BINDURA UNIVERSITY OF SCIENCE EDUCATION

A WORKING MODEL TOWARDS EFFECTIVE LEADERSHIP DEVELOPMENT PROGRAMMES IN THE PUBLIC SECTOR. A CASE OF MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT

BY

VIMBAI ANASTANCIA KUDANGIRANWA

B227175A

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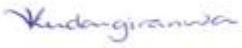
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Kudangiranwa in partial fulfilment of the requirements for the degree of Master of Leadership and Corporate Governance (MLC).

Vimbai Anastancia Kudangiranwa Signature…  Date: 19/09/2024

Student

Dr. M. Matambo Signature:  Date: 19/09/2024

Supervisor

GSB Director Signature: …… Date: …….

Faculty Chairperson Signature: …… Date: ……

External Examiner Signature: …… Date: ……

RELEASE FORM

NAME OF AUTHOR: VIMBAI ANASTANCIA KUDANGIRANWA

STUDENT NUMBER: B227175A

TITLE OF DISSERTATION: **A WORKING MODEL TOWARDS EFFECTIVE LEADERSHIP DEVELOPMENT PROGRAMMES IN THE PUBLIC SECTOR. CASE OF MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT**

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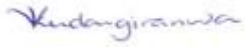
Permanent Address: 17 Hildadale, Bindura

E-mail: vannanyika@gmail.com

Cell Number: 0719 544 722/ 0773 544 722

DECLARATION

I, **Kudangiranwa Vimbai Anastancia** Student Reg Number B227175A, do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the acknowledgments, bibliography, references, and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

STUDENT SIGNATURE  **DATE:** 19/09/2024

DEDICATION

This dissertation is dedicated to my husband, children, siblings and parents.

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ABSTRACT

The public sector is in need of effective leadership to address the complex challenges it faces in the 21st century such as a lack of effective training programmes and limited opportunities for growth and advancement. Leadership development programmes in the public sector present a critical opportunity to foster effective governance, drive organisational innovation, and promote sustainable development. The research was guided by the interpretivist philosophy whereby according to the study, perceptions of how leadership development programmes are changing, subjective and not shared by all. A qualitative research method was used to gain insight and understanding of the public sector employee's perceptions, experiences and concerns when it comes to the leadership development programmes being offered. The Ministry of Women Affairs, Community Small and Medium Enterprise Development was the focus of the study. In depth interviews, open ended questionnaire and documentary search were used in the research whilst ethical principles and techniques were used to enhance the validity of the study. From the first objective, the study participants were able to identify a number of best practices such as investing in training and development programmes. The second objective of the study was to examine the existing leadership development programmes implemented in the public sector by the PSC targeting middle and senior managers in the public sector. The third objective of the study was to identify the key challenges faced in leadership development programs in the public sector such as political interference, bureaucratic constraints, resource limitations, lack of leadership training and lack of alignment with strategic goals. Political interference was identified by the study participants as a key challenge faced in leadership development programmes in the public sector. The last objective of the study was to develop a framework for a working model towards effective leadership development programmes that align with the unique need of the Ministry of Women Affairs, Community Small and Medium Enterprise Development. It was recommended that the Ministry must regularly monitor and evaluate the effectiveness of its leadership development programmes to ensure that they are meeting their intended objectives and to make continuous improvements to the programmes and ensure alignment with changing needs and priorities in the public sector. It was also noted that the Ministry should consider adopting international best practices for leadership development in the public sector and should also design and implement a comprehensive leadership training curriculum tailored to the specific needs and challenges faced by the Ministry.

Keywords: Working model, Leadership development programmes, Public sector, Ministry of Women Affairs, Community Small and Medium Enterprise Development, Zimbabwe

TABLE OF CONTENTS

APPROVAL FORM i
RELEASE FORM ii
DECLARATION iv
DEDICATION v
ACKNOWLEDGEMENTS vi
ABSTRACT vii
LIST OF FIGURES xiii
LIST OF TABLES xiv
LIST OF ABBREVIATIONS AND SYNONYMS xvi
CHAPTER ONE 1
INTRODUCTION AND BACKGROUND 1
1.0 Introduction 1
1.1 Background of the study 1
1.2 Statement of the Research Problem 5
1.3 Research objectives 6
1.4 Research questions 6
1.5 Justification of the research 7
1.6 Purpose of the study 7
1.7 Significance of the study 7
1.7.1 Significance to the Zimbabwean Citizens 7
1.7.2 Significance to the Government of Zimbabwe 8
1.7.3 Significance to the Civil Servants in the Public Sector 9
1.7.4 Significance to theory 9
1.7.5 Significance to the academia 9
1.7.6 Empirical significance 10
1.8 Research assumptions 10
1.9 Delimitations 10
1.10 Limitations 11
1.11 Operational definition of terms 11
1.12 Dissertation structure 12
1.13 Chapter summary 13
CHAPTER TWO 14
LITERATURE REVIEW 14
2.1 Introduction 14

2.2 Theoretical framework 14
2.2.1 Transformative learning theory 14
2.2.1.1 Critical reflection 15
2.2.1.2 Disorienting dilemma 15
2.2.1.3. Perspective transformation 16
2.2.1.4 Emancipatory learning 16
2.2.1.5 Employee development and training 16
2.2.1.6 Organizational change and transformation 16
2.2.1.7 Citizen engagement and participation 17
2.2.1.8 Policy development and implementation 17
2.2.1.9 Leadership development 17
2.3 Conceptual framework 17
2.4. The Conceptual Framework literature review 19
2.4.1 International best practices of leadership development in the public sector 19
2.4.2 Leadership development programmes in the public sector 21
2.4.3 Key challenges faced in leadership development programmes in the public sector 23
2.5 Empirical Literature review 25
2.5.1 The international best practices being practiced by the Public Sector in terms of leadership development 25
2.5.2 The existing leadership development programmes in the public sector 29
2.5.3 Key challenges faced in leadership development programmes in the public sector. 30
2.5.4 The unique needs and requirements of the public sector in terms of leadership development 31
2.6 Literature Gap 33
2.7 Chapter Summary 33
CHAPTER THREE 34
RESEARCH METHODOLOGY 34
3.1 Introduction 34
3.2 Research philosophy 34
3.3 Research approach 34
3.4 Research strategy 35
3.5 Research Design 35
3.6 Study Setting 35
3.7 Research population 36
3.8 Target Population 36
3.9 Sampling and Sample Size 36

3.10 Data Collection Techniques and Instruments 36
3.10.1 In-depth interviews 37
3.10.2 Open ended questionnaire 37
3.10.3 Documentary search 38
3.11 Data Analysis Techniques 38
3.12 Feasibility of the Study 38
3.13 Ethical Considerations 39
3.14 Limitations of the Study 39
3.15 Validity and reliability 40
3.16 Chapter summary 41
CHAPTER FOUR 42
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION 42
4.0 Introduction 42
4.1 Research objectives revisited 42
4.2 Background information of respondents: 42
4.2.1 Response rate 42
4.2.3 Age of in-depth interview and open ended questionnaire respondents 45
4.2.4 Education level of respondents 46
4.2.5 Years of work experience of respondents 47
4.3 International best practices being practiced by the MWACSMED in terms of leadership development 48
4.3.1 Investing in training and development programmes 48
4.3.2 Promoting collaboration and networking 49
4.3.3 Evaluating and monitoring leadership development programmes 50
4.3.4 Encouraging mentorship and coaching 51
4.3.5 Promoting ethical leadership 53
4.4 Existing leadership development programmes in the Zimbabwean public sector 54
4.4.1 The Leadership Skills Development Programme (LSDP) 54
4.4.2 The Public Sector Management Programme (PSMP) 55
4.4.3 The Zimbabwe Institute of Public Administration and Management (ZIPAM) 56
4.4.4 The Public Service Commission (PSC) leadership development programmes 57
4.5 Key challenges faced towards effective leadership development programmes in the public sector 58
4.5.1 Political interference 58
4.5.2 Bureaucratic constraints, ... 60
4.5.3 Resource limitations 61

4.5.4 Lack of leadership training 62
4.5.5 Lack of alignment with strategic goals 63
4.6 Unique needs and requirements of the Zimbabwean public sector in terms of leadership development 64
4.6.1 Skills to address corruption 64
4.6.2 Training to enhance efficient service delivery 65
4.6.3 Strengthening public financial management 66
4.6.4 Fostering innovation and creativity 68
4.6.5. Technical skills to address gender and diversity issues 69
4.7 Discussion of findings 70
4.7.1 International best practices of leadership development in the public sector. 70
4.7.2 Existing leadership development programmes in the Zimbabwean public sector. 72
4.7.3 Key challenges faced in leadership development programmes in the public sector 74
4.7.4 Unique needs and requirements of the Ministry of Women Affairs in terms of leadership development 75
4.8 Chapter Summary 77
CHAPTER FIVE 78
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 78
5.1 Introduction 78
5.2 Summary of findings 78
5.3 Conclusions 79
5.3.1 Objective 1: To discuss international best practices of leadership development in the public sector. 79
5.3.2 Objective 2: To examine leadership development programmes in the public sector. 79
5.3.3 Objective 3: To identify the key challenges faced in leadership development programmes in the public sector. 80
5.4 A working model towards effective leadership development programmes in the Ministry of Women Affairs, Community, Small and Medium Enterprises Development 81
5.4.1 Needs assessment 81
5.4.2 Programme design 82
5.4.3 Implementation strategy 82
5.4.4 On the job application 82
5.4.5 Leadership networks and communities of practice 83
5.4.6 Continuous evaluation and feedback 83
5.5 Recommendations 83
5.5.1 Ministries 83
5.5.1.1 Evaluation mechanisms 83

5.5.1.2 Gender mainstreaming 84
5.5.1.3 Adoption of international best practices 84
5.5.1.4 Support from top executives 84
5.5.1.5 Promotion of continuous learning and development 84
5.5.2 Public Service Commission 84
5.5.2.1 Input and feedback 85
5.5.2.2 Customized programmes 85
5.5.2.3 Stakeholder engagement 85
5.5.2.4 Practical training 85
5.5.2.5 Sustainable partnerships 85
5.6 Suggestions for future research 86
REFERENCES 87
APPENDIX ' 97
Appendix 4: Questionnaire 99
ORIGINALITY REPORT 101
Appendix 5 Field Access Letter 102
Appendix 6 Approval Letter 105

LIST OF FIGURES

Figure 2. 1 Conceptual framework 18

Figure 4. 1 Age of in-depth interview and open ended questionnaire respondents……46

Figure 4. 2 Education level in-depth interview and open ended respondents 47

LIST OF TABLES

Table 4. 1. Response rate 43

Table 4. 2 Gender and profiles of study participants 43

Table 4. 3 Years of work experience in-depth interview and open ended questionnaire respondents 47

LIST OF APPENDICES

Appendix 1: Introduction Letter 97
Appendix 2: In depth interview guide 98
Appendix 3: Open ended questionnaire 99

LIST OF ABBREVIATIONS AND SYNONYMS

LDPs	Leadership Development Programmes
MWACSMED	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
BUSE	Bindura University of Science Education
PSC	Public Service Commission
ZIPAM	Zimbabwe Institute of Public Administration Development
PSMP	Public Sector Management Programme
LSDP	Leadership Skills Development Programme

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

The major aim of this chapter is to present the background and introduction of the study. The chapter also aims at presenting the problem statement that made the researcher to be interested in studying the topic. The chapter will also present the research questions and the research objectives of the study and will further present the delimitations of the study as well as the proposition of the study and the limitations faced by the researcher. The chapter is important because it gives the researcher and the reader an understanding of the study.

1.1 Background of the study

Programmes for developing leaders are essential in helping people to acquire the values, abilities, and information needed to succeed in leadership positions (Mafumbate, 2019). The public sector is essential in promoting social progress, economic expansion, and the provision of public services (Virtanen et al., 2022). The goal of public sector organisations, in contrast to the norm in profit-making organisations, is to deliver high-quality, easily accessible services to meet the requirements of the general public while making effective and efficient use of the resources at hand (Gebczynska & Brajer- Marczak, 2020). Public sector organisations are said to benefit the public by defending their interests, facilitating a favourable economic climate, and offering reliable information and policies (Takavarasha, 2020). Every government's efficient operation depends heavily on its civil personnel, and governments cannot achieve their aspirations and duties to their citizens without an effective, efficient, competent, and functional public service (Schröder & Renn, 2019). Therefore, improving the competence level of public personnel is very important for efficient service delivery (Franken & Plimmer, 2019: 274)

Boudreau and O'Reilly (2020) defines leadership development programmes as organised efforts aimed at improving an individual's capacity and talents as a leader inside an organisation. In order to assist participants, develop and flourish as leaders, Boudreau and O'Reilly (2020) also pointed out that formal training, coaching, mentorship, experiential learning, and feedback systems are frequently included in leadership development programmes. Training and development are crucial components of human resource development needed to achieve both individual and organisational goals (Akpalu & Markom, 2022). Organisations also view training and development as a way to invest in their workforce,

giving them the skills and information needed to carry out their jobs and obligations at work (Akpalu & Markom, 2022). According to Hassan (2020), enhancing the capabilities of local government institutions has a favourable impact on the provision of public services. He emphasized that capacity building is a crucial element of every establishment. Thus, local government staff can provide more citizen services if they have access to capacity-building initiatives.

The success of public sector organisations is significantly influenced by the effectiveness of their leadership (Mubarak et al., 2021). According to Yip and Johnson (2020), one of the possible sources of management development, long-term competitive advantage, and organisational success is effective leadership, which is crucial in the public sector to propel policy development, carry out government projects, and guarantee that the public is served effectively. But because public sector organisations have particular demands and difficulties, it is necessary to concentrate on leadership development initiatives that are suited to their requirements (Brown et al., 2019). The public sector's current leadership development initiatives are insufficient and have not kept up with the quickly evolving corporate landscape (Shimizu & Lavelle, 2019). Novel strategies are needed to maximize the use of limited resources while maximising the impact of the programmes (Phillips, & Flatley, 2019).

Lombardo et al., (2020) contend that funding leadership development initiatives is an investment in the future prosperity of developed nations, given the high expectations placed on public sector executives and the quick speed at which change is occurring. In their studies of developed nations, Lombardo et al., (2020) emphasized the importance of creating a model of dynamic leadership development programmes in developed nations in order to address the unique needs, gaps, and difficulties these countries face in producing the kind of effective leaders needed to spur innovation, accomplish national development objectives, and live up to public expectations in the public sector. According to Lombardo et al., (2020), leadership development initiatives can also assist, discover and nurture future leaders and give established leaders the tools they need to address contemporary challenges, and ensure a continuous supply of capable individuals that is ready to take on leadership roles.

The provision of essential services to the community in all spheres of public life by the public sector is vital to the development and governance of the nation (Denhardt, & Denhardt, 2020). Public sector enterprises have understood that their executives need to be prepared to function in a global setting as the globe grows more interconnected (Asmar, 2020). It is crucial for the

public sector to have capable leaders who can successfully negotiate the difficulties and complexities of the public sector as the country works toward economic growth and development (Makwanya, & Mudimu, 2021). As a result, teaching and training people to deal with complexity and ambiguity at the same time in a climate of increasing uncertainty is a challenge for public administration educators (Berman, 2018). Leadership development programmes play a crucial role in shaping effective leaders within organisations, and this holds true for the Zimbabwean public sector as well. The fundamental importance of the public sector thus necessitates that these organisations need to be effective and efficient (Jukwa & Phiri, 2020). One such public sector organisation is the Ministry of Women Affairs, Community, Small and Medium Enterprises Development (MWACSMED), which plays a pivotal role in promoting the economic empowerment of women and supporting the development of small and medium enterprises (SMEs) in the community. As the organisation embarks on a path of growth and increased responsibility, there is a pressing need to develop leadership development programmes that meet the changing demands and challenges of the sector.

According to Adro and Leitão (2020), there is a growing need for highly skilled professional leaders in civil society organisations to effectively navigate the increasingly complicated legal, financial, and political situations. According to GoZ (2018) and GoZ (2022), Zimbabwe hopes to have an upper-middle-class society by 2030, which has led to the public sector undergoing through tremendous change recently due to political, social, and economic shifts which have raised the need for capable leaders who can handle challenging situations, encourage sustainable development, support good governance, provide high-quality public services, and advance efficiency and moral behaviour. But the industry has encountered several difficulties, such as a lack of effective leadership, capacity issues, a shifting socio-political landscape, and resource limitations that may restrict the accessibility and availability of leadership development programmes.

Leadership development programmes, with their emphasis on strategic thinking, decision-making, communication, and change management, can improve public sector leaders' performance and empower them to drive innovation and fulfil changing public expectations (Maccoby & Branson, 2020). According to Branson and Maccoby (2020), it is imperative for organisations to create a model of dynamic leadership development programmes in order to guarantee that their leaders possess the skills and competences required to effectively traverse the intricacies of the modern business world. In addition to providing people with the

interpersonal and technical abilities they need to succeed, leadership development fosters a deeper sense of fulfilment and appreciation for the company's commitment in their advancement (Ivanovska et al., 2023). It also increases the performance and profitability of the company, creating a more favourable work atmosphere, and removing obstacles to productivity, growth, and innovation. Branson and Maccoby (2021) assert that businesses may establish a pipeline of competent leaders who can stimulate creativity, promote teamwork, and guide their teams to success by consistently modifying and enhancing leadership development programmes.

Research carried out by Eze (2020) revealed that populations in developing nations worldwide are generally heterogeneous, possessing distinct requirements and goals. According to Cohen and Hollenbeck (2019), developing nations frequently struggle to interact with regional and international institutions as well as integrate into the global economy. Yet, an increasing amount of research reveals that organisational leadership faces a number of challenges, including excessive political meddling, unstable politics, ineffective coordination, shaky internal control, a lack of funding, and inadequate communication (Motter, 2019).

Creating a model towards effective leadership development programmes is essential for addressing the unique needs, gaps, and difficulties associated with producing effective leaders (Zenger et al., 2020). In order to ensure that leaders are prepared to meet the demands of all citizens, particularly those of marginalised and underserved populations, a model towards effective leadership development programmes can aid in the promotion of inclusive growth. A customised leadership development approach, according to Cohen and Hollenbeck (2019), can aid in the creation of leaders who can successfully negotiate challenges and advance their nation's interests internationally. Organisations can ensure that their leaders possess the skills, knowledge, and capabilities required to navigate the complex challenges of the public sector and drive sustainable growth and development (Cohen & Hollenbeck, 2019). Moreover, a dynamic framework for leadership development initiatives facilitates tailoring leadership development programmes that address the unique context of the public sector.

The process of developing leaders is continuous and requires models that are flexible enough to adjust to shifting conditions and demands over time (Zenger et al., 2020). The lack of a working model towards effective leadership development programmes impedes the public sector's ability to produce capable and forward-thinking leaders. According to Zenger et al., 2020 organisations can ensure continuity in leadership roles and prevent disruptions that may

arise from unexpected vacancies or retirements by identifying and nurturing future leaders through targeted leadership development initiatives. This can then help to build organisational resilience and guarantee that capable and competent leaders who are ready to take on their roles fill the key positions. It is necessary to look at these issues and create a model towards effective leadership development programmes that will help leaders get ready for the ever-changing demands of their positions.

