

Effectiveness of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery

By

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ABSTRACT

This study focused evaluation of the Strategic Leadership Development Programme (SLDP) in Public Service Commission of Kenya for effective service delivery. The Programme which is offered at the Kenya School of Government (KSG) was evaluated to determine its effectiveness. This paper will answer the question how adequate and effective is the Strategic Leadership Development Programme? This evaluation based its methodology on a convergent parallel mixed methods design. Purposive and simple random sampling methods were adopted to identify a representative sample to participate in the study. Data collection was accomplished through the use of questionnaires and interview guides. The data collected was analyzed through the application of qualitative and quantitative techniques and thereafter, presented in tables and figures. Study findings show that the Programme was effective in transforming managers into efficient leaders. Further, the study suggests need for KSG to recruit additional resource persons for delivery of the course content. Finally incorporate the outlined changes and ensure that the classes are sizeable to decrease the student-facilitator ratio, enhance interaction and ultimately add value to the Programme's impact.

Background

Employee training is a global well-known human capital management role which systematically deals with sharpening skills of manpower for improved productivity and service delivery. Organisational growth, productivity and service delivery requires that top management leads by example and by exhibiting the right behaviour, attitudes, skills and competencies as well as creating a brand for institutional excellence. This can be achieved when senior management is trained to provide strategic leadership which increases productivity and efficiency.

Effective government performance is one reason why it has become increasingly necessary to make economies market focused, nurture excellent human capital and expand democracy to foster growth. Any development activity in a country is anchored on training to remove the performance lacuna in public sector organisations (Ngure and Njiru, 2013). Further, training the human resource in an organisation promotes professionalism and increases returns and service delivery.

Kenya has experienced a major shift in policies and procedures occasioned by the Millennium Development Goals (MDGs) and the Kenya Vision 2030 (Ngure and Njiru, 2013). The new Constitution and other emerging trends have made the country shift its development agenda and align it to the change. This has occasioned need to train government employees especially those in senior management positions for them to effectively deliver services to members of the public. The effectiveness of such training programmes should be of major concern to the government and policy makers, since ineffectiveness of such programmes adversely affects service delivery.

The essential expectations of capacity building include improved human capital performance, better compensation, strategic organisational structures and levels of skills transfer which foster growth in an organisation Grindle and Hilderbrand (2006). Kenya needs to take its unique position in the region in order to exploit the social, economic and political opportunities and

expand the knowledge base (Ahmed & Hanson, 2011). A result oriented public service will need to recruit and train specialised personnel. Further, the new public service will require skills and knowledge (Okotoni & Erero, 2005). Training therefore, should be part of a comprehensive education planning programme for civil servants' development.

Evaluation is one way of finding out if a particular training programme is achieving the desired objectives, or the training programme is achieving what it was meant to achieve. Donald Kirkpatrick developed a four-dimensional training programmes evaluation method which examines training in terms of reactions, learning, behaviour and results (Kirkpatrick & Kirkpatrick, 2005). The model posits that in training learning takes place and it brings about changes in attitudes, cognitive domain, and behaviour as its outcomes. Behaviour refers to on the job performance and, thus, is measured after training. Further, reactions refer to how a participant or an employee feels after learning new ideas or concepts in the training. The learning which the participants acquires makes them change or modify their behaviour which brings about improvement in productivity or overall results (Alvarez, Garofano, & Salas, 2004).

The reasons for evaluating a training programme include improving the programme, assessing viability and accounting for the training resources Kirkpatrick and Kirkpatrick (2005). Other reasons for training evaluation include decision making and improving quality of systems in an organisation (United Nations Development Programme, 2013). To measure the effectiveness and impact of the programme, it is vital to carry out its evaluation. Training assessment therefore addresses the deficits which may exist in a programme and aim to make it better Armstrong (2009). Any form of training at any given time addresses the skills lacuna (Staley, 2008). Therefore evaluation of any training programmes assists to address organisational challenges which hinder productivity and service delivery (Alvarez, et al., 2004).

