - HS Diploma/GED; AA/AS, BS, MS/MBA, PhD/DBA
- What is your gender? Male; Female; Other
- What is your age group? 18-30 years; 31-40 years; 41-50 years; 51-60 years; above 60 years

### Leader Background

- How long have you been at this organization?
- How did you get to the position of supervisor in your organization?
- Did you get to the position due to your years of service in the organization?
- Did you attend any leadership training before becoming a frontline manager?

### Leadership Evaluation Questions

- 1) How do you perceive leadership within this organization?
- 2) How do you describe the relationship between you and employees within this organization?

### Leadership Development Questions

- 1) How do you perceive LDPs effectiveness within this organization?
- 2) How do you describe senior executives' role in ensuring effective LDPs?
- 3) What are the driving factors of effective LDPs within this organization?
- 4) What are the driving factors of ineffective LDPs within this organization?
- 5) What strategies and tools are implemented by public sector leaders to measure and evaluate the effectiveness of LDPs within this organization?
- 6) What is your view of incorporating leadership theories like transformational, behavioral, and path-goal in developing an effective LDP?

## **Appendix F: Senior Executive Leader Interview Questions**

The purpose of the research questions is to understand how much influence frontline leaders have on employees' performance and public sector organizations' ability to provide stakeholders with efficient services.

### Demographic Questions

- What is your current position/title?
- For how many years have you worked in this organization?
- What is your race/ethnicity? – Hispanic, Black, or African American, White (Caucasian), Native Americans and Alaska Native, Asian American, Native Hawaiian, and Other Pacific Islander
- What is your highest level of education? - HS Diploma/GED; AA/AS, BS, MS/MBA, PhD/DBA
- What is your gender? Male; Female; Other
- What is your age group? 18-30 years; 31-40 years; 41-50 years; 51-60 years; above 60 years

### Leader Background

- How long have you been in the organization?
- Did you get to the position due to your years of service in the organization?
- Did you attend any leadership training before becoming an executive?

### Leadership Evaluation Questions

- 1) How do you describe leadership at this organization?
- 2) How do you describe the communication between senior executives and employees within this organization?

### Leadership Development Questions

- 1) How do you perceive the effectiveness of LDP within this organization?
- 2) How do you describe the role of senior executives in ensuring LDP effectiveness?
- 3) What strategies and tools are implemented by public sector leaders to measure and evaluate LDPs' effectiveness within this organization?
- 4) What are the driving factors of effective LDPs within this organization?
- 5) What are the driving factors of ineffective LDPs within this organization?
- 6) What is your view of incorporating leadership theories like transformational, behavioral, and path-goal in developing an effective LDP?

## Appendix G: Employee Survey

This questionnaire measures employees' perception of public sector frontline leaders using a 5-point Likert Scale. The qualifiers for this scale are listed per question below.

1. My supervisor has the necessary leadership ability to lead the team?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
2. How often does your supervisor's leadership affect morale and job satisfaction?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
3. Do you consider leaving your team because of your supervisor?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
4. How often do you relate with your direct supervisor?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
5. How often does your supervisor show empathy?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
6. My supervisor is involved with my career development.
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
7. How often do you have confidence and trust in your supervisor?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
8. How often does your supervisor demonstrate that you are important to the team?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
9. How often does your supervisor communicate a vision that inspires you?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
10. I would recommend people to work for my supervisor.
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
11. How often does your supervisor explain the reasons behind decisions made?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
12. I consider my supervisor a great role model.
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_
13. My supervisor exhibits mutual respect for employees on the team?

- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
14. How often do you look forward to another day at work with your current supervisor?
- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
15. My supervisor values my input and perspective?
- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_

## Appendix H: Employee Survey

This questionnaire measures how employee performance is affected by frontline leaders' behaviors using a 5-point leadership behavior questionnaire (LBD). The qualifiers for this scale are listed per question below.

1. How often do the leadership behaviors of your supervisor affect performance?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
2. How often do the leadership behaviors of your supervisor motivate you to go beyond expectations?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
3. How often does your manager question your decision-making?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
4. My supervisor provides positive feedback to make me more effective in my role?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
5. How often does your manager help employees who are poor performers to improve?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
6. How often does your manager identify your strength and capitalize on it?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
7. How often does your supervisor identify your weakness and capital on it?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
8. My manager is a highly effective leader?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
9. Does your supervisor regularly and willingly help you with questions relating to my job?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
10. How often does your supervisor discuss your career development within the organization?
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
11. I am better equipped to meet my expectations because of my supervisor.
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
12. I regularly receive feedback from my supervisor recognizing my contributions to the team.
  - a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
13. My manager sees me as an asset to the team.

- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
14. My supervisor allows me to work on my deficiencies and provides positive feedback on my progress.
- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_
15. My supervisor handles disagreements professionally?
- a. (1 – Never; 2 – Rarely; 3 – Occasionally; 4 – Often; 5 – Very Often) \_\_\_\_\_

## **Appendix I: Permission Request Letter**

### **Permission to Conduct Research Study**

Date .....