A model that describes the essential elements and approaches for developing leadership development programmes in the public sector is required. The aim of the study is to provide a structured approach that recognises that leadership development is not a one-size-fits-all endeavour but rather a dynamic process that should be responsive to the shifting needs and aspirations of the public sector leaders in driving positive change and bringing about sustainable change that contributes to the overall success of the public sector. The goal of this study is to create a functional model that will enable public sector development programmes to evolve naturally, resulting in ongoing adaptation, enhancement, and efficacy throughout time. These programmes should concentrate on developing leadership skills, encouraging innovation, encouraging moral behaviour, and guaranteeing efficient governance. The programmes should also address strategic thinking, decision-making, and change management. Additionally, this new model will consider the requirement for lifelong learning, shifting labour demographics, and the importance of cultural sensitivity.

1.2 Statement of the Research Problem

Creating successful leadership programmes that can change and adapt to the sector's shifting needs is a major problem for the public sector (Tummers & Knies, 2019). One of the main problems is the absence of a coherent and long-lasting model for leadership development programmes that can change over time to accommodate the shifting demands of the public sector (Vilkins & Jønsson, 2020). Current programmes frequently lack flexibility and do not adjust to the changing needs of the industry (Chen & Wang, 2020). Due to this, there is a leadership gap in which leaders do not possess the abilities and knowledge required to effectively manage and lead the public sector (Boyne, 2019).

While research on tailoring leadership development programmes for the public sector, especially in organisations such as MWACSMED, is few, these programmes have been shown to be successful in improving leadership abilities across a range of industries (Hartley et al., 2019). There is a knowledge vacuum about the particular needs of the public sector, particularly

with regard to women's affairs and SME growth, as the majority of the material currently in publication concentrates on leadership development in the private sector.

Therefore, to address this gap, the research aims to develop a model towards effective leadership development programmes in the public sector that can effectively address the current and future leadership challenges using MWACSMED as a case study. This model should be able to adapt and evolve over time to ensure that leaders are equipped with the necessary skills, knowledge, values and competencies to address governance issues, promote ethical practices, drive sustainable development and be able to navigate the complex and dynamic challenges encountered (Stenberg, & Colesca, 2019).

Through an examination of existing leadership development methodologies, identification of significant obstacles, and investigation of optimal approaches from both public and private domains, this study aims to offer significant perspectives and suggestions for formulating successful and influential leadership development initiatives customized to the requirements of the public sector.

1.3 Research objectives

The study sought to accomplish the following objectives:

- To discuss international best practices of leadership development in the public sector.
- To examine leadership development programmes in the Zimbabwean public sector.
- To identify the key challenges faced in leadership development programmes in the public sector.
- To develop a framework for a working model towards effective leadership development programmes that align with the unique needs of the Ministry of Women Affairs, Community, Small and Medium Enterprises Development.

1.4 Research questions

- What are the international best practices for leadership development in the public sector?
- What are the existing leadership development programmes implemented in the Zimbabwean Public sector?
- What are the key challenges faced towards effective leadership development programmes in the public sector in order to enhance organisational performance and effectiveness?

- What are the unique needs and requirements of the Ministry of Women Affairs Community, Small and Medium Enterprises Development in terms of leadership development?

1.5 Justification of the research

The public sector in Zimbabwe operates in a dynamic and evolving environment that makes leadership development essential in order to cultivate capable and visionary leaders who can drive change, foster innovation, and navigate the complexities of the public sector in order to provide essential services to the populace (NDS1). To improve organisational performance and service delivery, it is acknowledged that the public sector has to strengthen its leadership capacity (Goredema, & Mandizvidza, 2020). To bridge the current gaps and guarantee that leaders possess the skills needed to adapt to changing job requirements, a model centred on changing leadership development programmes can be implemented (Matimba, 2021). Therefore, researching and developing a model towards effective leadership development programmes in the public sector is justified to address the need for effective leadership, bridge and address critical leadership gaps, promote accountability and transparency, enhance public service delivery, building public trust, adapt to changing environments, enhancing national development, and investing in human capital (Chiwaya, 2019).

1.6 Purpose of the study

The purpose of conducting a study to develop a model towards effective leadership development programmes in the public sector is to address the specific needs, gaps and challenges faced by the country in cultivating effective leaders needed to drive innovation and meet national development goals and public expectations within the public sector.

1.7 Significance of the study

Leadership plays a crucial role in driving development, managing resources, implementing policies, and ensuring effective service delivery in the public sector. The outcome of the study will benefit stakeholders as follows:

1.7.1 Significance to the Zimbabwean Citizens

Chiwaya (2019) asserts that social cohesiveness and economic stability depend on the public's confidence in the government to provide effective and efficient services to the public in a continuously changing environment. A transparent culture within the public sector can be promoted by leadership development programmes that place an emphasis on moral behaviour

and responsibility (Ahmad, & Boon, 2019). In addition to encouraging a sense of duty among civil workers to act in the best interests of the community they serve, this may result in a rise in public trust in the government (Northouse, 2021).

Zimbabwe's overall economic development can benefit from a robust and successful leadership development programme. By giving citizens competent leaders who can successfully handle social and political concerns, good leadership development fosters stability (Ahmad & Boon, 2019). Richer citizens can enjoy higher living standards and greater prosperity when public sector officials possess the abilities to efficiently manage resources, make wise judgments, and promote economic progress. Leaders who recognise the value of public participation in decision-making processes provide citizens the chance to offer suggestions and ideas, which strengthens their sense of empowerment and ownership (Andersen & Bhatnagar, 2019). Leadership development programmes can equip public sector leaders with conflict management skills to adapt to changing needs and challenges needed for a more responsive and efficient governance, as well as the ability to understand and address the evolving needs and concerns of citizens, thereby supporting social and political stability leading to better outcomes for citizens in terms of access to essential services and overall satisfaction (Ncube & Gumbie, 2019).

1.7.2 Significance to the Government of Zimbabwe

Since strong leadership is a major factor in both economic growth and development, the government of Zimbabwe can boost its competitiveness internationally and draw in partnerships and investments that will promote sustainable development by funding leadership development programmes specifically designed to meet the needs of the country's public sector (Matimba, 2021). Since the public sector is always changing, leaders must be able to handle challenging situations and adjust to new ones (Kearney, 2020). Leadership development programmes are essential for the public sector to retain and develop its best individuals (Ketelaar & van den Beld, 2019). By implementing a model that is tailored to the needs of the Zimbabwean context, the government can create a pipeline of skilled and capable leaders who are committed to serving the country, equipped to lead successfully in a setting that is changing quickly, improve the performance of its leaders, leading to better governance, decision-making, and service delivery (Ncube & Gumbie, 2019). Strong and effective leadership in the public sector is essential for the effective functioning of any government in driving sustainable development, implementing sound policies, and achieving national goals (Mapfeka, 2022). The model can lay the foundation for a future generation of effective and dedicated public sector

leaders, ensuring continuity and sustained progress in achieving national development goals outlined in Vision 2030 and other plans (Mapfeka, 2022).

1.7.3 Significance to the Civil Servants in the Public Sector

Civil servants in Zimbabwe's public sector can improve their knowledge, skills, and talents to manage and lead their teams more successfully with the aid of leadership development programmes. According to Browne and Doherty (2020), enhancing service delivery in the public sector requires effective leadership. Civil servants are more likely to be motivated and engaged at work, which boosts output and performance, when they feel supported and have the abilities necessary to lead (Mann & Gupta, 2021). Civil servants will be better able to act honorably, make moral decisions, and promote an accountable culture in their jobs if they are given the required leadership training (Browne & Doherty, 2020).

1.7.4 Significance to theory

The research will have the capacity to offer significant perspectives, useful applications, fresh information, and answers to current theories and practices in leadership development (Mann & Gupta, 2021). Through an analysis of the implementation and adaptation of leadership development programmes over time in a particular setting, the research aims to discover patterns, obstacles, and achievements that have the potential to inform and improve leadership theories and practice. In particular, by examining the conception, execution, and assessment of leadership development initiatives in the public sector, this research can contribute to closing the knowledge gap between theory and practice. The researcher will be able to compare these programmes' essential elements, tactics, and results to current leadership theories and models in order to evaluate how well they apply and function in practical settings (Browne & Doherty, 2020).

1.7.5 Significance to the academia

The research will add to the corpus of knowledge already available on public sector leadership development initiatives, specifically with regard to Zimbabwe. This would give scholars a clearer picture of the opportunities, difficulties, and strategies that exist for enhancing leadership development in this particular context. Furthermore, the research may provide valuable perspectives on the efficacy of various leadership development approaches, illuminating the most effective tactics for cultivating leadership abilities and advancing career advancement in the public sector (Chen & Wang, 2020). Subsequent study and policy recommendations in the subject of leadership development could be informed by this information.

1.7.6 Empirical significance

A study on a model towards effective leadership development programmes in the public sector is empirically significant because it has the ability to advance knowledge, enhance the efficacy of these programmes, and improve their comprehension. The results of the study can be used to pinpoint the precise methods and elements that make leadership development initiatives successful. The research can offer evidence-based insights into which programme components result in successful outcomes for leadership development in Zimbabwe's public sector, which may have particular cultural, social, and economic contexts requiring customized leadership development programmes, by empirically examining various leadership models and their effects. Through examining the effects of leadership development programmes, this study can offer empirical support for how these initiatives can improve the general performance of Zimbabwe's public sector organisations.

1.8 Research assumptions

The research assumptions are as follows:

- It is assumed that there is a gap between international best practices and the current leadership development programmes in the Zimbabwean public sector.
- It is assumed that leadership development programmes exist in the Zimbabwean public sector.
- It is assumed that the existing leadership development programmes in the Zimbabwean public sector may not adequately address the specific needs of the Ministry of Women Affairs, Community, Small and Medium Enterprises Development.
- It is assumed that developing a framework for a working model towards effective leadership development programmes can help align the specific needs of the Ministry of Women Affairs, Community, Small and Medium Enterprises Development with international best practices.

1.9 Delimitations

The study focused specifically on MWACSMED, and findings may not be generalizable to other ministries or sectors. The study only considered existing leadership development programmes offered to MWACSMED employees, and did not include an analysis of programmes in the private sector or other industries. The researcher is an employee of MWACSMED hence it will make it easier, cheaper and convenient to collect data. The study focused on data about leadership development programmes for MWACSMED from 2019, a

period before COVID 19 to 2024. Empirical literature from 2019 to 2024 was preferred for the qualitative study which also use primary data.

1.10 Limitations

Like all research, this study has its limits. For example, the depth and scope of the study were affected by the scarcity of complete and reliable data on leadership development programmes in the Zimbabwean public sector. External political, economic, and social issues that were not adequately accounted for in the model affected the efficacy and development of leadership development programmes. The model's accuracy may be impacted by the viewpoints and prejudices of the stakeholders engaged in the leadership development initiatives. Furthermore, the study's participants might not accurately reflect the breadth and diversity of the Zimbabwean public sector, which could lead to biased findings. Due to the study's substantial dependence on participant self-reporting, biases like memory recall, social desirability, and subjective experience interpretation were introduced. These biases might influence the accuracy and reliability of the data collected and limit the validity of the model.

Furthermore, the study was mainly concerned with the immediate results of leadership development initiatives, such as participant satisfaction or advances in leadership abilities. It might, however, fall short of capturing the programmes' long-term effects and efficacy on organisational performance, sustainability, and leadership effectiveness. These restrictions had an impact on the breadth and depth of the data collection, which might have resulted in an insufficient comprehension of the variables affecting the effectiveness of leadership development initiatives. It is difficult to determine the real impact of the leadership development programmes in a study without a control group. It is challenging to prove causation and assign the programme alone for any changes seen in the absence of a comparison group.

1.11 Operational definition of terms

Leadership- The capacity to motivate and direct a group of people toward the accomplishment of a shared purpose or aim is known as leadership. The strategy and style of leadership can differ, with several theories emphasizing distinct facets including servant, transformational, or situational leadership (Northouse, 2021). Another definition of leadership is the interactive process of influencing others, where followers are the main object of influence and the essence of leadership (Yukl & Gardner, 2020). The agency that works in public organisations is referred to as leadership, and it focuses especially on guiding people. In actuality, this definition

concentrates on the leaders who hold positions of authority and operate as delegates, exercising the authority granted to them (Virtanen et al., 2022).

Leader- A person in a formal or informal position of leadership inside a group or organisation is called a leader, and their duties include inspiring, motivating, and leading others toward the group's objectives. A leader has the abilities, know-how, and character traits needed to motivate and inspire others to share their vision and support the team's success as a whole (Yukl, 2015).

Training- Employee capability is continuously improved by training (Yimam, 2022). The methodical process of gaining information, abilities, and competences through instruction, practice, and experience is referred to as training. It seeks to improve a person's abilities and performance in a particular sector or job function. Training is intended to close the performance gap between present and expected performance and can take many different forms, including workshops, virtual programs, on-the-job training, and classroom sessions (Kataria et al, 2019).

Development-. According to Anitha (2020), development is the deliberate and ongoing process of enhancing and growing a person's knowledge, skills, and capacities throughout time. It entails opportunities for long-term learning and development that transcend the short-term demands of a job function and concentrate on both professional and personal success (Cummings & Worley, 2019). To support personal development and position people for future positions, development can involve formal education programs, job rotations, coaching, and mentorship.

Middle management-The level of management hierarchy that is between top-level executives and line-level supervisors or employees is known as middle management (Chen & Tjosvold, 2019). It is the duty of middle managers to convert the organization's strategic goals and objectives into tasks and plans that can be carried out by frontline personnel. They are essential in easing communication, ensuring that operations run smoothly, and organising and supervising the work of multiple departments.

1.12 Dissertation structure

The study has five major chapters. Chapter 1 being the introduction. Chapter 2 constructs the conceptual and theoretical frameworks that forms the foundational basis for the analysis of leadership development programmes in the public sector. The chapter also reviews literature on leadership development programmes in the public sector at a global level. Chapter 3 analyses the methodology and design of the study. Chapter 4 is devoted to data presentation,

analysis and discussion, while chapter 5 constructs a summary of the findings and discusses the implications of the study.

1.13 Chapter summary

Chapter one focused on the need for effective leadership development programmes in the public sector. In order to address the current challenges faced by leaders in the public sector, such as a lack of resources, political interference, and bureaucratic inertia, leadership development programmes need to be more dynamic and responsive to the changing needs of the sector. By adopting a more flexible and responsive approach to leadership development, the public sector can better equip its leaders to navigate the challenges of the modern world. The role of leadership development programmes in promoting ethical leadership and good governance by fostering a culture of transparency and accountability can help to address some of the systemic issues facing the public sector. The chapter also provides an overview of the research problem and an outline of the research methodology and the structure of the entire study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The major aim of this chapter is to present the literature review on leadership development programmes in the public sector exploring its worldwide development and adoption. The review will encompass a comprehensive analysis of relevant research, reports, approaches and studies that explore leadership development in the public sector, with a particular focus on models that have been successfully implemented in other contexts or countries whilst focusing on their applicability and potential adaptation to the Zimbabwean context. By building upon the experiences and best practices from diverse settings, this review aims to contribute to the development of a tailored and effective model for leadership development in the public sector. The presentation of this literature review will be guided by the study's research objectives. The chapter is important because it lays the foundation for chapter four.

2.2 Theoretical framework

Creswell and Creswell (2018) state that a theoretical framework is "the theory (or theories) that a researcher selects to guide their study." It helps the researcher to ground their study within existing knowledge. A theoretical framework provides the structure, lens and foundation through which a research study is designed and conducted. It also helps in defining the research problem, selecting appropriate variables, and establishing relationships between these variables. This section looked at the theory that was analysed to show the relevance to the current study justified. Leadership development programmes in the public sector can be understood through the lenses of the theoretical frameworks, as follows:

2.2.1 Transformative learning theory

The study was guided by the transformative learning theory created by Jack Mezirow in the 1970s and 1980s. It is predicated on the notion that learning is more than just picking up new facts or abilities, rather, learning is about changing the way we think and perceive the world (Brock, 2019). Transformative learning theory suggests that adult learning involves critical reflection on one's assumptions and beliefs, leading to a shift or "transformation" in perspective (King, 2019). According to the theory, every one of us has a "meaning structure" that influences how we view the world and how we understand it. Numerous disciplines, including adult education, organisational development, and leadership development, have made use of the transformative learning paradigm. It can be used to assist leaders in critically examining their

own presumptions and ideas about management and leadership in the context of public sector leadership development, and in determining how to enhance their practice.

The transformative learning theory outlines the process by which people experience major life events or think back on earlier experiences leading to changes in their perspectives, attitudes, and behaviours (King, 2019). Transformative learning is considered a deeper form of learning that goes beyond just acquiring new knowledge or skills (Brock, 2019). A number of scholars have looked into the application of transformative learning theory in leadership development. For instance, a "leadership development spiral" founded on transformative learning concepts has been developed by Cranton (2020). In order to implement changes based on their learning, the leader in this spiral engages in a cyclical process of reflection and action, first reflecting critically on their own practice.

The transformative learning process involves moving through different phases, such as experiencing a disorienting dilemma, self-examination, critical assessment of assumptions, and finally, integration of new perspectives into one's life that can lead to more open, permeable, and better-justified meaning perspectives, enabling individuals to think and act in more autonomous and socially responsible ways elaborated below.

2.2.1.1 Critical reflection

Transformative learning involves a critical reflection of the assumptions, beliefs, and values as well as social and cultural contexts that shape one's worldview and perspectives which is a key catalyst for change (Taylor, 2018).This is especially crucial in the public sector where there is a need to evaluate and challenge the status quo in order to effect some constructive change (Jeyaraj & Rixon, 2019). Leadership development programmes in the public sector can promote critical assessment of assumptions by encouraging leaders to challenge existing power structures, to question established norms and practices and explore alternative ways of operating based on new knowledge and insights gained through the programme

2.2.1.2 Disorienting dilemma

Transformative learning is often triggered by a "disorienting dilemma" which is a situation, an experience or event that challenges and unsettles an individual's existing frame of reference or an individual's existing assumptions or beliefs, causing them to question and re-evaluate their assumptions (Mezirow, 2018). In the public sector, leadership development programmes can create disorienting dilemmas by exposing leaders to new perspectives, fostering critical

reflection on their own experiences and practices and challenging their traditional ways of thinking.

2.2.1.3. Perspective transformation

Through engaging in rational discourse and dialogue with others, individuals can collectively examine their assumptions and consider alternative perspectives, leading to a shift or transformation in their frame of reference leading to changes in their attitudes, beliefs and ultimately their behaviour and actions (Vlad-Ortansa & Puscas, 2019). Public sector leadership development programmes can facilitate the recognition of new perspectives by exposing leaders to diverse experiences, providing exposure to innovative practices and ideas that can be applied in the public sector and encouraging dialogue and collaboration across different sectors and disciplines.

2.2.1.4 Emancipatory learning

Transformative learning can lead to more inclusive, discriminating, and integrative frames of reference, empowering individuals to take action and become more autonomous learners (Preece, 2018). Transformative learning is seen as an emancipatory process, where individuals become thinkers that are more autonomous and develop greater control over their lives (Taylor, 2018). In the public sector, leadership development programmes can support leaders in implementing changes by providing support networks, resources and opportunities for experimentation and adaptation.