The need to address concerns that there were skill gaps after SLDP's mid-term evaluation in 2012, and the need to examine the levels of service delivery of officers who have been trained on Strategic Leadership Development Programme (Republic of Kenya, 2012) prompted this evaluation of the programme especially since most senior staff in public service undergo the training. The midterm evaluation of the programme indicated that, there are gaps in the programme because the officers who undergo the training continue performing at the same level. The evaluation also indicated that most of the course instructors have not undertaken the 'Trainer of Trainers' (T.o.T) course.

In addition, the evaluation showed that there seems to be very little skills transfer, and behaviour change among the senior officers who have gone through the programme (Republic of Kenya, 2012). Considering the fact that the senior officers are the ones who influence the junior staff in the Commission, then it is probable that Public Service Commission of Kenya improvement in employee performance will be constantly low. Further, the need to evaluate the programme was also due to the fact that incompetence and poor service delivery, on the part of the PSCK may spillover and affect the entire public sector in Kenya.

It is on the basis of these gaps that the researcher was prompted to evaluate the Strategic Leadership Development Training Programme, to identify underlying problems facing its effectiveness and propose improvements to enhance productivity of the public servants. This is important because, post-training evaluation is a critical aspect of training programmes. Leadership development programme evaluation is necessary since it provides guidance on how a given programme is effectively meeting its objectives and prepares an organisations to develop leaders to move the institution forward. Organisations have embraced capacity building programmes for effectiveness and increased returns and value for government funding (UNDP, 2013).

A review of the Public Service Commission of Kenya specifically the issue of inefficiency of service delivery, lack of trainers who are trained as ‘Trainers of Trainers’, lack of skills transfer from officers who have undergone training in SLDP, poor productivity among other gaps prompted the researcher to undertake the study. This evaluation study therefore, endeavors to examine the effectiveness of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Effectiveness in the Implementation of the S.L.D.P

Kelly (2011) observed that effective training should address certain conditionalities: First, buy in from the top, secondly, alignment with corporate goals and thirdly the needs analysis. Further, designing a training programme should begin with an accurate assessment of what you do well and what needs improvement. In addition, it should address delivery options and follow-up. There is also need for employee feedback to ensure the training was valuable and provided them with the skills they needed. This becomes the basis on which employee training is assessed (Kelly, 2011).

Patnaik (2011) conducted a study on Organisational culture. The key to effective leadership and work motivation. He argued that organisations should be thought of as cultures rather than machines, and that managing is as much a social as a technical process. It was noted that effective leadership and design of appropriate organisation development programmes, was dependent on executive understanding of organisational culture. The researcher further described Schein’s model of culture and illustrates each of its major elements with examples drawn from the literature and the author’s own experience. These examples demonstrate the importance and the power of cultural approaches to understanding organisations in general and the leadership function in particular. This study looked at effective leadership and work motivation. The current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Belet (2016) conducted an evaluation study on enhancing leadership skills with action learning: a promising way to improve the effectiveness of leadership development. This was an exploration on action learning using field experiences. Findings revealed that Action Learning is an effective tool for the development of leadership skills. This study utilized field experiences, which was not the focus of the current study. The current study was not on action learning research but an evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Le Comte and McClelland (2017) conducted an evaluation of a leadership development coaching and mentoring programme, using a mixed methods approach and a survey. Findings indicated that of the 70 programme participants, 69 utilised their learning from the programme; 45 of 70 changed their approach to managing staff; and 40 of 68 programme participants reported that meeting with peers for triad group coaching was the most challenging aspect of the programme. Majority of participants changed their leadership behaviours as a result of the programme, which resulted in improved communication, a more supportive culture and made leadership effective. This study was a mixed methods and survey and centred on coaching and mentoring and was not anchored on Kirkpatrick’s evaluation model. The current study however is a parallel convergent mixed methods design which evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

A study by Carter, Armenakis, Field and Mossholder (2013) examined relations among strategic transformational leadership, explicit change reactions (that is relationship quality), change frequency, and change consequences during continuous incremental organisational change. In a

sample of 251 employees and their 78 managers, analyses revealed that the quality of relationships between leaders and employees mediated the influence of strategic transformational leadership on employee task performance and OCB, Carter et al, (2013). The study was a survey which dealt with transformation and change consequences. This evaluation looked at the effectiveness of the Strategic Leadership Development Programme, focusing on Kirkpatrick's four-level (reaction, learning, behaviour and results) evaluation model.