Human Capital Officer

Owerri North Local Government

No 72, Douglas Road

Owerri, Imo State, Nigeria.

Dear Mr. Ekezie,

My name is Chijioke Henry Osuagwu, and I am a doctoral candidate in the School of Business at Liberty University, Lynchburg, Virginia, United States. I am conducting a research study as part of the requirements for completing a Doctor of Business Administration (DBA) degree in leadership. The title of my research study is *Evaluating the Effectiveness of Leadership Development Programs in the Public Sector and Its Impact on Organizational Performance*.

The purpose of this qualitative case study is to explore what strategies and tools are implemented to measure and evaluate the effectiveness of leadership development programs to improve frontline leadership and delivery of services to stakeholders in public sector organizations located in Owerri, Imo State, Nigeria.

I am writing to request your permission to conduct my research at your organization and contact employees to invite them to participate in my research study. To be eligible to participate in this research study, the individual must be between 18 and 65. In addition, the

individual must be employed by your company as an employee, supervisor, or senior executive.

If permission is granted, participants will be presented with informed consent information before participating. Taking part in this study is entirely voluntary, and participants are welcome to discontinue participation at any time.

The researcher would like to hold a meeting at your location to include employees, team leaders, union presidents, supervisors, and senior executives to explain the research study and pass out recruitment letters to provide information to all potential participants.

Neither your organization nor the individual participants will incur any cost. Participants' confidentiality will be protected throughout this study. I will be happy to answer any questions or concerns that you may have at any time. You may contact me on [REDACTED] or at my email address: [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Deborah Johnson-Blake, at [REDACTED]. If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu)

Procedures: If an individual agrees to be in this study, whether they are a frontline employee or in a leadership role, I will ask them to do the following things:

1. Fill out a survey, which may take approximately 30 minutes. (Employees only).
2. Participate in an interview with the researcher, which may take up to 40-60 minutes and will be voice recorded. (Employees, supervisors, and senior executives).
3. Review the interview transcript for accuracy, approximately 30 minutes.  
(Employees, supervisors, and senior executives).

If you agree, kindly complete and sign the enclosed "**Permission to conduct**

**Research" form** and return it in the enclosed, self-addressed envelope or by scanning and sending it to the e-mail address above. Alternatively, kindly submit a signed letter of permission on your organization's letterhead acknowledging your consent and authorization for me to conduct this research study with your organization.

Sincerely,

Chijioke. H. Osuagwu

Doctoral Candidate, Liberty University, Lynchburg, VA.

**Appendix J: Permission Request Response**

**Permission to Conduct Research (Response)**

PERMISSION TO CONDUCT RESEARCH

Date: -----

Dear Chijioke Henry Osuagwu,

The purpose of this letter is to inform you that we permit you to recruit our employees for research titled Evaluating the Effectiveness of Leadership Development Programs in the Public Sector and Its Impact on Organizational Performance.

We have agreed to allow you to survey and interview individuals of our organization, such as employees, supervisors, and senior executives. The information obtained will be kept confidential.

Sincerely,

Sign:

Name of Organization: .....

Address: .....

.....

Name of Signatory .....

Position of Signatory .....

### Appendix K: Organization Response Request

PERMISSION TO CONDUCT RESEARCH

Date: 03-02-2022

Dear Liberty University Institutional Review Board,

The purpose of this letter is to inform you that we give Chijioke Henry Osuagwu permission to conduct the research titled, "Evaluating the Effectiveness of Leadership Development Programs in the Public Sector and Its Impact on Organizational Performance" with us.

We have agreed to allow him to conduct research interview/s with an approved individual of our organization, such as the employees, supervisors, senior executive, and information obtained to be classified as anonymous.

Sincerely,

Sign:

Name of Organization: OWERRI NORTH LGA

Address: OWERRI NORTH LG HAS ORIE URATA

Name of Signatory: BARR EMEKA

Position of Signatory: DIRECTOR OF ADM GEN SERVICES



## Appendix L: Organization Response Request

Permission to Conduct Research (Response)

PERMISSION TO CONDUCT RESEARCH

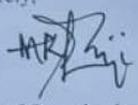
Date: 22-02-2022

Dear Liberty University Institutional Review Board,

The purpose of this letter is to inform you that we give Chijioko Henry Osuagwu permission to conduct the research titled, "Evaluating the Effectiveness of Leadership Development Programs in the Public Sector and Its Impact on Organizational Performance" with us.

We have agreed to allow him to conduct research interview/s with an approved individual of our organization, such as the employees, supervisors, senior executive, and information obtained to be classified as anonymous.

Sincerely,

Sign: 

Name of Organization: Ministry of Lands, Survey and Physical Plg.

Address: BLOCK 7, Imo state Secretariat Complex,  
Onwerri - Imo state, Nigeria.

Name of Signatory Ipl. Nnaji Mark-Anthony

Position of Signatory Director, Town Planning | Open spaces Dept.