2.2.1.5 Employee development and training

Transformative learning can be incorporated into professional development programs for public sector employees by designing workshops, courses and workshops can be designed to encourage critical reflection on assumptions, values, and perspectives related to public service (Taylor, 2018). This can help employees develop more inclusive, discriminating, and integrative frames of reference, leading to better decision-making and problem-solving (Preece, 2018).

2.2.1.6 Organizational change and transformation

Transformative learning can be leveraged to facilitate organizational change and transformation within public sector agencies. Leaders and employees can collectively examine the underlying assumptions and mental models that shape the organization's culture and practices by encouraging critical reflection and dialogue (Preece, 2018). This can lead to the

development of more adaptive, responsive, and innovative organizations that are better equipped to address complex public challenges (Abeysekera & Dawson, 2018).

2.2.1.7 Citizen engagement and participation

Transformative learning principles can be applied to enhance citizen engagement and participation in public decision-making processes. Public forums, community dialogues, and deliberative processes can be designed to encourage citizens to critically reflect on their own assumptions and perspectives, as well as those of other stakeholders (Preskill & Brookfield, 2018). This can lead to more inclusive and comprehensive decision-making, as citizens develop a deeper understanding of diverse viewpoints and their collective impact on the community (Kitchenham, 2020).

2.2.1.8 Policy development and implementation

Transformative learning can inform the policy development and implementation process in the public sector. Policymakers and implementers can engage in critical reflection on the assumptions and beliefs that underpin existing policies, leading to the formulation of more innovative and inclusive policy approaches (Abeysekera & Dawson, 2018). This can also help public sector professionals to better understand the diverse perspectives and experiences of the citizens they serve, improving the relevance and effectiveness of public policies (Preskill & Brookfield, 2018).

2.2.1.9 Leadership development

Transformative learning can be integrated into public sector leadership development programs. By encouraging critical self-reflection and the examination of underlying assumptions, public sector leaders can develop more inclusive, adaptable and transformative leadership approaches (Kitchenham, 2020). This can enable them to navigate complex public challenges and foster collaborative, empowered, and innovative organizations (Taylor, 2018).

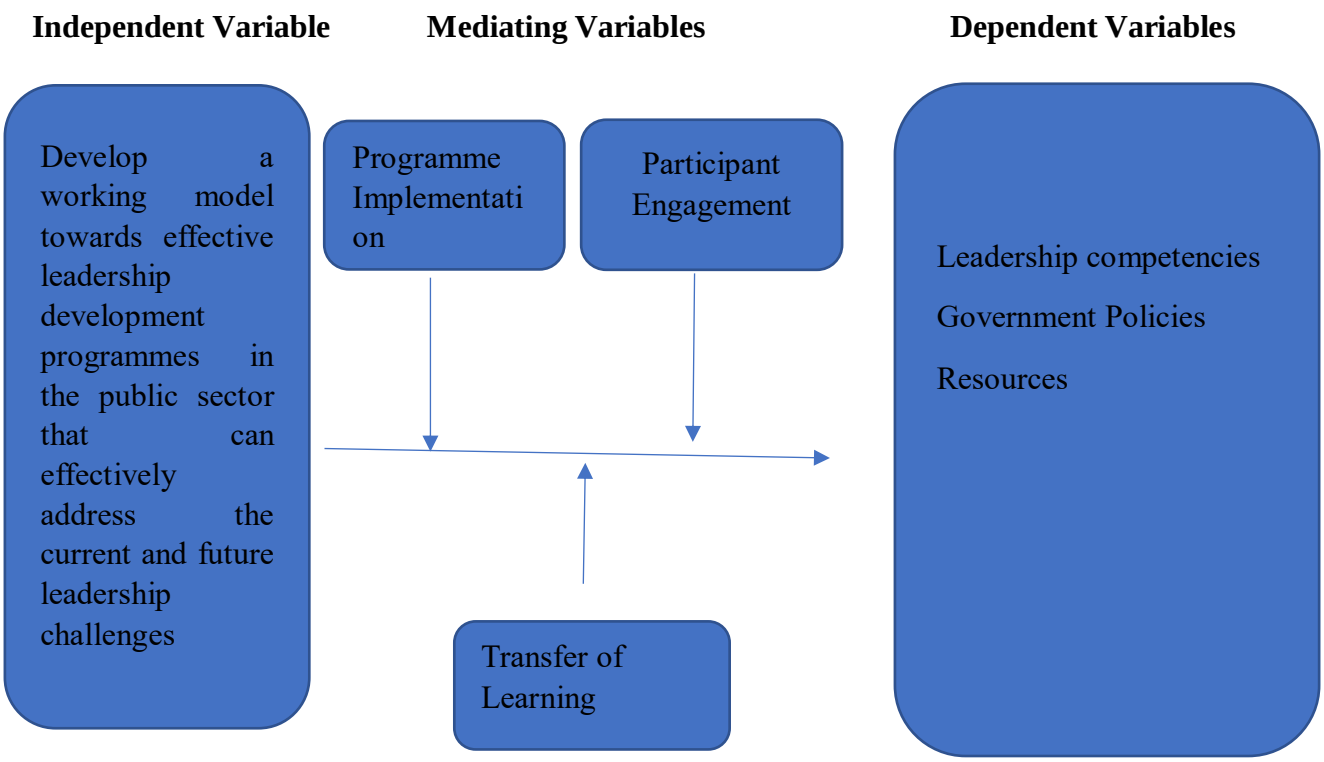
The application of the transformative learning theory in the public sector can contribute to the development of more reflective, adaptive, and citizen-centred public institutions, ultimately enhancing the effectiveness and responsiveness of public service delivery

2.3 Conceptual framework

A conceptual framework is the researcher's understanding of how the particular variables, facts, concepts, and other laws or theories are related to each other in a logical manner (Adom,. et al, 2018). It is a theoretical foundation that guides the development of a research study or model and outlines the key concepts, theories, and principles that will be used to analyse and

interpret data (Kivunja, 2018). A conceptual framework provides a theoretical foundation for understanding and studying a particular phenomenon. In the context of a working model towards effective leadership development programmes in the public sector, a conceptual framework could be structured as follows:

Figure 2. 1 Conceptual framework



Source Researcher (2024)

Independent Variables:

- Design of Leadership Development Programmes: The specific structure, content, and delivery methods employed in leadership development programmes.
- Participant Characteristics: The individual attributes, such as experience, education, and skills, of the participants in leadership development programmes.
- External Factors: The socio-political, economic, and cultural factors that may impact the effectiveness and evolution of leadership development programmes.

Mediating Variables:

- Program Implementation: The processes, procedures, and strategies used to implement leadership development programmes.

- Participant Engagement: The level of active involvement, motivation, and commitment demonstrated by participants in the leadership development programmes.
- Transfer of Learning: The extent to which the skills and knowledge learned in the leadership development programmes are applied to real-world situations.

Dependent Variables:

- Leadership competencies: The specific leadership skills, knowledge, and attitudes that are required to address current and future leadership challenges in the public sector, such as strategic thinking, change management, communication, collaboration, and digital literacy.
- Government Policies: The regulations, guidelines, and policies set by the government that shape the design and implementation of leadership development programmes.
- Resources: The financial, human, and logistical resources allocated to leadership development programmes.

2.4. The Conceptual Framework literature review

This subsection reviews literature relating the constructs and variables indicated in the conceptual framework.

2.4.1 International best practices of leadership development in the public sector

This conceptual framework highlights the key elements of effective leadership development programmes in the public sector, drawing from international best practices. The independent variables represent the critical components of successful programmes, the mediating variables capture the essential leadership competencies and psychological factors, and the dependent variables measure the desired outcomes in terms of organisational performance, talent management, and continuous improvement. Effective leadership is crucial for the successful implementation of public sector policies and initiatives. In recent years, there has been a growing emphasis on developing leadership competencies within the public sector to address complex and evolving challenges (Getha-Taylor et al., 2019).

Successful leadership development programmes in the public sector often adopt a competency-based approach, focusing on the development of specific leadership competencies (Kuipers & Giurge, 2021). This approach aligns with the unique demands of the public sector, such as the need for ethical leadership, collaborative decision-making and strategic thinking (Groeneveld

et al., 2020). Ahmed (2020) analysed the process of developing leadership capabilities in public sector organisations in his publication, "Developing Leadership Capabilities in the Public Sector: Insights from Global Best Practices." Valuable perspectives on effective leadership development strategies from several countries, including Singapore, Denmark, and the United Kingdom are offered. Three essential components that contribute to effective leadership development in the public sector are identified which bring about leadership development programmes of exceptional quality that are in line with the strategic objectives of the business and offer chances for hands-on learning and feedback from peers. The Canadian School of Public Service (CSPS) offers a range of leadership development programmes emphasizing the development of public service values, ethical leadership, and strategic thinking. (Canadian School of Public Service, 2023)

International best practices in public sector leadership development emphasize the importance of experiential learning and action learning approaches (Bryson et al., 2021). These approaches allow participants to apply their learning in real-world contexts, fostering the development of practical leadership skills and problem-solving abilities (Bryson et al., 2021). Fostering an environment conducive to innovation and creativity for public sector employees will make them have the feeling of safety to take risks and experiment in addressing complex and evolving challenges (Kuipers & Giurge, 2021). This will enhance effective implementation of public sector policies and initiatives (Getha-Taylor et al., 2019).

Effective leadership development programmes in the public sector recognise the need for personalized development pathways, catering to the diverse needs and career stages of aspiring and current leaders (Getha-Taylor et al., 2019). This may include a combination of formal training, coaching, mentoring, and experiential learning opportunities (Fernandez et al., 2021). Ishimaru (2019) investigated the impact of training and development programmes on leadership development in the public sector. Ishimaru (2019) contends that achieving effective leadership development necessitates a comprehensive approach that encompasses ongoing learning, mentorship, and performance management. The Civil Service Leadership Academy in the UK focuses on developing a culture of leadership at all levels and provides a variety of leadership development opportunities, including bespoke programs, coaching, and mentoring. (Civil Service Leadership Academy, 2023)

Involvement of stakeholders from various sectors is needed for effective leadership development programmes in the public sector. This often involves the collaborative and

multisector partnerships that draws on expertise from various stakeholders, such as academia, private sector organisations, and other government agencies (Groeneveld et al., 2020). These partnerships can enhance the relevance and effectiveness of the program by incorporating diverse perspectives and best practices (Getha-Taylor et al., 2019).

Successful public sector leadership development programmes implement robust feedback and evaluation mechanisms to assess the impact and effectiveness of the programme (Fernandez et al., 2021). This includes gathering feedback from participants, measuring the transfer of learning to the workplace, and using data-driven insights to continuously improve the programme's effectiveness (Fernandez et al., 2021). Gülhan (2020) explores effective leadership development practices for public service delivery. He discusses best practices from countries such as Canada, New Zealand, and the United States, highlighting the importance of leadership capabilities for improving the delivery of public services. Gülhan (2020), highlights the importance of developing leadership at all levels of an organisation and emphasizes on the need for more evidence-based research on leadership development practices.

Effective leadership development programmes in the public sector are a necessity for building a cadre of capable and visionary leaders (Getha-Taylor et al., 2019). This will assist in attracting and retaining top talent in the public sector (Groeneveld et al., 2020). The Singapore Public Service (SPS) utilizes a competency-based framework and offers a comprehensive suite of LDPs tailored to different leadership levels and career paths. (Public Service Division, 2020). Adopting a competency-based approach, providing personalised development pathways, leveraging experiential learning and action learning, fostering collaborative partnerships, and implementing continuous evaluation and improvement, public sector organisations can develop the leadership skills necessary to address complex challenges and drive organisational performance.

2.4.2 Leadership development programmes in the public sector

This conceptual framework highlights the key elements of effective leadership development programmes in the public sector, drawing from international best practices. The independent variables represent the critical components of successful programmes, the mediating variables capture the essential leadership competencies and organisational factors, and the dependent variables measure the desired outcomes in terms of leadership effectiveness, talent management, organisational performance, and continuous improvement.

Involvement of stakeholders from various sectors is of paramount importance when it comes to leadership development programmes in the public sector (Groeneveld et al., 2020). This gives room to the incorporation of diverse perspectives and best practices drawn from other countries that are needed for effective programme delivery (Getha-Taylor et al., 2019). Public sector leadership development programmes must have emphasis on developing specific leadership competencies such as strategic thinking, policy, ethics and service delivery (Getha-Taylor et al., 2019). The development and improvement of practical leadership skills and problem-solving abilities such as communication, delegation and decision making through leadership development programmes leads to enhanced innovation and adaptability which in turn brings about an improvement in performance, service delivery, citizen satisfaction, public value creation and successful implementation of public policies and initiatives (Bryson et al., 2021). These skills and problem solving abilities need to be aligned with the unique demands of the public sector so as to address the complex challenges in the public sector (Groeneveld et al., 2020).

A Conceptual Framework" by Gordon and King (2019) paper proposes a conceptual framework for understanding leadership development in the public sector, highlighting the importance of context, culture, and collaboration in effective leadership development. Some key points from his analysis note that public sector leadership development programmes should be tailored to the unique needs of the public sector, including the ability to manage political and bureaucratic challenges. Bryman and Dexter (2018) present a comprehensive examination of leadership development strategies in public sectors across many countries, such as the United States, the United Kingdom, and Sweden which state that leadership development approaches varies greatly among countries and cultures, reflecting variations in institutional arrangements, political traditions, and organizational structures.

Haarer (2019) argues that public sector leadership development needs to go beyond traditional training and development approaches to focus on developing leaders who can navigate complex and uncertain environments. This gives public sector leaders an opportunity to apply learning in real-world contexts (Bryson et al., 2021). A combination of formal training, coaching, mentoring, peer learning and experiential learning have to be used to ensure effectiveness (Kuipers & Giurge, 2021). A Systematic Review" by Joanne and Martin (2019) examines the current state of public sector leadership development programmes, identifying best practices and gaps in knowledge. There is a demand for leadership development

programmes in the public sector that are more adaptable and tailored to address the specific requirements and difficulties encountered

The organisational environment in which the programme is being implemented has to be supportive for leadership development so as to foster a culture of continuous learning and growth (Pynes, 2020). Adequate financial and human resources have to be allocated to support programme implementation and sustainability. This in turn leads to the attraction and retention of high-potential leaders and the development of a pipeline of future leaders (Groeneveld et al., 2020). However, the overall impact of the leadership development programmes on individual participants and the organisation has to be measured. This is made possible by having feedback and evaluation mechanisms focused on data-driven insights so as to enhance program effectiveness (Fernandez et al., 2021).

2.4.3 Key challenges faced in leadership development programmes in the public sector

This conceptual framework highlights the key challenges faced in effective leadership development programs in the public sector. The independent variables represent the challenges associated with the critical components of successful programmes, the mediating variables capture the organizational and stakeholder-related obstacles, and the dependent variables measure the difficulties in achieving desired outcomes in terms of leadership effectiveness, talent management, organisational performance, and continuous improvement.

The public sector often has limited resources and faces budget constraints, which are a hindrance to effective leadership development that in turn affects programme design and implementation (Pynes, 2020). Limited resources and programme capacity can hinder individualised coaching and support for participants. Radke (2019) in his paper examines the challenges of leadership development in the public sector, including lack of resources, resistance to change, and the lack of a clear definition of leadership. Radke (2019) suggest several strategies for overcoming these challenges, including creating a culture of learning and continuous improvement and using innovative approaches to leadership development such as coaching and action learning.

Frequent employee turnover can disrupt programme continuity and reduce the effectiveness of long term development initiatives as retention of high-potential leaders in the public sector is a challenge (Groeneveld et al., 2020). This in turn disrupts the succession planning and pipeline development of future leaders (Getha-Taylor et al., 2019). Studies by Parr & Radke, (2019) stated that the public sector may have limited staffing capacity to support leadership

development programmes, particularly in small or under-resourced organizations. Crosby & Hogan (2010) indicated that public sector leadership development programmes may struggle to measure their effectiveness and impact, particularly in terms of outcomes such as improved performance or organizational culture

Formal organisational structures and processes in the public sector are a hindrance to the flexibility and agility in leadership development (Pynes, 2020). Overcoming bureaucratic barriers and administrative hurdles is a great challenge in the public sector because of the lack of a supportive environment for leadership development (Bryson et al., 2021). Political pressures can influence programme content and implementation in the public sector as well leading to a lack of focus on genuine leadership development. Studies by Dozier (2019) embellished that public sector organisations often have entrenched bureaucratic structures and resistance to change and innovation, which can impede efforts to implement new leadership development strategies. Resistance from existing leaders who may feel threatened by potential changes and organisational cultures in the public sector are deeply entrenched, making it difficult to implement transformative changes often associated with leadership development programmes (Groeneveld et al., 2020).

The public sector has distinct organisational cultures and a set of priorities that makes managing diverse expectations and interests difficult when it comes to leadership development programmes (Pynes, 2020). Public sector organisations have a risk averse culture that can hinder the experimentation and innovation required for effective leadership development (Fernandez et al., 2021). Diverse learning needs and career stages of participants are a challenge to leadership development if the curriculum fails to capture the different needs of the individuals (Fernandez et al., 2021). Difficulty in identifying and prioritizing critical leadership competencies and balancing theoretical and practical components (Bryson et al., 2021)

Thomson and Healy (2018) conducted a systematic review of empirical studies on leadership development interventions in the public sector, focusing on challenges and opportunities in the design and implementation of these programmes. Some of the common challenges, include a lack of strategic alignment between leadership development and organisational goals, insufficient resources for developing leaders, and resistance to change within organisations (Groeneveld et al., 2020). Some promising practices, such as involving leaders at all levels of the organisation in the design and implementation of leadership development programmes, and using experiential learning approaches to develop practical leadership skills can be a solution

to solving the challenges (Bryson et al., 2021). Obtaining buy-in and commitment from key stakeholders and balancing short-term and long-term leadership development goals can make leadership development dissemination a success in the public sector (Getha-Taylor et al., 2019).

Coordination and communication challenges among stakeholders in the public sector can pose as a challenge (Bryson et al., 2021). Leadership development programmes in the public sector often involve multiple stakeholders such as government officials, public service organisations, civil servants and external consultants (Getha-Taylor et al., 2019).. Communication and coordination effectively with such a diverse group can be challenging as each stakeholder may have different priorities, perspectives and goals (Groeneveld et al., 2020). Stakeholders in the public sector often work within their own silos where they focus on their own responsibilities and specific roles (Pynes, 2020). The siloed thinking can hinder coordination and communication, as stakeholders may not understand the contributions of other stakeholders and may not have a holistic view of the leadership development programme

When it comes to continuous improvement, the public sector lacks robust evaluation mechanisms (Fernandez et al., 2021). Without proper evaluation methods, it can be difficult to determine whether leaders are actually improving their skills and capabilities and the effectiveness of the programme (Getha-Taylor et al., 2019). The lack of evaluation makes it difficult to identify gaps and areas of improvement in the programme itself. Without a focus on continuous improvement, programmes fail to adapt to the changing needs and challenges within the public sector (Fernandez et al., 2021). The absence of continuous improvement can hinder the overall effectiveness of leadership development programmes and limit the growth and development of leaders in the public sector.

2.5 Empirical Literature review

This section reviews empirical literature on leadership development programmes in the public sector.