Taylor, Cornelius & Colvin (2014) did a study on Visionary leadership and its relationship to organisational effectiveness. This study investigated the relationship between visionary leadership and the perception of organisational effectiveness in non-profit organisations. It was noted that leaders with high levels of transformational leadership were having more effective organisations. The findings indicated that significant relationships exist between visionary leadership and perceived organisational effectiveness. Regression analysis also showed some significant correlations between high leadership behaviour and perceived organisational effectiveness. The study was a correlation study and focused on visionary leadership and organisational effectiveness. The current study is not about visionary leadership and effectiveness but an evaluation of the Strategic Leadership Development Programme.

Hickman and Akdere (2018) conducted a research on effective leadership development in information technology: building transformational and emergent leaders. The findings revealed that Information Technology leadership development should involve formal mentoring, robust feedback that is integrated into the development plan, and should be treated as a core process for long-term success. Emergent and transformational leadership are important for information technology. This study dealt with leadership development in information technology and only looked at feedback but the current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya and was anchored on Kirkpatrick's evaluation model which looked at reaction, learning, behaviour and feedback.

Schafer (2010) conducted a study on effective leaders and leadership in policing. The study involved surveys which were administered over 1,000 police supervisors sampled randomly across diverse Police Agencies across the World. This study was a survey design. Findings from the study showed that leadership development and effectiveness as a process was best-achieved through a mixture of training /education, experience, and feedback. This study was limited to police supervisors, however the current study was not a survey but a convergent mixed methods design which evaluated the effectiveness of the strategic leadership development programme in the Public Service Commission of Kenya. 3.4 Effectiveness in the Implementation of the S.L.D.P

Chou, Lin, Chang, & Chuang (2013) conducted a study on Transformational leadership and team performance. The researchers discussed how transformational leadership theory can provide a framework in which to investigate a leader's impact on team performance. It was observed that inspirational motivation, intellectual stimulation and individualized consideration could produce intermediate outcomes such as shared vision, team commitment, an empowered team environment and functional team conflict. In turn, these intermediate outcomes may positively affect team communication, cohesion and conflict management. Implications for team development, team training and team structure are presented. Limitations and future directions are also discussed. This research study focuses leadership impact by evaluating the Strategic Leadership Development Programme for effective service delivery.

Aarons, Ehrhart, Farahnak, & Sklar (2014) did a study on aligning leadership across systems and organisations to develop a strategic climate for evidence-based practice implementation. The researcher argues that, there has been a growing impetus to bridge the gap between basic science discovery, development of evidence-based practices (EBPs), and the availability and delivery of

EBPs in order to improve the public health impact of such practices. This article addresses the role of leadership and actions that leaders can take at and across levels in developing strategic leadership context of health care. The current study however, did not focus developing strategic leadership context of health care and evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Kachra (2012) surveyed on Strategic leadership development the new frontier for Indian firms. The researcher argues that the need for effective business leaders in India is as intense as it is in most countries but the path that Indian firms take to develop effective leaders is considerably different than the path followed by American or Canadian firms. This study dealt with leadership development in India using survey design. The current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission in the Kenyan context and was anchored on Kirkpatrick's evaluation model which looked at reaction, learning, behaviour and feedback and did not fully lean on a survey design.

Conger (2007) did an empirical study on training leaders for the twenty-first century. Competition among organisations coupled with advancement in technology has made structures shorter and ideal for speedy communication. Due to shorter organograms and enhanced communication leaders may not be viewed as just the "boss", but also a coordinator, a coach, and a consultant. This study was a survey and examined a model of reflective leadership development programme whereas the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Cacioppe (2008) did an empirical study on an integrated model and approach for the design of effective leadership development programmes. The study emphasised that Strategic Leadership development has been a major topic in management literature over the last few years. As a result leadership development programmes have become an increasing priority for business and government organisations. This study puts forward an integrated model for leadership development. The model was to develop leadership competencies which directly contribute to the strategic growth. Further, it describes key elements that contribute to a successful leadership experience like changing mind-sets, a global focus, personal development and improved business and leadership skills. The ideas put forward in this study provided senior managers and human resource professionals with an integrated and comprehensive framework to plan and build a leadership development programme in their organisation. The current study was not limited to designing an effective model but was an evaluation of Strategic Leadership Development Programme and was anchored on Kirkpatrick's model.