2.5.1 The international best practices being practiced by the Public Sector in terms of leadership development

According to Melese et al. (2017), investing in public sector leadership development programmes can result in enhanced organisational performance, innovation, and citizen's faith in government. Melese et al. (2017) also emphasized the necessity of ongoing investment in leadership development to acquire the skills needed to manage complex policy challenges and foster innovation in the public sector. According to a study conducted by Logue (2019),

investing in leadership development is critical for developing the capabilities required to drive innovation and improve public service delivery. Birdi et al. (2019) also suggest that leadership development programmes can assist develop the skills and competences needed to drive innovation and improve service delivery in the public sector. These researchers' perspectives underscore the importance of leadership development programmes in preparing public sector companies to manage complex challenges, create innovation, and achieve their strategic goals.

According to Ahmed and Ali (2017), leadership development programmes in Asia should focus on improving communication, teamwork, and change management. Naitrong and Duangmanee (2016) also looked into the leadership development needs of Thailand's senior public sector leaders. The authors discovered a critical need for more effective training and development programmes, as many leaders lacked the requisite skills and abilities to lead effectively. They emphasized the significance of leadership development programmes aimed at developing strategic thinking, decision-making, and change management abilities.

Wanyama et al. (2017) argues that investing in public sector leadership training and development programmes is critical in developing nations to address a variety of issues such as corruption, a lack of accountability, and limited resources. Wanyama et al. (2017) discovered that corruption and weak leadership are two of the most serious difficulties confronting developing countries' public sectors. They suggest that investing in leadership development programmes can help to increase trust and accountability while also creating more effective and efficient public sector organisations. Furthermore, researchers like Amin (2018) believe that leadership development in underdeveloped nations should focus on strengthening capacity and capability among public sector executives.

In the United Kingdom, the Local Government Association's (2020) study stressed the need of collaboration and networking in the local government sector. The research emphasized the importance of collaboration among local government officials in addressing difficult issues such as climate change, social injustice, and economic development. Another study by the IBM Center for The Business of Government (2019) discovered that good leadership in network collaboration is critical for addressing complex challenges in the public sector. The study underlined the significance of creating relationships, promoting communication, and cultivating a culture of collaboration to produce better outcomes.

In underdeveloped nations, research have also shown that increasing collaboration and networking is a beneficial practice for public sector leadership development. According to a

study conducted by the United Nations Development Programme (2020), multi-stakeholder engagement is crucial for developing nations to achieve their sustainability goals. The study stressed the need of forming partnerships between the government, civil society, and the commercial sector in order to obtain better results. The World Bank (2020) underlined the value of collaborative leadership in emerging countries' public sectors. The study discovered that good teamwork is essential for addressing difficult development challenges and producing better results. These studies demonstrate the importance of teamwork and networking in improving outcomes in developing countries' public sectors. By collaborating and forming partnerships, stakeholders can harness their total expertise, skills, and resources to overcome difficult challenges and promote sustainable development.

Research in industrialised countries has identified a number of effective practices for evaluating and monitoring leadership development programmes. For example, a study conducted by the International Association of Public Participation (IAP2) (2017) discovered that it is critical to collect data on the impact of leadership development programmes and use that data to continuously enhance the programmes. Furthermore, the Organisation for Economic Cooperation and Development (OECD) (2020) discovered that a significant emphasis on learning and information sharing is a critical component of successful leadership development programmes. The study suggested that organisations use evaluation instruments like surveys, interviews, and focus groups. Research by Smith (2019) stressed the need of analysing and monitoring leadership development programmes in the UK public sector to ensure they are in line with the government's leadership development agenda. The study advised adopting a variety of evaluation methodologies, such as participant feedback, performance indicators, and organisational impact measures. Kaufmann (2016) emphasized the need of monitoring leadership development programmes in Canada's public sector to ensure they meet the needs of participants and organisations. The study suggested employing a variety of monitoring measures, such as participant assessments, programme evaluations, and organisational performance indicators.

Chan (2018) emphasized the need of monitoring leadership development programmes in developing nations to ensure that they meet the needs of both participants and organisations. The study advocated employing a variety of monitoring measures, such as participant assessments, programme evaluations, and organizational performance indicators. According to Chan (2018), Asia's public sector acknowledges the value of investing in leadership development programs to produce a pipeline of competent leaders capable of navigating

difficult challenges and driving innovation in government organizations. By reviewing and monitoring these programs, public sector organizations may verify that they are reaching their goals, identifying areas for growth, and ultimately improving their leadership qualities (Chan, 2018).

In developing countries, reviewing and monitoring leadership development ensures that efforts are effective, efficient, and in line with organizational objectives (Aiman, 2020). Aiman (2020) contends that by systematically assessing the impact of these initiatives, governments can identify areas for development and make educated decisions to enhance leadership capacities within their organisations.

According to CIPD (2019) research in developed nations, mentorship and coaching programs are frequently adopted in the public sector to build leadership talent, improve employee engagement, and boost organizational performance. Chevalier and Kipiani (2020) suggest that by combining experienced leaders with developing talent, businesses may ensure a smooth handover of knowledge and expertise while also cultivating a culture of continual learning and development. Mentorship and coaching connections assist employees in navigating hurdles, setting objectives, and receiving feedback to improve their performance. Chevalier and Kipiani (2020). The study suggested that firms should prioritize coaching and mentoring to enhance leadership effectiveness and foster a supportive and inclusive culture. Chevalier and Kipiani (2020). Thomson (2023) stated that mentorship and coaching programs in the public sector contribute to succession planning by identifying high-potential employees and preparing them for future leadership roles. According to Thomson (2023) these initiatives not only benefit individual employees but also strengthen the overall leadership pipeline within government agencies, ensuring continuity and stability in leadership positions.

Hilali et al. (2020) reported that mentorship and coaching have been identified as critical components of leadership development in a variety of research undertaken in developing nations. These practices are especially crucial in low- and middle-income countries (LMICs), where there may be gaps in resources, culture, and procedures that impede professional development (Hilali et al, 2020). To overcome the lack of institutional mentorship systems, developing countries' governments have begun to invest in mentoring programs. Hilali et al. (2020) claim that by offering direction, support, and chances for skill development through mentoring relationships, companies hope to build a new generation of leaders who can drive innovation and advancement in diverse industries.

Giauque (2020) investigates the role of public sector organizations in encouraging ethical leadership and recommends certain best practices, including creating a strong ethical culture, offering ethical training, and putting in place a code of ethics. Giauque (2020) contends that organizations should prioritize ethical ideals and principles in their policies, procedures, and decision-making processes. This contributes to the creation of an environment that promotes ethical behaviour while discouraging unethical behaviour. Giauque (2020) emphasizes the role of public sector organizations in developing ethical leadership and offers practical suggestions for how organizations might encourage ethical behaviour among their leaders. Implementing these best practices can help public sector organizations promote ethical leadership while also boosting the efficacy and integrity of the public sector.

2.5.2 The existing leadership development programmes in the public sector

Riaz and Zafa (2021) conducted research in Pakistan that looked at existing leadership development programs in the public sector and made recommendations for changes. The study found various leadership development programs in Pakistan's public sector, such as the National School of Public Policy, Pakistan Administrative Staff College, and National Institute of Management. The report stressed the significance of instilling a culture of continual learning and development in Pakistan's public sector. This includes offering chances for continuous training and development, creating a supportive learning environment, and rewarding employees who participate in leadership development programs.

In the United Kingdom, one study on the PSMP was undertaken by Artingstall and Kibby (2020), who discovered that program participants expressed higher confidence in their leadership skills, as well as improved networking and collaboration with colleagues. The study also discovered that the PSMP had a favourable impact on the participants' abilities to lead change and handle challenging situations.

Studies by Zhu (2019) in South East Asia have established that the Singapore Civil Service College offers the Public Sector Leadership Programme, which aims to develop leadership competencies such as strategic thinking, change management, and people development. Zhu (2019) notes that the PSLP has been successful in helping to develop the leadership skills of public sector leaders in Singapore. Moreover, Zhu (2019) emphasizes the importance of continuous leadership development in the public sector, especially in a rapidly changing and complex environment. By investing in programmes like the PSLP, governments can build the

leadership capabilities of public sector officials and enhance the overall effectiveness of the public sector;

In Hong Kong, Cheung, Cheung, and Yuen (2019) investigated the effect of the Public Sector Management Programme on participants' abilities and competences. They discovered that the Public Sector Management Programme was excellent at developing participants. According to the study, the PSMP helped participants improve their problem-solving, decision-making, communication, and cooperation skills. The study also discovered that the PSMP improved the participants' confidence and capacity to work in groups. Cheung, Cheung, and Yuen (2019) give evidence that the PSMP is successful in building leadership and management skills among Hong Kong public sector personnel. The program's concentration on practical, experience learning and networking opportunities, as well as its emphasis on self-awareness and emotional intelligence, contributed to its success.

In Kenya, Ocheni (2017) examined leadership development in Kenya's public sector and made future recommendations. Ocheni (2017) highlighted three programs: the Presidential Management Fellows Program, the Public Service Commission's Civil Service Leadership Development Program, and the Vision 2030 Capacity Building Program. The author discovered that these programs had some success, but might be improved in a variety of ways, such as focusing on more effective selection criteria, offering more opportunities for practical experience, and better evaluating the effects of the programs.

2.5.3 Key challenges faced in leadership development programmes in the public sector.

Hudspeth (2020) study examined the issues encountered by public sector leaders in the United States. Hudspeth (2020) highlighted political interference, bureaucratic restraints, and resource limitations as major barriers to leadership development. Hudspeth (2020) discovered that political players may attempt to influence the selection or advancement of leaders based on political affiliations or personal relationships rather than merit and competency. Hudspeth (2020) contends that political intervention in the selection and advancement of leaders is a major issue that can affect the functioning of public sector organizations. Arundel and Hollanders (2020) suggest that bureaucratic constraints can stifle communication, collaboration, and innovation, all of which are required for the effective evolution of leadership development programs. Stokes (2019) emphasized the significance of emotional intelligence in leadership development in the public sector. Stokes (2019) stated that leaders must have emotional intelligence in order to effectively address complex situations and lead successful

change efforts. Wexler et al. (2020) investigated the issues confronting federal executives in leadership development programs in the United States. Wexler et al. (2020) discovered that the initiatives frequently lacked enough resources, encountered political interference, and struggled to retain high-performing leaders. Wexler et al. (2020) suggested that low financial support can hinder companies' ability to plan, implement, and sustain successful leadership development programs, influencing the quality of training, materials, and facilitators.

Keplinger et al. (2017) investigated the problems of building leadership skills among public health workers. According to Keplinger et al. (2017), major problems include a lack of leadership training opportunities, limited budgetary resources, and high leader turnover. Kourtis et al. (2021) emphasized the relevance of ethical leadership in the public sector, arguing that leadership development programs should prioritize the development of ethical leadership abilities in order to address issues of corruption and integrity. Jo Saies (2020) emphasized the significance of constant learning for public sector leaders to stay up with changing situations. According to Jo Saies (2020), leadership development programs should promote adaptation, resilience, and innovation in order to effectively manage these difficulties.

Aujla et al. (2020) investigated the difficulties in developing leadership skills among healthcare workers in the public sector. Aujla et al. (2020) recognized three important challenges: insufficient leadership training opportunities, limited funding resources, and significant leader turnover. Baker (2020) investigated the issues of a lack of leadership training. According to Baker (2020), a lack of leadership training can lead to executives making ineffective or suboptimal judgments, compromising their capacity to negotiate complex difficulties and successfully guide their businesses. Pillay (2020) identified a lack of alignment with strategic goals as a significant problem in establishing leadership development programs in the public sector. When leadership development programs are not connected with strategic objectives, they may fail to provide leaders with the specialized competencies needed to achieve organizational goals, leading to gaps in performance and effectiveness (Pillay, (2020).

2.5.4 The unique needs and requirements of the public sector in terms of leadership development

Beevers and Curran (2020) investigated the specific demands and prerequisites for leadership development in the public sector. According to the report, the public sector's leadership development demands differ from those of the private sector. For example, the public sector requires more ethical leadership, as well as an emphasis on trust and transparency. The study

also discovered that the public sector requires leaders who can function effectively in a political setting. Beevers and Curran (2020) stressed the value of ethical leadership in the public sector, citing the necessity to sustain public trust and transparency. Beevers and Curran (2020) suggested that public sector executives must prioritize ethical decision-making, model ethical behaviour, and establish a culture.

Hemmings (2020) investigates how the Australian public sector addresses corruption and contends that training leaders with high ethical standards is critical to combating corruption. The study discovered that ethical leadership is essential for instilling a culture of integrity and accountability in public sector companies. Strong ethical standards enable leaders to model ethical behaviour, encourage openness and responsibility, and develop an integrity culture within their enterprises. Hemmings (2020) emphasised the importance of ethical leadership in combating corruption in the Australian public service. The study stressed the significance of creating leaders with high ethical standards through leadership development programs that promote ethical competences, reflection, and practice. Furthermore, the study emphasized the significance of corporate culture and systems in enabling ethical leadership and encouraging integrity within public sector organizations.

According to Christensen and Wright (2020), improving service delivery is a fundamental criterion for leadership development in the public sector. Public sector executives must ensure that their organizations deliver high-quality services that suit the demands of residents and communities (Christensen & Wright, 2020). Leadership development programs can help leaders adopt a customer-centric mind set and better understand the needs and expectations of the communities they serve. Leaders who prioritize customer focus can generate changes in service delivery and increase customer satisfaction (Bryson et al., 2014).

Makumbi (2019) stated that public sector entities are entrusted with public funds and must manage them responsibly and transparently. Leaders must have the necessary knowledge and abilities to guarantee that public resources are used efficiently, effectively, and ethically (Makumbi, 2019). According to an OECD (2017) study, enhancing public financial management is crucial for good service delivery since it ensures that resources are allocated to priority sectors and that public services are supplied at a reasonable cost. Leaders that prioritize PFM can improve service delivery outcomes while also increasing the quality and accessibility of public services (OECD, 2017). Thus, improving public financial management is a fundamental necessity for public sector leadership development. Leaders that prioritize public

financial management can enhance accountability, transparency, and fiscal sustainability service delivery, corruption prevention, and economic growth, and enhance the overall effectiveness and efficiency of public sector organisation.

Hill and Levenhagen (2020) investigate the effect of public sector leaders on their subordinates' motivation to innovate. According to the study, public sector leaders play a significant role in building an innovative culture, and they can impact their subordinates' willingness to take risks and produce new ideas. According to the report, public sector leaders play an important role in creating an innovative culture within their firms. Hill and Levenhagen (2020) found that leaders that demonstrate transformational leadership behaviours, such as intellectual stimulation, inspirational motivation, and individualized consideration, are more likely to urge their subordinates to produce new ideas and take risks.

Addressing gender and diversity challenges is a moral, legal, and business obligation (Antonakis and Ashkanasy, 2020). According to Antonakis and Ashkanasy (2020), public sector organizations must adhere to legal and regulatory frameworks that promote gender equality and diversity, such as equal employment opportunity and anti-discrimination legislation. Leaders must have the expertise and abilities to assure compliance with these principles while also promoting an inclusive culture. Research has demonstrated that diverse teams and inclusive workplaces are more creative, productive, and effective (Rock & Grant, 2020). Rock and Grant (2020) suggest that leaders must be able to exploit diversity and promote inclusion to increase organizational success.

2.6 Literature Gap

There has been little research into how to create and administer effective leadership development programs in the public sector. While some studies have looked at the effectiveness of certain leadership development programs, more study is needed on their design and implementation. In addition, additional research is needed on how to stimulate innovation and creativity in the public sector through leadership development.

2.7 Chapter Summary

This chapter presents a comprehensive review of existing literature on leadership development programs and their evolution. It explores international and regional literature on leadership development in the public sector and identifies gaps in the existing research. The chapter also discusses the theoretical frameworks and concepts used to analyse leadership development programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The major aim of this chapter is to present the research methodology of the study .The chapter will present the research design that was adopted by the researcher. The chapter will also present the study setting where the research was conducted and the target population of the research. Moreover the chapter will discuss the sampling techniques that were used during the study and also will further discuss the data collection methods that were used to collect data for this particular study. The chapter will also discuss the feasibility of the study and the ethical considerations that were followed by the researcher while conducting the study.

3.2 Research philosophy

The set of values, precepts, and presumptions that direct the course of research is known as a research philosophy (Babbie, 2020). It supports a study's methodology, research design, and data collection strategies (Field, 2021). It supports decision-making for researchers regarding the methodology, approaches, and interpretation of their findings. Selecting a research philosophy is essential since it directs the process of comprehending the acquisition and interpretation of knowledge. There are three research philosophies which are interpretivism, pragmatism, and positivism.

The research was guided by the interpretivist philosophy whereby according to the study, perceptions of how leadership development programmes are changing, subjective and not shared by all. Because of this, the research was directed by the interpretivist school of thought, which holds that people's perspectives on the world are shaped by their own experiences, values, and worldviews. These techniques enable researchers to probe deeply into the interpretations and meanings people make of their experiences.

3.3 Research approach

The qualitative research approach was chosen by the researcher. Creswell (2012) states that qualitative research entails gathering and examining non-numerical data (such text, audio, or video) in order to comprehend ideas, viewpoints, or experiences. It can be applied to provide fresh research ideas or obtain in-depth understanding of an issue. The researcher chose this method because qualitative research is used to learn how people experience the world. Although there are numerous methods for conducting qualitative research, most of them are adaptable and concentrate on maintaining nuanced interpretations of the findings. Quantitative,

statistical analysis frequently lacks access to detailed, substantiated narratives and descriptions of processes in tangible environments; however qualitative approaches provide this.

3.4 Research strategy

A researcher's overall method or plan for carrying out a research study is referred to as research strategy (Cresswell, 2012). In addition to the theoretical frameworks and conceptual models that will direct the research process, it includes the procedures, methods, and strategies that will be utilized to gather and evaluate data (Cresswell, 2012). In qualitative research, a variety of research techniques can be applied, such as case studies, grounded theory, and narrative analysis. Nonetheless, the researcher chose to employ a case study research strategy since it offers a useful method for developing a comprehensive and contextualized understanding of intricate phenomena, which can then be applied to theory and practice. The study was a case study of the Ministry of Women Affairs, Community, Small and Medium Enterprise Development (MWACSMED).

3.5 Research Design

Shajahan (2004) describes research design as a plan of proposed research work. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance. The research design acts as a blueprint for a study as it guides data collection and analysis (Cresswell, 2013). A design, according to Bell (2000), is a strategy for arranging data collection with the aim of balancing relevance and intent. It is used to organize the research project, samples, and methods so that the key research questions can be addressed. In this context a research design is portrayed as a master plan for data collection and analysis thereof.

The researcher used the explanatory research design. According to Cresswell (2012) the explanatory case study focuses on an explanation for a question or a phenomenon. The results are not up for interpretation. Cresswell (2012) also noted that explanatory research is a research method that explores why something occurs when limited information is available. It can help you increase your understanding of a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences.

3.6 Study Setting

The study was conducted in Harare at the Ministry of Women Affairs, Community, Small and Medium Enterprises Head Office.

3.7 Research population

In this research, the research population consist of employees at different levels within the Ministry, ranging from lower-level staff members to mid-level managers in leadership positions within the public sector who include top government officials, department heads and employees within MWACSMED.

3.8 Target Population

A research population refers to the entire group of individuals, objects, or events that meet specific criteria and from which a sample is drawn for a study. In this research, the research population consist of employees at different levels within the Ministry, ranging from lower-level staff members to mid-level managers in leadership positions within the public sector in Zimbabwe who include top government officials, department heads, managers, employees within MWACSMED.

3.9 Sampling and Sample Size

According to Gay (1992) sampling is described as a process of selecting several individuals for a study in such a way that the individuals represent the larger group from which they were selected, and it is part of the population from which it is selected. Furthermore, Gay (1992) emphasises that it is important for a researcher to select a sample because the goodness of the sample determines the generalizability of the results. Mack et al., (2006) also defines purposive sampling as a sampling strategy which groups participants according to preselected criteria relevant to a particular research question. This will help to hand-pick subjects based on specific characteristics. The purposive sampling was adopted to select 30 participants which included lower-level staff members to mid-level managers in leadership positions who include top government officials, department heads, managers and employees within MWACSMED.

3.10 Data Collection Techniques and Instruments

Data collection is a method of gathering data from the targeted population (Yin, 2002). The researcher conducted in-depth interviews, open ended questionnaire and documentary search. The researcher used interviews to collect data. According to Landridge, (2004), interviews are a method of collecting data that involves presentation of oral- verbal stimuli and reply in terms of oral verbal responses. The researcher used the semi structured interview in which the interviewer may probe into the respondents' answers so that they can, if necessary be clarified.

For Creswell, (2000), this is a qualitative research instrument employed when a researcher deems it necessary to obtain data from experts. It requires the preparation of interview guides in advance. The researcher collected primary data and secondary data. The questions where carefully chosen, and the manner of the questions allowed the respondents to express their views. The researcher used in-depth interviews and key informant interviews to collect primary data. Secondary data is sourced from journals and other articles related to the study.

3.10.1 In-depth interviews

One-to- one interviews with individual interviewees were conducted by the researcher. The objective of one-to - one or in-depth interviews will be to appreciate the basic inspirations, beliefs, dispositions and feelings on a particular topic (Data et al., 2011). This research used unstructured one-to - one interviews with the study participants. According to Creswell (2014) during in-depth interviews, researchers and participants have the freedom to explore additional points and change the direction of the process when necessary. It is an independent research method that can adopt multiple strategies according to the needs of the research. In-depth interviews were used because, they allowed me and participants to have a comfortable relationship to generate more in-depth responses regarding sensitive topics. Also, l was able to ask follow-up questions, obtain additional information, and return to key questions to gain a better understanding of challenges faced by the public service to gain a better understanding of leadership development programmes in the public service.

3.10.2 Open ended questionnaire

Open-ended questionnaires were distributed by the researcher to individual interviewees and have long been a popular data collection method in qualitative research, as they allow participants to provide rich, detailed responses in their own words (Jansen, 2010). Open-ended questionnaires allow respondents to express their thoughts, opinions, and experiences in their own words, providing rich and detailed information (Jansen, 2010). Open-ended questionnaires can provide insights into participants' experiences, feelings and thoughts that may not be easily captured through structured questions or closed-ended (Braun et al., 2020). This is valuable when exploring complex or nuanced topics, where predetermined response options may not adequately capture the full range of perspectives. One key advantage of open-ended questionnaires is their ability to elicit unanticipated responses and insights from participants (Braun & Clarke, 2013). Open-ended questionnaires can be an effective way to gather data from geographically dispersed samples (Creswell & Creswell, 2018). Open-ended questionnaires allowed for a deeper understanding of the participants' perspectives, which can

inform educational policies and practices (Karsenti & Collin, 2021). Open-ended questionnaires have to combined with other data collection methods, such as interviews or surveys, to provide a more comprehensive understanding of the research topic (Creswell & Plano Clark, 2022).However, the analysis of data from open-ended questionnaires can be more time-consuming and labor-intensive than closed-ended survey formats (Saldaña, 2021). Researchers must carefully examine the textual responses to identify themes and patterns, often using qualitative data analysis techniques such as thematic analysis or content analysis. While the analysis can be more complex, the rich data generated can provide valuable contributions to the field. Overall, the literature demonstrates that open-ended questionnaires remain a valuable tool for researchers seeking to gain in-depth, nuanced insights from participants as long as they are well-structured open-ended questions designed to elicit meaningful responses from participants, avoid ambiguity and encourage comprehensive responses and ensuring the validity and reliability of the data collected (Sexton & Byrne, 2019).

3.10.3 Documentary search

The researcher also conducted documentary search to collect primary data. The documents includes journals and articles that focused on leadership development. The documentary search strategy enables researchers to get a diverse array of materials, encompassing books, articles, papers, and other publications that may not be accessible through alternative means such as interviews or surveys.

3.11 Data Analysis Techniques

The study utilized thematic analysis. Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Thematic analysis is especially useful when researchers want to understand participants' subjective experiences, opinions, or narratives.in terms of data presentation and analysis. These techniques can help uncover valuable insights into the strengths, weaknesses, and potential improvements of leadership development programs. Thus, the researcher used it describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

3.12 Feasibility of the Study

The researcher has technical capacity to carry out the study.

3.13 Ethical Considerations

Ethical considerations should be integrated throughout all stages of development, implementation, and evaluation for they are crucial for building trust, legitimacy, and ultimately, a more effective and responsible public sector. Consent of respondents was sought verbally before commencing the interviews.

The respondents were informed of the purpose, risks and benefits of the study, and will be guaranteed the right to withdraw from the study whenever they feel not interested. Levine, (2000) advocates that confidentiality means that individuals are free to give and withhold as much information as they wish to the person they choose. In this research, confidentiality was guaranteed and maintained throughout the study. For this reason, there was no reference to any respondent whether by name or code of identification and this will be achieved through using pseudonyms to distort identification of interviewees.

The researcher got an approval letter from the university to conduct the study and made sure that she did the research following the standards that are approved by the university. The researcher got consent from the study participants before proceeding with the study.

The researcher did not use the names of participants, otherwise codes and pseudonyms will be used. The study will ensure a high degree of privacy in the data collection and storage process by allowing only the research team accessibility. In data collection since the information being sought is profound the researcher will reassure the participants that their names will not be disclosed. Therefore, it will pave way for the participants to be comfortable to express their feelings.

3.14 Limitations of the Study

The researcher faced a number of limitations when conducting the research. The researcher has the signing of the official secrecy act by civil servants as a limitation in that they are restricted in the information to be shared with researchers which can impact the depth and accuracy of the data collected, potentially skewing the research findings. Official secrecy agreements may prevent employees from being fully transparent with researchers, leading to gaps in information or a lack of clarity in their responses. This can compromise the integrity of the results and hinder the ability to draw accurate conclusions. The bureaucratic pathology at MWACSMED was also a limitation to the research study as the organisation has complex hierarchies which slowed down the progress of the research. It took a significant time to obtain permissions, approvals and access to staff, hindering the timely execution of the study. Bureaucratic

structures are typically characterized by rigid rules, established procedures and regulations which may not be adaptable to the unique requirements and changing dynamics in a research study. MWACSMED as a large bureaucratic organisation has multiple departments which makes the coordination and collaboration among the departments challenging due to bureaucracy- induced communication barriers and siloed working environments. This can impede data sharing and delay the completion of the study. The bureaucratic pathology within an organisation can undermine the efficiency, agility, and effectiveness of a research study by imposing administrative burdens, stalling decision –making processes, inhibiting coordination and adaptability.

3.15 Validity and reliability

The truthfulness and trustworthiness of a qualitative research can be determined by assessing the adherence to rigorous research methods, transparency in reporting findings, researcher bias and credibility of the findings. The open-ended questionnaire, documentary search and in-depth interview guide was appropriate for the research topic and objective. The research strived to establish credibility by providing sufficient details about the context, research process, and participants. The methodology included clear and transparent procedures for data collection and analysis with an outline for participant selection and sampling methods included to ensure a representative sample was used for the research. Information on the number of participants, their backgrounds and any measure taken to ensure the accuracy and validity of the data was also included. The analysis was systematic, rigorous and well documented providing a clear trail of evidence to support the findings

The research report provided a clear and comprehensive account of the research process, including limitations and potential biases. The findings were supported by direct quotes or examples from the data and conclusions were clearly linked to the data collected and supported by evidence. Ethical considerations were taken into consideration so as to ensure informed consent and confidentiality of participants to uphold ethical standards, fostering trust in the research process. When it comes to application of findings, a model was developed to inform future leadership development initiatives and policies within the public sector, ensuring that findings are not only theoretical but also practical. By addressing these elements, the truthfulness and trustworthiness of the qualitative investigation into leadership development programmes in the public sector was enhanced, ultimately contributing valuable insights for the Ministry of Women Affairs and similar organisations.

3.16 Chapter summary

The major aim of this chapter was to present the research methodology of the study. The chapter presented the research design that was adopted by the researcher .The chapter also presented the study setting where the research was conducted. The chapter also presented the target population of the research. Moreover the chapter discussed the sampling techniques that were used during the study and also will further discuss the data collection methods that were used to collect data for this particular study. The chapter also discussed the feasibility of the study and the ethical considerations that were followed by the researcher while conducting the study. The next chapter will present the study finding.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The chapter focused on the presentation, analysis, interpretation and discussion of the collected data. As discussed in the preceding chapter, the in-depth interviews, open-ended questionnaire and documentary search were the main instruments of the study to collect qualitative data. The study participants included civil servants from MWACSMED's different departments which are Programmes Management, Strategic, Policy planning, Monitoring and Evaluation (SPPM&E), Gender Policy, Community Development, SME Development and Human Resources amongst other departments

4.1 Research objectives revisited

The study sought to accomplish the following objectives:

- To discuss international best practices of leadership development in the public sector.
- To examine leadership development programmes in the Zimbabwean public sector.
- To identify the key challenges faced in leadership development programs in the public sector.
- To develop a framework for a working model towards effective leadership development programmes that align with the unique needs of the Ministry of Women Affairs.

4.2 Background information of respondents:

The section looks at the background information of participants to determine the participant's suitability for the study. The response rate, gender, age groups, education experience and level of education is looked at.

4.2.1 Response rate

Table 4.1 below shows the response rate of the in-depth interviews and open ended questionnaire.

Table 4. 1. Response rate

Instrument	Targeted	Successful	Response rate
In-depth interview sessions	30	30	100%
Open ended questionnaire	30	27	90%

Source: (Researcher's primary data, 2024)

The researcher targeted to conduct 30 in-depth interviews with the study participants as well as open ended questionnaire with the study participants. The response rate for the in depth interviews was a 100% response rate and 90% response rate for the open ended questionnaire which resulted in a further analysis. The targeted participants managed to collect rich data since the study was a qualitative study. According to Shirley and Sushanta (2018), a response rate of at least 70% is highly representative of the sample used.

The Table below indicates the profiles of the interviewees of the study.

Table 4. 2 Gender and profiles of study participants

Level	Department	Gender
Director Human Resources Officer	Human Resources	Male
Deputy Director Human Resources Officer	Human Resources	Female
Human Resources Officer	Human Resources	Male
Director Finance and Admin	Finance and Admin	Male
Deputy Director Finance and Admin	Finance and Admin	Female
Finance and Admin Officer	Finance and Admin	Male
Deputy Director Procurement	Procurement	Male
Procurement Officer	Procurement	Female

Procurement Officer	Procurement	Female
Chief Internal Auditor	Internal Auditing	Male
Internal Auditor Officer	Internal Auditing	Female
Internal Auditor Officer	Internal Auditing	Female
Director Programme Management	Programme Management	Female
Deputy Director Programme Management	Programme Management	Male
Programme Management Officer	Programme Management	Female
Director Community Development	Community Development	Female
Deputy Director Community Development	Community Development	Female
Community Development Officer	Community Development	Female
Director Strategic Policy Planning, Monitoring and Evaluation	Strategic Policy Planning, Monitoring and Evaluation	Female
Deputy Director Strategic Policy Planning, Monitoring and Evaluation	Strategic Policy Planning, Monitoring and Evaluation	Female
Strategic Policy Planning, Monitoring and Evaluation officer	Strategic Policy Planning, Monitoring and Evaluation	Male

Director Gender Man Streaming and Inclusivity	Gender Main Streaming and Inclusivity	Male
Chief Director Gender	Gender	Female
Gender Officer	Gender	Female
Chief Director Small and Medium Enterprises	Small and Medium Enterprises	Male
Deputy Director Small and Medium Enterprises	Small and Medium Enterprises	Male
Small and Medium Enterprises Officer	Small and Medium Enterprises	Male
Communication and Advocacy Officer	Communication and Advocacy	Male
General staff	General staff	Male, Females

Source: (Researcher's primary data, 2024)

From the results presented above, out of the 30 interviewed employees at MWACSMED, 14 of them were males and 16 were females. Among the 14 who were males 7 of them were at Director and Deputy Director Level while the rest were Officers While 7 of the females were also Directors and Deputy Directors while the rest were also Officers. This shows that the Ministry is in line with its efforts to increase gender inclusivity and women empowerment in top positions.

4.2.3 Age of in-depth interview and open ended questionnaire respondents

The findings on the age of the interview respondents are presented in Figure 4.2.3 below

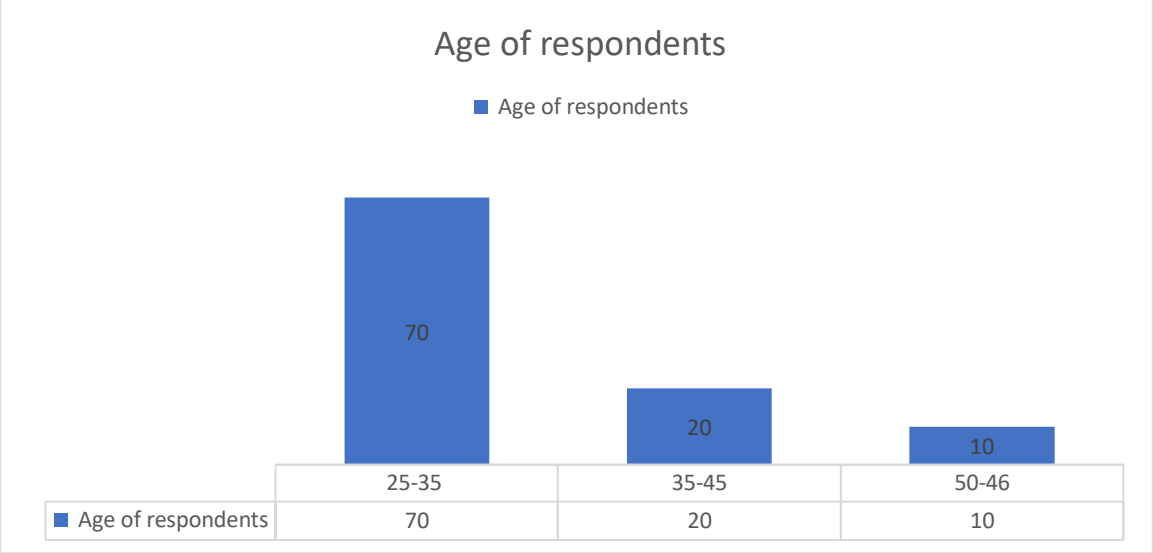


Figure 4. 1 Age of in-depth interview and open ended questionnaire respondents

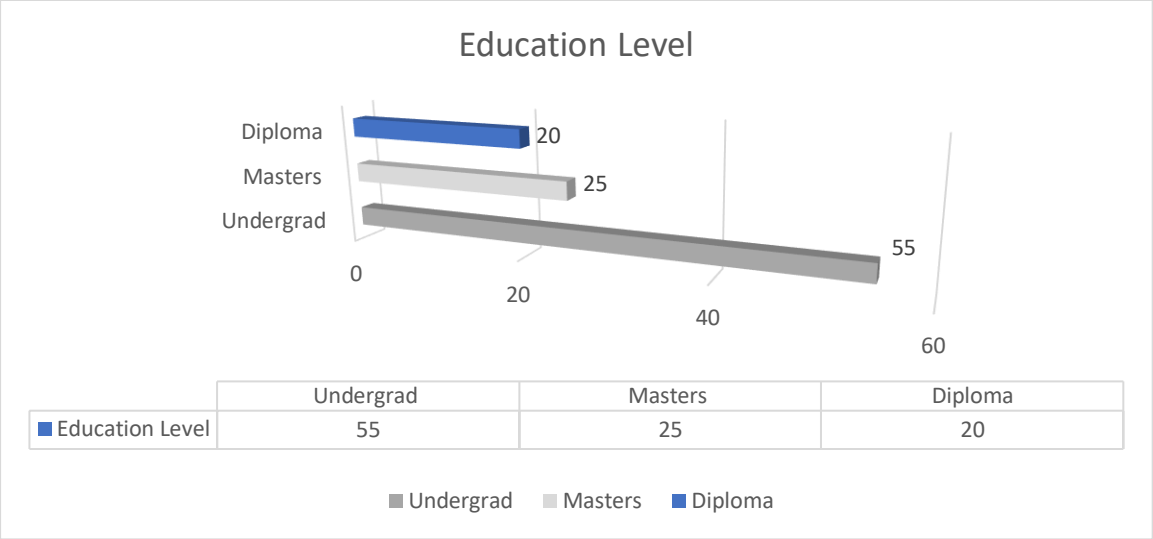
Source; (Researcher's primary data, 2024)

The researcher also collected demographic data of the study participants regarding age of the study participants. The researcher found out that majority of the study participants were aged between 25-35 (70%) while at least (20%) were aged between 35-45 and 10% were aged between 50-65. This shows that the Ministry has its majority employers in the economically active population who have the ability to learn and implement different leadership development programmes.

4.2.4 Education level of respondents

The researcher also collected demographic data of the study participants on their education status. The researcher found out that at least 20% had a diploma while 25% of the study participants had attained at least a Master's degree and 55% had an undergrad degree. This level of education within the Ministry is a clear indication that the Ministry officials had the ability to be trained in a leadership programmes which would boost the productivity of the organisation. The level of education also meant that the participants had the ability to understand the contents of the study and its objectives. Figure 4.2.4 below shows these results

Figure 4. 2 Education level in-depth interview and open ended respondents



Source; (Researcher's primary data, 2024)

4.2.5 Years of work experience of respondents

The researcher also collected demographic data on the years of work experience of the study participants. The researcher found out that at least 75% of the study participants had more than 10 years working experience while 15% had 21+ years of working experience in the Ministry of Women Affairs. The distribution of the working experience shows that the Ministry had a pool of qualified staff which was vital for spreading the mandate of the Ministry.

Table 4. 3 Years of work experience in-depth interview and open ended questionnaire respondents

Number of Years	**Percentage of Participants**
More than 10 years	75%
21 years plus	15%

Source; (Researcher's primary data, 2024)

4.3 International best practices being practiced by the MWACSMED in terms of leadership development

The first research objective of the study was to understand best practices being practiced by the Ministry of Women Affairs in terms of leadership development. The study participants were able to identify a number of best practices such as investing in training and development programmes, promoting collaboration and networking, evaluating and monitoring leadership development programmes, encouraging mentorship and coaching and promoting ethical leadership. The study participants noted that by incorporating these additional best practices into their leadership development strategies, public sector organizations such as the MWACSMED can build a strong and resilient leadership cadre that is equipped to navigate complex challenges and drive positive change. The voices of the study participants are further presented below;

4.3.1 Investing in training and development programmes

During the study, participants claimed that training and development programmes assist them to improve their job performance by increasing their skills and knowledge. Participants also noted that training and development programmes enhance their confidence in their leadership qualities.