Finkelstein, Hambrick, & Cannella (2009) did study on Strategic leadership. The study integrates and assesses the vast and rapidly growing literature on strategic leadership, which is the study of top executives and their effects on organisations. The basic premise is that in order to understand why organisations do the things they do on strategic leadership development, or perform the way they do, the researcher needed to deeply comprehend the people at the top- their experiences, abilities, values, social connections, aspirations, and other human features. The study concluded that the actions of a relatively small number of key people at the apex of an organisation can dramatically affect organisational outcomes. The current study seeks to understand this concept and elucidate further on the Strategic Leadership Development Programme.

Avolio, Walumbwa, & Weber (2009) did an empirical study on Leadership. The study reviewed leadership developments. This study reviewed empirical studies on leadership development, especially areas which are currently receiving attention. It was concluded that the study was an eye opener on emerging issues which need focus on leadership development in the future. The current study however is a parallel convergent mixed methods design which evaluated

the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Montague, Lee, & Masson (2014) conducted a study on developing international leadership talent and stimulating significant culture change. The study reviewed the latest management developments skills across the globe and practical implications from recent research and case studies. This study examined the growth in international sport marketing, considers factors such as globalization which have fuelled the process, looks at practical implications and provides research avenues for future exploration. The current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya and was anchored on Kirkpatrick's evaluation model which looked at reaction, learning, behaviour and feedback.

Klimoski & Amos (2012) did a study on practicing evidence-based education in leadership development. The research stated that there are challenges involved in achieving success in developing individuals into effective leaders. This seems to be particularly true for those of us interested in promoting leader development in university-based MBA programmes. It would seem reasonable that attempts to transform students into leaders would rely on what the field of leadership education knows from research and practice about leader development. However, we point out the irony that university faculty, those who are usually on the cutting edge of leadership scholarship and who are also in an excellent position to apply the findings from this research, seem not to be doing this. The researchers observed that as university educators, might want to remedy this curious state of affairs by turning to empirically valid models of how to transform organisations so that we really are capable of transforming our students into leaders. The study dealt with challenges of leadership development programmes. The current study however is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Day (2011) did a study on the development of learning systems and strategic leadership utilization. Action learning is grounded in both leadership development and leader development theories. As explained in the foregoing section, leadership development can be interpreted as system-wide social and cultural processes that enable individual employees and managers to grow. The study concludes that there is the potential for collective development and every individual has a chance to grow. On the other hand, leader development focuses on the development of individual knowledge, skills and abilities. The current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery however this study which focused on learning systems and strategic leadership use.

Boal & Hooijberg (2010) endeavoured on studying strategic leadership research. They argued that the essence of strategic leadership involves the capacity to learn, the capacity to change, and managerial wisdom. The study reviewed issues related to conditions, when, and how strategic leadership matters. The authors then selectively reviewed 3 streams of theory and research. Among these are theories that explore behavioural and cognitive complexity as well as social intelligence. This study provided a qualitative review of the trait perspective in leadership research, followed by a meta-analysis. Overall, the 5-factor model had a multiple correlation of .48 with leadership, indicating strong support for the leader trait perspective when traits are organised according to the 5-factor model. This study was on strategic leadership research, but the current study was an evaluation of Strategic Leadership Development Programme for effective service delivery.

Sarfraz (2017) conducted a study on Strategic leadership development. The research aimed to examine how leadership development programme in the context of Blooms nomenclature on self-evaluation. The study used global studies to lay emphasis on strategic leadership development

programme. Findings indicated that the abilities in strategic leadership development programme were linked to Blooms six levels. This study was based on Blooms taxonomy but the current study was an evaluation of the Strategic Leadership Development Programme and was anchored on Kirkpatrick's four levels.