Participants 1 stated that

> The Ministry offers training and development programmes to help women gain the skills and knowledge they need to succeed in leadership roles. These classes cover a variety of themes, including communication, decision-making, and conflict resolution. Participants 1

Participant 2 noted that

> The training and development programme taught me about various leadership styles and how to adapt my approach to different scenarios. I feel more confident in my role and better prepared to lead my team. The programme provided me with the tools and confidence I needed to take on more responsibility and have a greater influence in my workplace. Participant 2

Participant 3 further highlighted that

> The training and development programme offered a fantastic opportunity to network with other executives and discuss best practices. I learnt a lot from my colleagues and have kept in touch with them since the programme concluded. This best practice has helped me grasp my organisation's broader context and how my function fits into it. This has enabled me to make more strategic judgments and contribute more effectively to my organisation's objectives. Participant 3

Overall, research participants underlined how training and development programmes improved their job performance, confidence, networking possibilities, and understanding of their organisation. These initiatives are thus an important investment in the development of public-sector executives. These study findings are consistent with Mutongi's (2020) findings, which claim that investing in training and development programmes as best practices in leadership development within Zimbabwe's public sector has piqued scholars' interest. The public sector is critical to the development and execution of policies and services that directly affect residents' lives (Mutongi, 2020). Mutongi (2020) sees training and development programmes as important tools for developing leadership abilities, encouraging innovation, and improving organisational performance.

4.3.2 Promoting collaboration and networking

According to the study participants, working with other programme directors enables different public sector professionals to obtain fresh perspectives and concepts that they can implement inside their own organisation. They are useful since they can benefit from the experiences of others**.**

Participant 4 indicated that

> In order to ensure that distance prevents professional relationships and possibilities for advancement among women leaders, the Ministry makes use of digital platforms to enable virtual networking and collaboration. Participant 4

Participant 5 stated that

> The programme's networking opportunities were priceless. I developed relationships with other leaders from whom I may later seek guidance

> and assistance. My teamwork and communication abilities have improved as a result of the training, which is helpful for effective leadership in the public sector. Participants 5

Participant 6 highlighted that

> Collaborating with executives from various departments inside the Ministry has improved my comprehension of the difficulties they encounter and the ways in which we can cooperate to overcome them. Participant 6

These findings demonstrate that research participants frequently emphasized the advantages of networking and collaborating for exchanging best practices, forming connections, enhancing leadership abilities, and widening viewpoints. For this reason, these exercises play a significant role in public sector leadership development initiatives. The results of the study align with those of a 2020 United Nations Development Programme study, which concluded that multi-stakeholder cooperation is essential to developing nations' attainment of sustainable development objectives. In order to improve results, the study stressed how crucial it is for the public, corporate, and civil society sectors to form partnerships. These opinions are also consistent with the World Bank's (2020) research, which highlighted the value of cooperative leadership in developing nations' public sectors. These studies provide evidence that collaboration and networking are essential for achieving better outcomes in the public sector of developing countries

4.3.3 Evaluating and monitoring leadership development programmes

The study's participants valued the chance to offer their opinions on the effectiveness of leadership development initiatives. Participants in the study also mentioned that keeping an eye on leadership development initiatives can help participants measure their advancement and pinpoint areas in which they can improve.

Participant 7 stated that

> The Ministry regularly evaluates leadership development initiatives to determine their efficacy and pinpoint areas in need of development. Participant feedback, performance reviews, and impact analyses are a few examples of these assessments. Participant 7

Participants 8 pointed out that

> The programme's tracking features made it easier for me to see my progress and areas for improvement. This was helpful for my continued growth as a leader. Making sure the training was tackling the most significant leadership difficulties we have at work has also been made possible by programme evaluation. Participants 8

Participants 9 further noted that

> When making decisions about leadership development programmes, the Ministry consults data and evidence. This data-driven strategy aids in optimising the structure, content, and delivery techniques of programmes. Participants, 9

These voices make it abundantly evident that research participants frequently understand the value of reviewing and keeping an eye on leadership development programmes in order to gauge their effectiveness, follow developments, and guarantee relevance. Thus, these endeavors are vital to guaranteeing the continuous triumph and enhancement of leadership development initiatives within the public sector. The results of this study align with those of a 2017 study conducted by the International Association of Public Participation (IAP2), which concluded that data collection on the effectiveness of leadership development programmes is crucial for programme improvement. Furthermore, the results of the study concur with findings from an Organization for Economic Co-operation and Development (OECD) study from 2020, which indicated that a significant emphasis on learning and information sharing is an essential element of successful leadership development programmes. The study recommended that organisations should use evaluation tools such as surveys, interviews, and focus group.

4.3.4 Encouraging mentorship and coaching

During the interviews, the study participants made clear that one of the most important aspects of leadership development in the public sector is promoting mentoring and coaching. They added that as part of leadership development programmes, participants can also learn coaching techniques which are helpful in fostering the team members' personal and professional development.

Participant 10 indicated that

> The Ministry provides women leaders with coaching opportunities so that they can get individualised advice and feedback on their leadership styles and abilities. By assisting women in identifying their areas of strength and growth, coaching promotes a culture of ongoing learning and development. Participant 10

Participant 11 articulated that

> I was able to become a more successful leader and coach because of the mentorship programme. I feel more prepared now to assist in the professional growth of my team. I was able to take on new tasks and develop my leadership skills thanks to my mentor's support and constructive criticism. Our organisation has fostered a friendly environment where individuals are motivated to learn and develop via the promotion of mentorship and coaching. Participant 11

Participant 12 stated that

> The Ministry ensures that mentorship and coaching opportunities are accessible to all women leaders, regardless of their background or professional experience. This commitment to inclusivity helps build a diverse and equitable leadership landscape. Participant 12

The study participants' comments emphasize how crucial it is to support coaching and mentoring in public sector leadership development programmes. The many advantages of coaching and mentoring are emphasized by the participants, such as the growth of leadership abilities, boosted self-esteem, and the encouragement of a coaching culture inside businesses. These exercises give participants insightful direction, encouragement, and criticism that can improve their leadership skills and advance their career development. These results are consistent with those of Chan (2018), who emphasized the need of keeping an eye on leadership development initiatives in developing nations to make sure they are fulfilling the requirements of both individuals and organisations. Chan's (2018) study suggested the use of a variety of monitoring instruments, such as organisational performance indicators, programme evaluations, and participant assessments. The public sector in Asia understands the value of funding leadership development initiatives to create a pool of qualified leaders who can handle

challenging situations and spur innovation in government organisations, according to Chan's (2018) findings.

4.3.5 Promoting ethical leadership

Participants in the study observed that as public sector leaders are tasked with managing public resources and are expected to operate in the public interest, promoting ethical leadership is a crucial priority. Leadership development programmes are essential for promoting ethical leadership because they provide participants with the values, knowledge, and abilities needed to handle difficult moral decisions.

Participant 13 handed that

> A detailed code of ethics outlining the values and principles expected of women leaders in the public sector is developed and implemented by the Ministry. This code acts as a manual for moral behavior and decision making. Participant, 13

Participant 14 stated that

> Leading with ethics is essential to our jobs as public servants. In order to fulfill our purpose and preserve the public's trust, we must lead with honesty and integrity. Our company's emphasis on the value of moral leadership has produced a culture in which all employees are aware of their obligations and behave honorably. Participant, 14

Participant 15 indicated that

> I have used the programme's helpful frameworks and tools for ethical decision making in my work to make sure that we act morally and openly. Without a question, the programme offered a secure environment for talking about moral conundrums and getting insight from others' experiences. This has aided me in overcoming comparable obstacles at work. Participant, 15

The study participants' viewpoints underscore the vital significance of endorsing ethical leadership in public sector leadership development initiatives. The importance of moral leadership in maintaining public confidence and advancing sound government is emphasized by the participants. Additionally, they stress the need of leadership development programmes

in developing moral decision making abilities and establishing an integrity and ethics focused business culture. These results are consistent with the arguments made by Giauque (2020), who contends that moral ideals and principles ought to be given top priority by businesses when creating rules, guidelines, and decision-making processes. This contributes to the development of an atmosphere that rewards moral behavior and discourages immoral activity. Giauque (2020) emphasizes the significance of public sector organisations in fostering ethical leadership even further and offers helpful suggestions on how businesses can foster ethical behavior among their leaders

4.4 Existing leadership development programmes in the Zimbabwean public sector

The second objective of the study was to indemnify the existing leadership development programmes in the Zimbabwean public sector. The participants noted that the existing leadership development programmes include the Leadership Development Programme (LDP), The Public Sector Management Programme (PSMP), The Zimbabwe Institute of Public Administration and Management (ZIPAM) and The Public Service Commission (PSC) Leadership Development Programme. Voices of study participants regarding these leadership programmes are presented below;

4.4.1 The Leadership Skills Development Programme (LSDP)

The LSDP is one of the Ministry of Women Affairs' current leadership development initiatives, as noted by the study participants. The participants observed that senior government officials, such as Permanent Secretaries and Directors, are the target audience for this programme, which is provided by the Office of the President and Cabinet. It seeks to improve their knowledge of public policy and governance, as well as their leadership and management abilities by imparting leadership knowledge and practical skills necessary to excel in their assigned portfolios.

Participant 16 indicated that

> The curriculum places a strong emphasis on developing employable skills and knowledge, so participants will leave with pertinent and useful insights that they can put to use right away. Participant 16

Participant 17 highlighted that

> The LSDP works with seasoned mentors and subject matter experts to provide participants with excellent training and mentoring, resulting in a rich learning environment. Participant 17

Participant 18 noted that

> Through the program, we have had the opportunity to network with other leaders and establish contacts that will help further their professional development. However, the program's content isn't necessarily applicable to their particular positions or settings, so they could find it difficult to use what they've learned at work. Participant 18

According to the study participants' perspectives, a number of variables, such as the caliber of the programme's conception and execution, participants' dedication and involvement, and the resources and assistance available for its execution, will affect how well a leadership development program like the LSDP works.

4.4.2 The Public Sector Management Programme (PSMP)

Adding on the study participants pointed out that the Public Sector Management Programme (PSMP): they further noted that this programme is offered by the National University of Science and Technology (NUST) and is designed for middle and senior managers in the public sector. It covers topics such as strategic management, public policy, human resource management, and financial management.

Participant 19

> By giving ministry staff members the chance to interact and work together with colleagues from other government agencies, the PSMP fosters knowledge exchange and the growth of a strong professional network. Participant 19

Participant 20

> The curriculum places a strong emphasis on experiential learning, giving participants the chance to immediately apply their newly acquired knowledge and abilities to their positions in the public sector. This

> realistic strategy promotes rapid gains in both individual and organisational performance. Participant 20

Participant 21 highlighted that

> The programme's emphasis is on developing the abilities and know-how required to enhance service delivery, including performance evaluation, resource management, and strategic planning. Additionally, the programme offers them the chance to hone their leadership abilities and be exposed to fresh viewpoints and ideas on public sector management. Participant 21

According to the survey participants' opinions, the PSMP may be seen as a significant effort to enhance the public sector's capacity for management and leadership in Zimbabwe and to facilitate the provision of effective and efficient public services. But it's crucial to remember that a number of things will affect the programme's effectiveness, such as how well it's designed and delivered, how engaged and dedicated participants are, and what kind of support and resources are available for its execution.

4.4.3 The Zimbabwe Institute of Public Administration and Management (ZIPAM)

Study participants stated that ZIPAM offers various training programmes for public sector officials, including leadership development programmes. The participants also noted that these programmes cover topics such as change management, public sector financial management, project management, and public sector governance.

Participant 22 stated that

> The public sector now has more capable leaders' thanks in large part to ZIPAM. Through their focused training programmes, our leaders have been able to acquire the knowledge and abilities needed to lead their businesses and improve performance. Participant, 22

Participant 23 indicated that

> Our Ministry has been able to identify areas for improvement and implement effective methods to solve its leadership development difficulties thanks to the advisory services offered by ZIPAM. Their

> knowledge and assistance has been extremely helpful to us as we work to assemble a capable and powerful leadership group. Participant 23

Participant 24 highlighted that

> We have learnt a great deal about the changing needs of the public sector for leadership development due to ZIPAM's research projects. Our decision making has been guided by these findings, which have also made it possible for us to design more focused and effective leadership development initiatives. Participant 24

These quotations highlight the important role ZIPAM plays in fostering leadership development in Zimbabwe's public sector. Through focused research, consulting, and training services, ZIPAM assists organisations in developing the skills and knowledge required to improve performance and provide superior public services.

4.4.4 The Public Service Commission (PSC) leadership development programmes

The study participants stated that this program is offered by the PSC and targets middle and senior managers in the public sector. They also noted that it covers topics such as emotional intelligence, change management, project management and leadership skills. According to the study participants the programmes may help them to gain a deeper understanding of the public sector in Zimbabwe, including its challenges and opportunities, and the role of leaders in addressing them.

Participant 25 stated that

> In addition to offering our Ministry consulting services, the PSC helps us overcome obstacles and enhance our effectiveness. PSC is essential in encouraging professionalism and moral behavior in the ministry by fostering principles like honesty, accountability, and openness. Participant, 25

Participant 26

> Within our organisation, PSC has been instrumental in fostering a culture of professionalism and moral behavior. Their focus on principles like transparency, professionalism, independence, honesty, competence and accountability has aided us in gaining the trust of the people we

> serve. This has been achieved of late by the signing of the Public Service: Integrity pledges, a commitment to ethical practices and good governance is as members of the Public Service by all officials from Director Level and above. Participant 26

Participant 27 noted that

> The programme is essential because it gives participants the chance to network with other public sector executives and form connections that will help further both their professional development and the public sector's overarching objectives. Participant, 27

These voices demonstrate that the PSC Leadership Development Programmes may be viewed as a significant initiative for strengthening the leadership capacity of Zimbabwe's public sector, but a number of factors, such as the caliber of the program's conception and execution, participant engagement and commitment, and the availability of implementation support and resources, will determine its success.

4.5 Key challenges faced towards effective leadership development programmes in the public sector.

The third objective of the study was to identify the key challenges faced in evolving leadership development programmes in the public sector. The study participants identified challenges such as political interference, bureaucratic constraints, resource limitations, lack of leadership training and lack of alignment with strategic goals. Voices of study participants regarding these challenges if further presented below;

4.5.1 Political interference

Participants identified political interference as a major obstacle to the evolution of leadership development programmes in the public sector. They maintained that political meddling can undermine the values of meritocracy and justice by fostering nepotism and favoritism in the appointment and advancement of public officials. They added that this may lead to the nomination of less qualified people to positions of leadership, which would reduce the general efficacy of public sector organisations.

Participant 28 stated that

> Our leadership development programmes' efficacy and credibility can be severely damaged by political meddling. The PSC Offers a Public

> service reorientation programme in collaboration with Chitepo School of Ideology at ZIPAM framed to expose participants to critical issues around national ethos, patriotism, servant leadership and a deeper understanding of the natural ideology. The programme seeks to inculcate the mental disposition that is consistent and consonant with the ideological underpinnings of the Second Republic. Promoting people based on their political ties rather than their qualifications demoralizes our workforce and makes it more difficult for us to assemble a capable and committed leadership group. Participant 28

Participant 29 indicated that

> Our leadership development programmes are implemented with major challenges, one of which is the misallocation of resources as a result of political intervention. In order to support the growth and development of all of our leaders, not just a chosen few, we must make sure that resources are allocated equitably and effectively. Participant 29

Participant 30 further articulated that

> Political meddling has the potential to breed employee disenchantment and disengagement. Fostering an environment that is just and transparent, where everyone has equal opportunities to grow and succeed, is essential to developing a motivated and high performing team. Participant 30

The aforementioned quotations emphasize the adverse consequences of political meddling on the advancement and efficacy of leadership development initiatives inside the public sector. In order to develop a qualified and dedicated leadership team that can improve organisational performance and provide top notch public services, this issue must be addressed. These outcomes are consistent with research by Hudspeth (2020), who discovered that political players might try to sway the choice or advancement of leaders by focusing more on personal connections or political affiliations than on skill and ability. Hudspeth (2020) goes on to say that political meddling in the appointment and advancement of leaders is a serious problem that can jeopardize the efficiency of organisations in the public sector.

4.5.2 Bureaucratic constraints,

Additionally, participants mentioned that one of the main obstacles to developing leadership development programmes in the public sector is bureaucratic restraints. They contended that our attempts to foster creativity and adaptation in our leadership development programmes may be hampered by rigid bureaucratic frameworks. They said that in order to equip our leaders for the ever changing issues they confront, it is imperative that we, as a Ministry, cultivate a culture that values experimentation and constant improvement.

Participant 1 pointed out that

> Our capacity to create and administer flexible leadership development programmes that can quickly adapt to shifting organisational demands is sometimes hampered by bureaucratic red tape. To make sure that our programmes are powerful and current, we need to streamline our processes and allow for greater flexibility. Participant, 1

Participant 2

> Overly bureaucratic processes can cause delays and inefficiencies when our leadership development programmes are implemented. To expedite the implementation of these vital programmes, we must streamline our processes and eliminate pointless approval layers. Participant, 2

Participant 3

> Obtaining the required funding and support for our leadership development programmes might be difficult due to bureaucratic restrictions. We need more cooperation and support from important stakeholders throughout the entire organisation to get past this obstacle**.** Participant, 3

These quotations highlight the negative effects of bureaucratic roadblocks on the advancement of public sector leadership development initiatives. It takes a dedication to process simplification, agility, and the development of an innovative and collaborative culture within firms to meet these difficulties. Public sector organisations can design more responsive and effective leadership development programmes that help their leaders succeed and grow while also improving the performance of the entire organisation by addressing bureaucratic barriers. These results are consistent with the arguments made by Arundel and Hollanders (2020), who

contend that bureaucratic restrictions can obstruct collaboration, communication, and innovation, all of which are necessary for the successful development of leadership development initiatives.

4.5.3 Resource limitations

Adding on the study participants also noted that resource limitations is also one of the key challenges faced in evolving leadership development programmes in the public sector.

Participant 4 pointed out that

> Due to a lack of resources, we occasionally have to choose between conflicting priorities. We must create precise guidelines for resource allocation and make sure that leadership development continues to be a top priority for our company in order to meet this challenge. Participant, 4

Participant 5 further stated that

> A lack of human resources can make it more difficult for us to plan and carry out successful leadership development programmes. Hiring and retaining qualified workers who can assist in our leaders' development must be our top priority. Participant, 5

Participant 6 postulated that

> Our ability to invest in comprehensive and superior leadership development programs may be hampered by a lack of funding. We must look for innovative solutions to this problem, like public-private collaborations and reasonably priced training techniques. Participant 6

The above mentioned comments highlight the negative consequences that resource constraints have on the advancement and efficacy of leadership development initiatives within the public sector. In order to meet this issue, innovative approaches, strategic prioritisation, and the allocation of the necessary financial, human, and technological resources are required in order to support the development and achievement of leaders in the public sector. The opinions align with findings from Wexler et al. (2020), who found that insufficient funding can make it more difficult for businesses to plan, carry out, and maintain successful leadership development

initiatives, which can have an impact on the caliber of facilitators, training materials, and programmes.

4.5.4 Lack of leadership training

Furthermore, the study participants also noted that lack of leadership training is also one of the key challenges faced in evolving leadership development programmes in the public sector.

Participant 7 narrated that

> Developing competent leaders in the public sector can be significantly hampered by a lack of leadership training. Leaders may find it difficult to handle changing problems, motivate their people, and negotiate complex situations without the right training and growth opportunities. Continuous leadership development can assist give leaders the abilities and information they need to propel their organisations' success and contribute significantly to society. Participant 7

Participant 8 further articulated that

> The effectiveness and morale of public sector organisations might suffer from a lack of leadership training. Achieving long term objectives, tackling pressing problems, and fostering innovation all depend on having effective leaders. It is imperative to allocate resources towards leadership training and development initiatives in order to foster a reservoir of competent and self-assured leaders who can steer organizations towards prosperity and provide superior public services. Participant, 8

Participant 9 noted that

> High leadership churn rates among public sector executives may be attributed to a lack of training. Organisations may improve retention, preserve institutional knowledge, and create a more reliable and efficient leadership pipeline by investing in their professional development. Participant, 96

The above mentioned quotes underscore the need of tackling the deficiency of leadership education in public sector establishments to guarantee the sustained development and

prosperity of their executives and, eventually, the provision of superior public services. These results are consistent with the observations of Keplinger et al. (2017), who identify three major challenges: a dearth of chances for leadership development, a lack of funding, and leadership turnover. In order to address issues with corruption and integrity, Kourtis et al. (2021) underlined the significance of ethical leadership in the public sector and suggested that leadership development programmes should give priority to the development of ethical leadership competencies.

4.5.5 Lack of alignment with strategic goals

Lastly it has been noted that lack of alignment with strategic goals is also one of the key challenges faced in evolving leadership development programmes in the public sector.

Participant 10 specified that

> Inconsistency with strategic objectives can seriously compromise the efficacy of public sector leadership development initiatives. Organisations must make sure that their leadership development programmes are firmly linked to their overarching strategic objectives and vision in order to achieve long term success. Participant, 10

Participant 11 further noted that

> Programmes for developing leaders may fall short in addressing organisational needs and crucial skill shortages if they are not in line with strategic goals. Organisations can better equip their leaders to drive performance and accomplish important goals by incorporating strategic priorities into their leadership development activities. Participant 11

Participant 12 also stated that

> Inefficiencies and resource waste may result from a misalignment between strategic goals and leadership development initiatives. Organisations can maximize their investment in the development of their leaders and improve their chances of long-term success by giving strategic leadership development top priority. Participant, 12

The comments demonstrate how public sector organisations may produce more competent and successful leaders, maximize resource allocation, and ultimately boost overall performance and

success by placing a high priority on alignment between leadership development and strategic goals. These results are consistent with research conducted by Pillay (2020), who looked at how difficult it is for leadership development programmes in the public sector to evolve when they are not aligned with strategic goals. According to Pillay (2020), programmes for developing leaders may not provide them with the particular skills needed to accomplish organisational goals if they are not in line with strategic objectives. This could result in gaps in performance and effectiveness.

4.6 Unique needs and requirements of the Zimbabwean public sector in terms of leadership development

An assessment of the unique needs and requirements of the Ministry of Women Affairs in terms of leadership development had to be looked into so as to develop an effective working model towards effective leadership development. The study participants noted that officials in the Zimbabwean public sector in terms of leadership development require a lot of unique needs and requirements. These include skills to address corruption, training to enhance service delivery, strengthening public financial management, fostering innovation and creativity and technical skills to address gender and diversity issues. Voices of the study participants regarding these perceptions are further presented below;

4.6.1 Skills to address corruption

Participants in the study pointed out that corruption poses a serious problem for Zimbabwe's public sector, and that in order to help address this issue, leadership development programmes ought to emphasize ethics, accountability, and openness. The survey participants emphasized that all stakeholders, including the media, the commercial sector, and civil society, must be involved in order to promote openness and accountability in the public sector. The majority of research participants also said that this program has improved their understanding of the significance of forming alliances and working with other players to combat corruption.

Participant 13

> By fostering a shared commitment to sustaining high standards of integrity and ethics, leaders may counter corruption by fostering collaboration and stakeholder engagement skills. In order to establish credibility and encourage openness, leaders need to be able to collaborate well with a range of stakeholders. Participant, 13

Participant 14 pointed out that

> In Zimbabwe, corruption is a significant barrier to growth, and it is our duty as leaders to address it head-on. I now have the skills and information from this programme to recognize and deal with corruption concerns in our Ministry and I affixed my signature on the Integrity Pledge form as my responsibility to lead by example in the fight against corruption and to ethically render my services with integrity. Participant, 14

Participant 15 1further noted that

> I have gained an understanding of the value of setting an example for accountability and openness through this programme. Fighting corruption requires more than just talking the talk; we also need to act on it and take responsibility for our own and other people's actions. Participant, 15

According to these participants' perspectives, leadership development initiatives that tackle corruption can enable Zimbabwe's public sector leaders to uphold integrity, accountability, and transparency while also supporting larger initiatives to create a more moral and efficient public sector. The study's conclusions are related to Hemmings' (2020) analysis of the Australian public service's approach to combating corruption, which contends that cultivating leaders with high moral standards is crucial to the fight against corruption. According to the report, developing an integrity and accountability culture in public sector firms requires ethical leadership. Strong ethical standards allow leaders to set a good example for others, encourage responsibility and openness, and cultivate an integrity focused culture within their companies. Hemmings (2020) emphasized the need of moral leadership even more in combating corruption in the Australian public service.

4.6.2 Training to enhance efficient service delivery

Moreover, study participants stated that Zimbabwe’s public sector faces challenges in delivering services to citizens, and thus leadership development programmes should prioritize building the skills and knowledge necessary to improve service delivery.

Participant 16 pointed out that

> Programs for targeted training can give public sector workers the abilities and information they need to better serve the public and better meet their requirements. Developing our workforce is essential to increasing productivity and accomplishing our company's objectives. Participant, 16

Participant 17 further stated that

> Continuous training and development opportunities help us stay up to date with the latest best practices and tools in our field. This enables us to implement more efficient and innovative solutions to enhance service delivery and improve overall organisational efficiency. Participant, 17

Participant 18 also indicated that

> We may address certain skill gaps and organisational difficulties with specialized training programmes, which will result in more efficient and specialized solutions for enhancing service delivery. It is critical that we routinely evaluate our training needs and modify our programmes accordingly. Participant, 18

These voices highlight how crucial it is to spend money on training and development to improve the effectiveness of public sector service delivery. Organisations can better prepare their staff to satisfy citizen requirements and improve overall performance by placing a high priority on employee development and promoting a culture of continuous learning.

4.6.3 Strengthening public financial management

Furthermore, the study participants also indicated that public financial management is a critical issue in Zimbabwe, and leadership development programmes should include training on budgeting, financial management, and procurement to help improve financial governance.

Participant 19 highlighted that

> Improving the capacity of public financial management is essential for fostering accountability, increasing transparency, and strengthening budgetary restraint. This calls for specialized training and initiatives to increase capacity so that public sector employees have the know-how

> and abilities they need. The PSC in its Public Service Academies offered training on Finance for Non Finance Managers for Deputy Directors and equivalent grades to equip the target group with foundational and essential understanding of the Public Sector financial concepts crucial for crucial and effective decision making. However the training is for two (2) days which makes it inadequate to equip the leader with the necessary skills. Participant 19, highlighted

Participant 20 indicated that

> I now have a better understanding of the significance of citizen-centered service delivery as well as how to create and provide services that satisfy the demands and expectations of the general public thanks to this programme. I've gained an understanding of the value of encouraging innovation and constant improvement in the provision of services thanks to this training. We must always look for methods to raise the caliber, efficacy, and efficiency of the services we offer. Participant, 20

Participant 21 pointed out that

> It is our responsibility as leaders to make sure that our companies have the tools, procedures, and systems in place to enable efficient service delivery. I now have useful frameworks and tools from this program to evaluate and improve these enablers. Coordination and collaboration with external stakeholders and across various public sector divisions are necessary for effective service delivery. This curriculum has stressed the value of forming alliances and cooperating to accomplish shared objectives. Participant, 21.

These quotations emphasize how crucial leadership development programmes are in providing Zimbabwe's public sector leaders with the information, abilities, and moral principles required to improve service delivery and advance accountability, transparency, and citizen-centered practices within their Ministries and the public sector at large. These results are in line with the theory put forth by Christensen & Wright (2020), according to which improving service delivery is a crucial prerequisite for leadership development in the public sector. According to Christensen & Wright (2020), leaders in the public sector bear the responsibility of guaranteeing that their establishments offer superior services that cater to the requirements of

both communities and citizens. Thus, leadership development programmes can assist leaders in understanding the needs and expectations of the communities they serve and in cultivating a customer centric perspective.

4.6.4 Fostering innovation and creativity

Moreover, during the interviews, the study participants noted that leadership development programmes should encourage innovation and creativity to help the public sector adapt to changing circumstances and challenges.

Participant 22 indicated that

> Promoting creativity and innovation enables us to come up with fresh approaches to difficult problems, which eventually enhances organisational performance and service delivery. In order to encourage innovation and risk taking and to allow staff members to share their ideas and thoughts, leaders must foster this environment. Participant, 22

Participant 23 further detailed that

> My ability to think creatively and innovatively about ways to enhance service delivery and resolve challenging issues in the public sector has been tested by this programme. I've discovered that we must be prepared to take chances and try out novel strategies. Participant, 23

Participant 24 further stated that

> I now have a better grasp of the significance of encouraging an innovative and creative culture inside our companies thanks to this training. We must establish a culture that encourages staff members to take initiative and express their thoughts. Participant 24

The above mentioned voices underscore the significance of leadership development initiatives in providing Zimbabwean public sector executives with the essential information, competencies, and principles required to stimulate innovation and creativity within their establishments and the wider public sector. The results of the study are consistent with those of Hill and Levenhagen (2020), who investigate the effect of public sector leaders on the innovation readiness of their subordinates. The study discovered that leaders in the public sector can encourage an innovative culture and have a significant impact on their subordinates'

propensity for taking chances and coming up with novel ideas. According to the survey, executives in the public sector are essential in encouraging an innovative culture within their companies.

4.6.5. Technical skills to address gender and diversity issues

In addition, research participants emphasized that inclusive leadership development programmes that tackle gender and diversity issues are necessary to guarantee that leaders represent the nation's diversity and that every citizen has an equal chance to pursue leadership roles in the public sector. According to the study participants' views below, advancing social justice, equality, and inclusion in Zimbabwe's public sector requires tackling gender and diversity concerns. Programmes for developing leaders in the public sector can aid in their comprehension and successful handling of these problems.

Participant 25

> To monitor and analyse our success in creating a diverse and inclusive workforce, a thorough understanding of data and analytics is necessary. By gathering and evaluating pertinent data, we can spot gaps, keep an eye on the success of our projects, and make wise decisions that will promote change. Participant 25

Participant 26 articulated that

> My understanding of the value of advancing diversity and gender equality in the public sector has grown as a result of this training. I have discovered that in order to foster an environment at work where everyone feels appreciated and supported, we must be inclusive and polite. Participant, 26

Participant 27 noted that

> I now have a better awareness of the obstacles and difficulties that women and other underrepresented groups have in the public sector because to this training. I'm determined to do something about these problems and advance fairness for everybody. It is our duty as leaders to provide an example of inclusive conduct and attitudes and to speak out against bias and discrimination when we witness it. I now have

> useful tactics to advance diversity and gender equality in my company thanks to this programme. Participant, 27

These voices emphasize how crucial leadership development programmes are in providing Zimbabwean public sector leaders with the information, abilities, and moral principles needed to confront gender and diversity issues and advance social justice, equality, and inclusion within their companies and the public sector at large. These results are consistent with observations made by Antonakis and Ashkanasy (2020), who explained that organisations in the public sector are required to adhere to legal and policy frameworks that support diversity and gender equality, such as anti-discrimination laws and equal employment opportunity regulations. In order to guarantee adherence to these standards and foster an inclusive culture, leaders need to possess the necessary knowledge and abilities.

4.7 Discussion of findings

4.7.1 International best practices of leadership development in the public sector.

The primary aim of the study was to comprehend the leadership development best practices that the Ministry of Women Affairs was implementing. A variety of effective practices were recognised by the survey participants, including funding training and development initiatives, encouraging networking and collaboration, assessing and monitoring leadership development programmes, supporting coaching and mentoring, and advancing ethical leadership. Participants in the study observed that public sector organisations like the MWACSMED can develop a strong and resilient leadership cadre capable of navigating complex challenges and promoting positive change by adding these extra best practices into their leadership development strategies.

Linking to the o the previous point, study participants stated that by expanding their knowledge and abilities, training and development programmes enable them to perform better at work. Additionally, participants stated that participation in training and development initiatives boosts their self-assurance in their capacity as leaders. The benefits of training and development programmes on job performance, confidence, networking possibilities, and comprehension of their business were highlighted by study participants. For this reason, these programmes represent a vital investment in the leadership development of the public sector. The results of this study are consistent with those of Mutongi (2020), who said that funding training and development initiatives as best practices in leadership development within Zimbabwe's public sector has drawn attention from academics.

Additionally, research participants expressed that working with other programme directors enables different public sector professionals to acquire fresh perspectives and concepts that they can implement inside their own organisations. The results of the study align with those of a 2020 United Nations Development Programme study, which concluded that multi-stakeholder cooperation is essential to developing nations' attainment of sustainable development objectives. To improve results, the study stressed how crucial it is for the public, corporate, and civil society sectors to form alliances.

In addition, survey participants valued the chance to offer their opinions on the effectiveness of leadership development initiatives. Participants in the study also mentioned that tracking their progress and pinpointing areas for improvement might be facilitated by keeping an eye on leadership development programmes. The results of this study align with those of a 2017 study conducted by the International Association of Public Participation (IAP2), which concluded that data collection on the effectiveness of leadership development programmes is crucial for programme improvement. Furthermore, the results of the study concur with those of an Organization for Economic Co-operation and Development (OECD) study from 2020, which concluded that an important component of effective leadership development programmes is a significant emphasis on learning and knowledge sharing.

Furthermore, during the interviews, the study participants made clear that one of the most important aspects of leadership development in the public sector is promoting mentoring and coaching. They added that coaching skills, which are important for fostering the development of team members, can be acquired by participants in leadership development programmes. The study participants' comments emphasize how crucial it is to support coaching and mentoring in public sector leadership development programmes. The many advantages of coaching and mentoring are emphasized by the participants, such as the growth of leadership abilities, boosted self-esteem, and the encouragement of a coaching culture inside businesses. These exercises give participants insightful direction, encouragement, and criticism that can improve their leadership skills and advance their career development. These results are consistent with those of Chan (2018), who emphasized the need of keeping an eye on leadership development initiatives in developing nations to make sure they are fulfilling the requirements of both organisations and participants. Chan's (2018) study suggested the use of a variety of monitoring instruments, such as organisational performance indicators, programme evaluations, and participant assessments.

Participants in the study observed that as public sector leaders are tasked with managing public resources and are expected to operate in the public interest, promoting ethical leadership is a crucial priority. These results are consistent with the arguments made by Giauque (2020), who contends that moral ideals and principles ought to be given top priority by businesses when creating rules, guidelines, and decision making processes. This contributes to the development of an atmosphere that rewards moral behavior and discourages immoral activity. Giauque (2020) emphasizes the significance of public sector organisations in fostering ethical leadership even further and offers doable suggestions on how businesses might encourage moral behavior in their leaders.

The Leadership Skills Development Programme is one of the MWACSMED current leadership development initiatives, as noted by the study participants. The participants observed that senior government servants, such as Permanent Secretaries and Directors, are the target audience for this program, which is provided by the Office of the President and Cabinet. It seeks to improve their knowledge of public policy and governance, as well as their leadership and management abilities. Participants in the study also mentioned the Public Sector Management Programme (PSMP), which is intended for middle and senior managers in the public sector and is provided by the National University of Science and Technology (NUST). According to the survey participants' opinions, the PSMP might be seen as a significant effort to enhance the public sector's capacity for management and leadership in Zimbabwe and to facilitate the provision of effective and efficient public services.

4.7.2 Existing leadership development programmes in the Zimbabwean public sector.

The second objective of the study was to examine the existing leadership development programmes implemented in the Zimbabwean Public sector. The study participants stated that this programme is offered by the PSC and targets middle and senior managers in the public sector. They also noted that it covers topics such as emotional intelligence, change management, and leadership skills. These voices show that PSC Leadership Development Programme may be seen as an important initiative for building the leadership capacity of the public sector in Zimbabwe, but its success will depend on a range of factors, including the quality of the programme design and delivery, the engagement and commitment of participants, and the support and resources available for implementation.

Linking to the above the Zimbabwe Leadership Development Programme is one of the Ministry of Women Affairs' current leadership development initiatives, as noted by the study

participants. The participants observed that senior government servants, such as Permanent Secretaries and Directors, are the target audience for this programme, which is provided by the Office of the President and Cabinet. It seeks to improve their knowledge of public policy and governance, as well as their leadership and management abilities. According to the study participants' perspectives, a number of variables, such as the caliber of the programme's conception and execution, participants' dedication and involvement, and the resources and assistance available for its execution, will affect how well a leadership development programme like the ZLDP works.

Adding on the study participants pointed out that the Public Sector Management Programme (PSMP). They further noted that this program is offered by the National University of Science and Technology (NUST) and is designed for middle and senior managers in the public sector. It covers topics such as strategic management, public policy, human resource management, and financial management. According to the survey participants' opinions, the PSMP may be seen as a significant effort to enhance the public sector's capacity for management and leadership in Zimbabwe and to facilitate the provision of effective and efficient public services. But it's crucial to remember that a number of things will affect the program's effectiveness, such as how well it's designed and delivered, how engaged and dedicated participants are, and what kind of support and resources are available for its execution.

Moreover, study participants stated that ZIPAM offers various training programmes for public sector officials, including leadership development programmes. The participants also noted that these programmes cover topics such as change management, project management, and public sector governance. The participant’s voices highlighted the important role ZIPAM plays in fostering leadership development in Zimbabwe's public sector. They also argued that through focused research, consulting, and training services, ZIPAM assists organisations in developing the skills and knowledge required to improve performance and provide superior public services.

Furthermore, the study participants stated that this programme is offered by the PSC and targets middle and senior managers in the public sector. They also noted that it covers topics such as emotional intelligence, change management, and leadership skills. According to the study participants the programme may help them to gain a deeper understanding of the public sector in Zimbabwe, including its challenges and opportunities, and the role of leaders in addressing them. The voices of the study participants demonstrated that the PSC Leadership Development

Programme may be viewed as a significant initiative for strengthening the leadership capacity of Zimbabwe's public sector, but a number of factors, such as the caliber of the program's conception and execution, participant engagement and commitment, and the availability of implementation support and resources, will determine its success.