Crethar, Phillips, and Brown (2011) conducted a study on the Queensland Health – a leadership development journey. The findings revealed that the 360-degree feedback survey results of participants have improved. This demonstrates that the leadership development programmes have impacted positively on participants' workplace behaviour. The culture and climate survey results have improved which demonstrates positive cultural change has taken place. The programmes were evaluated very highly by participants. This study was a case study done in a health facility unlike the current study which was a parallel convergent mixed design and was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Lornudd, Bergman, Sandahl, and Schwarz, (2016) conducted a study on randomised leadership interventions for healthcare managers where Leadership behaviour was rated at pre-test and 12 and 24 months by participating managers and their superiors, colleagues and subordinates using a 360-degree instrument. The evaluation of the combined effect of the interventions on leadership behaviour showed inconsistent (i.e. both increased and decreased) ratings by the various rater sources. The study provides some evidence that participation in leadership development programmes can improve managers' leadership behaviours, but the results also highlight the interpretive challenges connected with using a 360-degree instrument to evaluate such development. This study used a 360-degree instrument but the current study used questionnaires and interview guide to evaluate the Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Egleston, Castelli and Marx (2017) conducted a study on developing, validating, and testing a model of reflective leadership findings show that a model of RL consisting of three leadership practices, creating an open and safe work environment, defining purpose, and challenging assumptions had significant impacts on organisational performance, accounted for 16.5 percent of the variance in the accomplishment of organisational goals; 13.9 percent of the variance in sales; and 14.7 percent of the variance in profits. This study was a survey and examined a model of reflective leadership development programme. The current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

A study conducted by Ngure and Njiru, (2013) on evaluation of Senior Management Course (SMC) a course for middle level managers in the public sector in Kenya indicated that management courses develop managers to be effective in their discharge of duties and service delivery. The evaluation centered on reaction of participants to learning and their perceptions. This was a case study and centered on middle level managers in the public sector but this study assesses the Strategic Leadership Development Programme particularly and focuses the top leadership in the Public Service Commission of Kenya.

FINDINGS

Effectiveness of the Strategic Leadership Development Programme

This evaluation study sought to determine how adequate and effective the Strategic leadership development programme is for effective transformation of senior managers. This was to help find out from the participants the extent to which the programme enhanced their performance of duties and provision of services to both internal and external clients. The data obtained was analysed and

presented as shown in Table 1. (*In the Likert Scales, the scales are as follows: SD stands for strongly disagree, D stands for Disagree, U stands for undecided and A stands for agree while SA stands for strongly disagree*).

Table 1

Whether the Programme Prepared Senior Managers on Leadership Development

Leadership Development	SDA	D	UD	A	SA	Total
Strategic planning in leadership	3(12%)	-	3(12%)	10(40%)	9(36%)	25(100%)
Transition to leader	1(4%)	1(4%)	2(8%)	14(56%)	7(28%)	25(100%)
Developing leadership competencies	1(4%)	1(4%)	6(24%)	7(28%)	10(40%)	25(100%)
Leadership for performance improvement	1(4%)	-	6(24%)	10(40%)	8(32%)	25(100%)
Culture and change management	2(8%)	1(4%)	2(8%)	13(52%)	7(28%)	25(100%)
Coaching, mentorship and planning	1(4%)	1(4%)	4(16%)	10(40%)	9(36%)	25(100%)

Table 1 shows that, majority (76%) of the senior managers participants were in agreement with the six different aspects of the SLDP where by 40% agreed that the strategic planning in leadership is an important aspect. In the same vein, 36% strongly agreed to the strategic planning in SLDP this agreement is in agreement with the work of (Graça & Passos 2015) who mentioned that planning assists to avoid pitfalls of failure in an organisation. Further he concluded that an organisation which plans for its activities is destined to be successful. This then means that an organisations' growth will be associated with achievement of what has been planned and achieved. It was also noted that 12% strongly disagreed and another 12% were undecided regarding the issue, this observation is consistent with the objectives of leadership development programmes, as postulated by Gupta (2007) who observed that not all which is planned is a basis for success, but training assists to expand the knowledge base for growth. On this aspect it can generally be observed that majority of the participants agreed that is about 78% overall agreed that the programme prepares them as good managers in planning the organizations activities and programmes. This is in agreement with the work of Naicker & Mestry (2015) who observed that training in planning and management makes researchers do their work more effectively. This observation conclusively informs about the importance of leadership development programmes which empower the could be future leaders to be great planners in the institutions that they work for. It is also clear from the same table that 56% agreed that the transition from manager to leader was effective while 28% of the senior managers strongly agreed that the programme transforms managers into leaders. The fact that almost 84% cumulatively agreed that the programme turns them into strategic leaders show that indeed most of the participants are prepared to leadership this observation is in tandem with the work of Kachra (2012) who observed that strategic leadership development training empowers managers to be effective in service delivery and provision of services to the clients. From the table it is indicated that 8% were undecided, this assertion is also consistent with what (Cole, 2006) observed that leadership training makes managers more effective in service delivery. It was observed that (4%) of the participants disagreed and another 4% strongly disagreed regarding the matter.

On the issue of competencies development it was evident that 40% of the senior management participants strongly agreed that it enabled them in developing leadership competencies, while 28% agreed that it enabled them in developing leadership competencies. This

observation agrees with the work of Day et al (2014) who observed that leadership development training programmes prepares and makes the leaders acquire better competencies which assist in decision making in the organisation. It can be concluded that better decisions are made where leadership development programmes have been given prominence. Further, the table indicates that about 24% of the participants were undecided. Four percent disagreed that it enabled them in developing leadership competencies and another 4% strongly disagreed regarding the matter. It is further clear that 40% of the participants agreed that the programme enhanced leadership for performance improvement, while 32% strongly agreed on the matter, this observation is in agreement with the work of Khoreva (2016) who observed that leadership development programmes enhanced development of positive attitudes which enhance performance improvement, this then can be construed to mean that leadership development programmes bring about improved service delivery for the parties who are involved in the various programmes done by various organisations. Further, it was observed that 24% of the participants were undecided regarding the matter. It was also noted that 4% disagreed and another 4% strongly disagreed on the same aspect. This is in agreement with Black & Earnest (2009) who concluded that positive service delivery behaviour is related to effective leadership development training.

It was also observed from the table that 52% of the participants agreed that it enhanced culture and change management, while 28% strongly agreed. This observation is in tandem with the work of Finkelstein et al, (2009) who noted that training in strategic leadership development enables the trainees to understand the importance of leadership development which enables leaders to understand the cultural change context where they operate and therefore promotes understanding of perspectives of all the parties. From the table it was further indicated that 8% of the participants were undecided and another 8% strongly disagreed on whether the programme enhanced culture change and only 4% disagreed to the issue. Finally, 40% of the participants agreed that coaching mentorship and planning were effective in the SLDP, 36% strongly agreed to the observation this is in agreement with the work of Boal & Hooijberg (2010) who observed that a leadership development programme employs coaching and mentoring in order to achieve the results of effective service delivery. Further, it was noted that 16% of the participants were undecided and 4% disagreed and another 4% strongly disagreed to the issue. Evidently, it is clear that most of the senior management participants concurred that the Strategic Leadership Development Programme was effective since in all the six items asked majority of the participants 70% in every aspect participants either agreed or strongly agreed to the some aspect regarding the programmes contribution. This observations agrees with the work of Kur and Bunning (2012) who in their action research on leadership development observed that effectiveness of the leadership development programme involves understanding planning, development of competencies and behavioural change at individual and corporate level of an employee. This indeed can be said to be the basis for improved productivity and efficiency and effectiveness of services in the public sector.

5.4.1 Effectiveness of Strategic Leadership Development Programme according to Senior Managers

The first evaluation question that was sought in this study was on the effectiveness of strategic leadership development programme and data was collected and analysed and presented as can be seen in this section starting with Table 2.

Table 2*Achievement of Overall Objectives of the Programme According to Senior Managers*

Achievement of SLDP	SDA	D	UD	A	SA
Enhances synergy among reform initiatives in the public sector	1(4%)	2(8%)	6(24%)	10(40%)	6(24%)
Develop use of strategic thinking in operation of organisations		2(8%)	3(12%)	12(48%)	8(32%)
Enable staff develop the attributes, attitudes and competencies for organisational development		3(12%)	4(16%)	12(48%)	6(24%)
Leadership has been re-oriented to focus on quality service		1(4%)	8(32%)	8(32%)	8(32%)
Leadership of the Commission applies various concepts and tools for improved services		2(8%)	4(16%)	14(56%)	5(20%)
Re-orient managers and make them more focused on delivering quality service to customers	1(4%)		6(24%)	13(52%)	5(20%)
New skills are applied which enhance public service delivery		3(12%)	5(20%)	12(48%)	5(20%)
Application of diverse skills to improve performance in the public sector		3(12%)	2(8%)	14(56%)	6(24%)
Have ownership to the organisations duties and responsibilities		2(8%)	8(32%)	6(24%)	9(36%)
Commission leadership has developed action plans for all activities and programmes		2(8%)	1(4%)	13(52%)	9(36%)

Table 2 shows that 40% of the participants agreed that the course enhances synergy among reform initiatives in the public sector and 24% of the senior manager strongly agreed, this agreement is in tandem with the work of DeRue, and Wellman (2009) who asserted that leadership development synergy are developed through individual motivation and learning orientation. It was also noted that 24% of the participants were undecided, 8% disagreed and 4% strongly disagreed to this position. From Table 2, it is evident that 48% agreed that they develop the use of strategic thinking in operation of organisations while 32% strongly agreed and 12% were undecided, only 8% disagreed. This observation is in agreement with the work of Zheng and Muir (2015) who observed that leadership development involves strategic thinking and visioning and understanding the self and the purpose of leadership at any level. This then indicate clearly that it is the leaders who provide leadership in the public sector, by visioning what an organisation aspires to achieve at all times.

Table 2 further shows that 48% agreed that the course enables staff develop the attributes, attitudes and competencies for organisational development while 24% strongly agreed, 16% were undecided and 12% disagreed. This is in agreement with what Carroll and Levy (2010) who observed that management and leadership training enhances an employee's capacity to handle greater responsibilities successfully. Further the researchers asserted that leadership development explicated the process during which individuals grapple with prior notions of leadership as an external entity, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence in the leadership domain and indeed this leads to development of competencies.

It was also evident that an equal percentage of 32% of the participants strongly agreed, agreed and were undecided that their leadership had been re-oriented to focus on quality service. The observation is in agreement with the work of Carlsson et al (2011) who also observed that improvement in leadership skills development is linked to quality services offered. It is also clear that 56% agreed that leadership of the Commission applies various concepts and tools for improved services while 20% strongly agreed to the same and 16% were undecided and only 8% disagreed to the view. Further, 52% agreed that the course re-orientates managers and make them more focused on delivering quality service to customers while 20% strongly agreed, 24% were undecided and 4% strongly disagreed. This observation is in tandem with (Noe, 2011) who asserted that leadership and management training helps people to become more qualified and proficient in doing their jobs as a result of the new skills and competencies they acquire this by extension improves service delivery to the public. This is the reason why training in leadership development programmes is crucial in developing a person who understands the values and the requirements of the society which are necessary for organisational development.

The Table also shows that, 48% agreed that new skills are applied which enhance public service delivery, this view is in consonant with the work of Canals (2014) who asserts that leadership development programmes assist in development of global competencies that are very crucial skills and which enable a leader to be competent and effective. It is further noted that 20% of the participants strongly agreed and were undecided respectively and 12% strongly disagreed to the issue. It is also clear that 56% agreed to application of diverse skills to improve performance in the public sector, 24% strongly agreed this observation is in agreement with Kriger & Zhovtobryukh (2013) who asserted that leaders need various skills and shared responsibility to improve on performance and service delivery. Further, it was observed by McCallum (2009) that leaders need relational and coperational skills to enable them achieve the aspirations of the organisation and staff who work in those organisations. On the same theme it was observed that 12% of the participants disagreed and 8% were undecided. Table 7 further shows that 36% strongly agreed to have ownership to the organisations duties and responsibilities while 24% agreed, this observation is in agreement with the work of Edmonstone (2011) who asserted that leadership of an organisation must be able to own up individual ownership of the responsibilities which concern the individual role that one is performs. Further, this concurs with the work of Direction (2008) who noted that leadership development programme, enables staff to own up responsibilities of the organisation for purposes of increased productivity. It was also noted that 32% of the participants were undecided and only 8% disagreed.

Finally, 52% of the participants agreed that the Commission leadership had developed action plans for all activities and programmes while 36% strongly agreed, this observation is in agreement with the work of Karp (2012) who asserted that leadership development is more on how a leader should form conception of self, and use these in his or her own development and development of the organisation. This observation is in tandem with the work of Eva &

Sendjaya (2013) who also observed that leadership development is based on planned activities which are executed positively by the organisation. It was also noted that 8% disagreed and 4% were undecided. In this analysis, it implies that in all the ten (10) aspects investigated in the scale there was a general agreement among the senior managers that the programme had achieved its overall objectives which indicates some significant level of effectiveness of the programme.

How the programme is effective in transforming managers into efficient leaders

The evaluation study also sought information on how whether the programme is effective in transforming managers into efficient leaders in the Public Service Commission and the data collected were analysed and presented as can be seen in Table 3.

Table 3

Effectiveness of programme in transforming managers into efficient leaders

Response	Frequency	Percent
Agree	24	96.0
Disagree	1	4.0
Total	25	100.0

As shown in Table 3, the findings revealed that majority (96%) of the participants reported affirmatively that the programme was effective in transforming managers into efficient leaders. The observation is in agreement with the work of Grandy (2013) who observed that leadership development programmes transform and change managers who end up becoming efficient leaders and effective in service delivery in the activities that they are engaged. The table also showed that only 4% of the participants indicated that the programme was not effective in transforming leaders. The positive affirmation resonates well with the work of Adams (2011) who noted that leadership development programmes equip managers with skills to provide vision for the organisation and at the same time enable the managers acquire skills which only educates them but not necessarily make them more effective. The study further sought information regarding the programme effectiveness in key aspects of service delivery areas such as coaching, mentorship and planning. Other areas where information was sought included; equipping staff with leadership skills and in terms of transforming managers into efficient leaders. The data obtained was analysed and is presented in Table 4.

Table 4

Programmer's Effectiveness in Transforming Managers into Efficient Leaders According to the On-Session Senior Staff (indicate whether you agree, disagree or not sure)

Transformation areas of the programme	Agree	Disagree	Not Sure
a. SLDP Effective in coaching, mentoring and planning	40 (89.9%)	-	4 (9.1%)
b. The programme effective in equipping staff with leadership skills	42 (95.5%)	-	2 (4.5%)
c. The Programme effective in transforming managers into efficient leaders	38 (86.4%)	6 (13.6%)	-

Table 4 indicated that 89.9% of the participants agreed that SLDP is effective in coaching mentoring and planning while 4.0 % were undecided on whether SLDP programme was effective in improving coaching, mentoring and planning skills of staff that were trained in the programme. It is

also evident that 95.5% of the participants indicated that leadership development training programme was effective in equipping staff with leadership skills. This is in agreement with what Gupta (2007) observed that an effective training programme exhibits good characteristics of clear objectives, proper reinforcements to improve performance. The researcher also through Document analysis indicated that indeed, there are regular reviews, and reports of evaluation as participants indicate every time the course is mounted, this emphasised how that the programme is effective in transformation of leadership for effective service delivery. Further, it is clear that 86.4% of the participants indicated that the programme is transforming managers into efficient leaders while 13.6% stated that the programme did not transform these managers into efficient leaders, this is in agreement with McCulla & Degenhardt (2015) who noted that the programme is effectiveness in transforming a person in leadership preparation. This was emphasized by the course coordinator who asserted that the programme is good in overall strategy. The coordinator of the programme stated that:

Those who have been trained have changed their behaviour, through transfer of knowledge. The programme is effective in transformation in the Public Service Commission. Further, the programme has equipped staff with skills on handling operational and strategic issues of the Commission especially on strategic planning and overall direction on how to improve services of the Commission.

Conclusion

The effectiveness of the SLDP, the findings revealed that majority (96%) of the participants reported that the programme was effective in transforming managers into efficient leaders. This means that in summary, despite the shortfalls of the programme, it is generally effective with marginal adjustments required.

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