4.7.3 Key challenges faced in leadership development programmes in the public sector

The third objective of the study was to identify the key challenges faced in evolving leadership development programs in the public sector. The study participants identified challenges such as political interference, bureaucratic constraints, resource limitations, lack of leadership training and lack of alignment with strategic goals. Political interference was identified by the study participants as a key challenge faced in evolving leadership development programmes in the public sector. They argued that Political interference can lead to favoritism and nepotism in the selection and promotion of leaders, undermining the principles of meritocracy and fairness. They further argued that this can result in the appointment of less competent individuals to leadership positions, affecting the overall effectiveness of public sector organisations.

Additionally, participants mentioned that one of the main obstacles to developing leadership development programs in the public sector is bureaucratic restraints. They contended that our attempts to foster creativity and adaptation in our leadership development programmes may be hampered by rigid bureaucratic frameworks. They said that in order to equip our leaders for the ever-changing issues they confront, it is imperative that we, as a ministry, cultivate a culture that values experimentation and ongoing progress. Public sector organisations can design more responsive and effective leadership development programmes that help their leaders succeed and grow while also improving the performance of the entire organization by addressing bureaucratic barriers. These results are consistent with the theories of Arundel and Hollanders (2020), who contend that bureaucratic restrictions might obstruct cooperation, communication, innovation, which are essential for the effective evolution of leadership development programmes.

Participants in the study also mentioned that one of the main obstacles to developing leadership development programmes in the public sector is resource constraints. In order to meet this issue, innovative approaches, strategic prioritization, and the allocation of the necessary financial, human, and technological resources are required in order to support the development and achievement of leaders in the public sector. The results align with the findings of Wexler

et al. (2020), who noted that insufficient funding might impede an organisation's capacity to create, carry out, and maintain successful leadership development initiatives, impacting the caliber of instruction, resources, and programme managers.

Participants in the study also mentioned that one of the main obstacles to developing leadership development programmes in the public sector is a lack of leadership training. The results underscore the need of tackling the deficiency of leadership education in public sector establishments to guarantee the sustained development and prosperity of their executives and, eventually, the provision of superior public services. These results are consistent with the observations of Keplinger et al. (2017), who identify three major challenges: a dearth of chances for leadership development, a lack of funding, and leadership turnover. Further highlighting the value of moral leadership in the public sector, Kourtis et al. (2021) suggested that leadership development programs should give ethical leadership competencies top priority in order to address issues connected to

Finally, it has been observed that one of the main obstacles to developing leadership development programmes in the public sector is a lack of alignment with strategic goals. According to the participants' opinions, public sector companies can develop more competent and successful leaders, allocate resources more efficiently, and ultimately improve performance and success by giving priority to alignment between leadership development and strategic goals. These results are consistent with research conducted by Pillay (2020), who looked at how difficult it is for leadership development programmes in the public sector to evolve when they are not aligned with strategic goals. According to Pillay (2020), leadership development initiatives that are not in line with strategic goals may not be able to provide leaders with the particular skills they need to achieve organizational goals, leading to gaps in performance and effectiveness

4.7.4 Unique needs and requirements of the Ministry of Women Affairs in terms of leadership development

An assessment of the unique needs and requirements of the Ministry of Women Affairs in terms of leadership development should be done so as to come up with a working model towards effective leadership development programmes. The study participants noted that officials in the Zimbabwean public sector in terms of leadership development require a lot of unique needs and requirements. These include skills to address corruption, training to enhance service

delivery, strengthening public financial management, fostering innovation and creativity and technical skills to address gender and diversity issues.

Linking to the previous point, survey participants saw that corruption poses a serious problem for Zimbabwe's public sector and that, in order to help address this issue, leadership development programmes ought to emphasize ethics, transparency, and accountability. According to these participants' perspectives, leadership development initiatives that tackle corruption can enable Zimbabwe's public sector leaders to uphold integrity, accountability, and transparency while also supporting larger initiatives to create a more moral and efficient public sector. The study's conclusions are related to Hemmings (2020), who looks at how corruption is being addressed in the Australian public sector and contends that creating leaders with high moral standards is crucial to fighting corruption.

According to survey participants, Zimbabwe's public sector encounters difficulties in providing services to its inhabitants. Therefore, it is recommended that leadership development programmes give priority to developing the skills and knowledge required to enhance service delivery. These quotations emphasize how crucial leadership development programmes are in providing Zimbabwe's public sector leaders with the information, abilities, and moral principles required to improve service delivery and advance accountability, transparency, and citizen-centered practices within their companies and the public sector at large. These results are related to the hypothesis made by Christensen & Wright (2020) that improving service delivery is a crucial prerequisite for leadership development in the public sector.

In addition, research participants mentioned in their interviews that in order to assist the public sector in adjusting to evolving conditions and obstacles, leadership development initiatives ought to foster ingenuity and originality. The aforementioned quotations underscore the significance of leadership development initiatives in providing Zimbabwean public sector executives with the essential information, competencies, and principles required to stimulate innovation and creativity within their establishments and the wider public sector. The results of the study are consistent with those of Hill and Levenhagen (2020), who investigate the effect of public sector leaders on the innovation readiness of their subordinates. The study discovered that leaders in the public sector can encourage an innovative culture and have a significant impact on their subordinates' propensity to take chances and come up with new ideas.

In conclusion, research participants emphasized that inclusive leadership development programmes that tackle gender and diversity concerns are necessary to guarantee that leaders

represent the nation's diversity and that every citizen has an equal chance to pursue leadership roles in the public sector. These results are consistent with observations made by Antonakis and Ashkanasy (2020), who explained that organisations in the public sector are required to adhere to legal and policy frameworks that support diversity and gender equality, such as anti-discrimination laws and equal employment opportunity regulations. In order to guarantee adherence to these standards and foster an inclusive culture, leaders need to possess the necessary knowledge and abilities.

4.8 Chapter Summary

The major aim of this chapter was to present the study results. A qualitative research approach was used by the researcher. The researcher collected demographic data of the study participants to have an appreciation of the demographics of the study participants. The next chapter will present the conclusions and the recommendations of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The major aim of the chapter is to present the recommendations and conclusions of the study. The chapter provides conclusions of the key findings of the research study on each objective, highlighting the most significant results and discussing their implications for the research question and the broader field of study. Recommendations were given to various stakeholders of the study and future researchers on the same topic.

5.2 Summary of findings

A qualitative research method was used to gain insight and understanding of the public sector employee's perceptions, experiences and concerns when it comes to the leadership development programmes being offered. The study covered the Ministry of Women Affairs, Community, Small and Medium Enterprises Development. Semi-structured interviews and questionnaire were used and ethical principles and techniques were used to enhance the validity of the study. From the first objective, the study participants were able to identify a number of best practices such as investing in training and development programmes. The second objective of the study was to examine the existing leadership development programmes implemented in the public sector. The study participants stated that this programme is offered by PSC and targets middle and senior managers in the public sector. The third objective of the study was to identify the key challenges faced in evolving leadership development programmes in the public sector.

The study participants identified challenges such as political interference, bureaucratic constraints, resource limitations, lack of leadership training and lack of alignment with strategic goals. Political interference was identified by the study participants as a key challenge faced in evolving leadership development programmes in the public sector. The last objective of the study was to assess the unique needs and requirements of the Ministry of Women Affairs in terms of leadership development.

The study participants noted that officials in the Zimbabwean public sector in terms of leadership development require a lot of unique needs and requirements. These include skills to address corruption, training to enhance service delivery, strengthening public financial management, fostering innovation and creativity and technical skills to address gender and

diversity issues. It was recommended that the Ministry must regularly monitor and evaluate the effectiveness of its leadership development programmes to ensure that they are meeting their intended objectives and to make continuous improvements to the programme and ensure alignment with changing needs and priorities in the public sector. It was also noted that the Ministry should consider adopting international best practices for leadership development in the public sector. The Ministry should also design and implement a comprehensive leadership training curriculum tailored to the specific needs and challenges faced by the Ministry.

5.3 Conclusions

The following conclusions were derived basing on the research objectives.

5.3.1 Objective 1: To discuss international best practices of leadership development in the public sector.

The first research objective of the study was to understand best practices being practiced by MWACSMED in terms of leadership development. The study participants were able to identify a number of best practices such as investing in training and development programmes, promoting collaboration and networking, regular evaluation and monitoring of leadership development programmes, encouraging mentorship and coaching, adaptive leadership skills to navigate the ever changing environment and promoting ethical leadership. The study participants noted that by incorporating these additional best practices into their leadership development strategies, public sector organisations such as MWACSMED can build a strong and resilient leadership cadre that is equipped to navigate complex challenges and drive positive change.

5.3.2 Objective 2: To examine leadership development programmes in the public sector.

The second objective of the study was to examine the existing leadership development programmes implemented in the public sector. The study participants stated that these programmes are offered by the PSC and targets middle and senior managers in the public sector. They also noted that it covers topics such as emotional intelligence, change management, project management, managerial skills development, client relationship management, decision making, conflict resolution, problem solving, and policy implementation and leadership skills. The participant's voices show that PSC leadership development programmes may be seen as an important initiative for building the leadership capacity of the public sector in Zimbabwe, but its success will depend on a range of factors, including the quality of the programme design

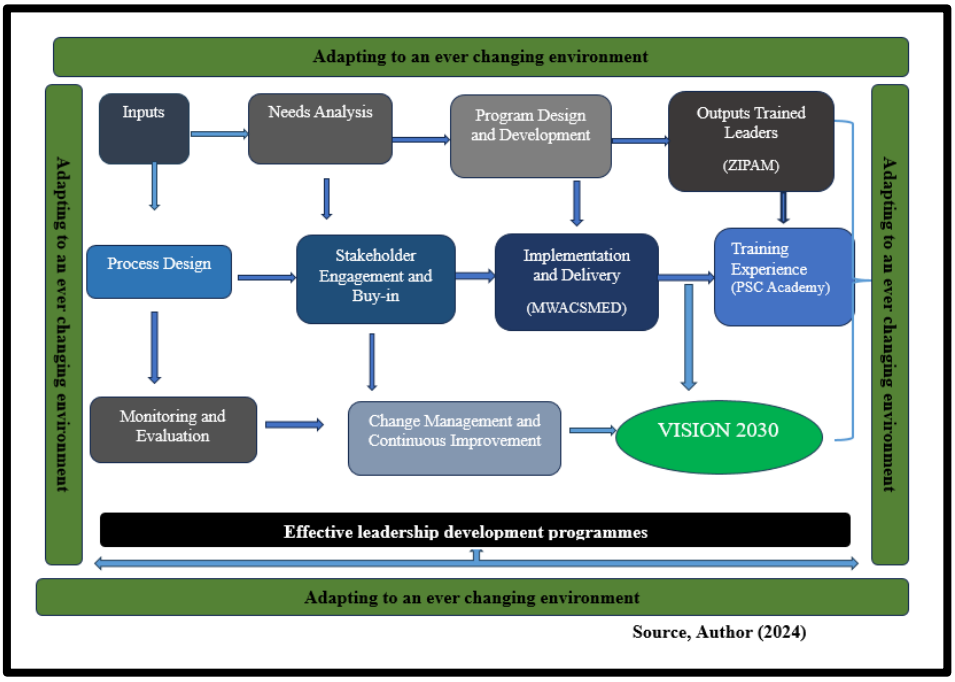
and delivery, the engagement and commitment of participants, and the support and resources available for implementation.

5.3.3 Objective 3: To identify the key challenges faced in leadership development programmes in the public sector.

The third objective of the study was to identify the key challenges faced in leadership development programmes in the public sector. The study participants identified challenges such as political interference, bureaucratic constraints, resource limitations, lack of leadership training and lack of alignment with strategic goals. Political interference was identified by the study participants as a key challenge faced in evolving leadership development programmes in the public sector which can affect the design and implementation of leadership development programmes. Political considerations may prioritize loyalty over merit-based selection and hinder the development of a diverse and competent leadership pipeline. Public sector organisations often have limited resources and budgetary constraints when it comes to leadership development initiatives. This can hinder the implementation of comprehensive programmes and limit the availability of training, coaching, and mentoring opportunities for potential leaders. Furthermore, the study participants also noted that frequent political transitions, high turnover rates and changes in leadership can disrupt leadership development programmes. This lack of continuity and stability can hinder the long-term impact of these programmes by preventing a consistent approach to leadership development. Resistance to change from both leaders and employees can be a challenge in implementing new leadership development initiatives as some individuals may be resistant to participating in development programmes, preferring traditional ways of working or perceiving them as unnecessary. Lastly it has been noted that lack of alignment with strategic goals is also one of the key challenges faced in leadership development programmes in the public sector. The participant's views indicate that by prioritizing alignment between leadership development and strategic goals, public sector organizations can foster more capable and effective. It is also important to involve key stakeholders in programme design, allocate adequate resources, have strong leadership support, and continuously review and adapt the programmes based on feedback and evaluation. Additionally, building partnerships with external experts, international organisations and academic institutions can provide additional expertise and resources to address these challenges. The study also assessed the unique needs and requirements of the Ministry of Women Affairs in terms of leadership development. The study participants noted that officials in the Zimbabwean public sector in terms of leadership development require a lot of unique

needs and requirements such as skills to address corruption, training to enhance service delivery, strengthening public financial management, fostering innovation and creativity and technical skills to address gender and diversity issues**.** The study participants also noted that officials in the Zimbabwean public sector in terms of leadership development require a lot of unique needs and requirements. These include skills to address corruption, training to enhance service delivery, strengthening public financial management, fostering innovation and creativity and technical skills to address gender and diversity issues**.**

5.4 A working model towards effective leadership development programmes in the Ministry of Women Affairs, Community, Small and Medium Enterprises Development



Developing effective leadership development programs in the public sector, such as in the Ministry of Women Affairs, Community Small and Medium Enterprises Development, involves a systematic approach that must align the programme's goals with the organisation's mission and the specific needs of its workforce in achieving Vision 2030.

5.4.1 Needs assessment

The first step is to conduct a thorough needs assessment that identifies the key leadership development needs within the public sector. An assessment of the skills and competencies of current leaders against what is needed for effective leadership in the public sector must be done.

This process can involve conducting surveys, interviews, focus groups, and analysing data to understand the skills, knowledge, and behaviours required for effective leadership. An assessment of the skills and competencies of current leaders against what is needed for effective leadership in the public sector. This gathering of information also assists in gathering data on current leadership strengths, weaknesses, and opportunities for development within the ministry so as to adapt to the ever changing environment.

5.4.2 Programme design

Once the needs are identified, a competency framework should be developed. This framework defines the core competencies that leaders in the public sector need to possess. These competencies could include strategic thinking, improving decision-making, enhancing communication skills, fostering team collaboration, and change management, among others. A tailored curriculum. Based on the competency framework, customized leadership development programmes should be designed to address the identified needs focusing on practical skills. Identifying and selecting participants based on their potential, current roles, and aspirations within the ministry is crucial so as to assign them challenging projects, rotational assignments whilst promoting cross-functional collaboration.

5.4.3 Implementation strategy

The focus should be on developing practical skills and experiences that are relevant to their roles. These programmes can also include a combination of training workshops and online modules done by PSC and ZIPAM, coaching and mentoring programmes, and experiential learning opportunities that provide leaders with the necessary skills to succeed. The programme must addresses diverse leadership styles and promote the inclusion of underrepresented groups in leadership roles.

5.4.4 On the job application

Effective leadership development goes beyond classroom training. It is crucial to provide leaders with opportunities to apply their learning in real-life situations.it is crucial to provide leaders with opportunities to apply their learning in real-life situations. This can involve assigning them challenging projects, rotational assignments, and promoting cross-functional collaboration. The focus should be on developing practical skills and experiences that are relevant to their roles.

5.4.5 Leadership networks and communities of practice

Creating networks and communities of practice can enhance leadership development in the public sector. These platforms provide opportunities for leaders to collaborate, share best practices, and learn from each other. They can be facilitated through workshops, conferences, online forums, and mentoring programmes. Involving key stakeholders, including leadership, staff members, and community representatives to identify specific leadership competencies is a prerequisite for effective leadership development.

5.4.6 Continuous evaluation and feedback

Leadership development is an ongoing process that requires continuous learning and evaluation. Channels for feedback from participants, trainers, and mentors must be established to continuously improve the programme. It is essential to regularly update the development programmes based on feedback and changing needs. This can involve incorporating new topics, technologies, and best practices into the curriculum. It is important to implement assessments and feedback mechanisms to evaluate the progress and development of leaders. This can include self-assessments, 360-degree assessments, and performance evaluations. The feedback received should be used to identify strengths and areas for improvement, which can then be addressed in the development programs.

By implementing this working model, public sector organisations can effectively develop a robust leadership development program that empowers current and future leaders to drive positive change within the public sector. The model will ensure that leaders possess the necessary competencies and provide them with the opportunities to apply their learning in real-world scenarios, ultimately contributing to improved organisational performance and effective public service delivery.

5.5 Recommendations

In accordance with the findings of this study, it's essential to consider the following recommendations for the following categories:

5.5.1 Ministries

The study makes the following recommendations to the Ministries in the public sector;

5.5.1.1 Evaluation mechanisms

Each Ministry must regularly monitor and evaluate the effectiveness of its leadership development programmes to ensure that they are meeting their intended objectives, to make continuous improvements to the programme and ensure alignment with the changing needs and

priorities in the public sector. This can be achieved by collecting feedback from participants, tracking the career progression and assessing the impact of leadership development on organisational performance.

5.5.1.2 Gender mainstreaming

Ministries need to ensure to adopt leadership development initiatives that prioritize gender equality and empower women leaders within the public sector.

5.5.1.3 Adoption of international best practices

The Ministry should consider adopting international best practices for leadership development in the public sector. This could include implementing competency-based leadership development programmes, incorporating mentorship and coaching, on-the-job training to develop both technical and soft skills of aspiring leaders, leveraging technology to enhance training and development which in turn help participants apply the knowledge and skills learned in the programme to their specific roles and challenges. Experienced mentors or coaches can be assigned to participants or pairing senior leaders with emerging leaders to foster knowledge transfer and skill development and to provide guidance and support throughout the programme.

5.5.1.4 Support from top executives

The Ministry needs to ensure that leadership development programmes has support from top-level executives and public sector leaders. This support should include financial resources, time commitment, and participation in programme activities. Top-down support will create a culture that values leadership development and encourages aspiring leaders to participate.

5.5.1.5 Promotion of continuous learning and development

The Ministry needs to promote a culture of continuous learning and development, where leaders are encouraged to seek out opportunities for growth and development. This could involve providing incentives for leaders to participate in training and development programmes, as well as creating opportunities for leaders to share their knowledge and expertise with others**.**

5.5.2 Public Service Commission

As the implementer of training programmes in the public service, the study makes the following recommendations to the Public Service Commission;

5.5.2.1 Input and feedback

The PSC has to seek input and feedback from current and past leaders within the Ministries to understand their experiences, areas for improvement, and desired outcomes from the leadership development programmes.

5.5.2.2 Customized programmes

The PSC is also recommended to design and implement a comprehensive leadership training curriculum tailored to the specific needs and challenges faced by each Ministry in achieving its mandate. Collaboration with reputable training institutions, both local and international is encouraged to provide specialized training programmes and certifications for participants.

5.5.2.3 Stakeholder engagement

The PSC needs to explore the perspectives of various stakeholders involved in leadership development programmes, including programme participants, academia, mentors, coaches, and senior officials so as to understand their experiences, challenges, and recommendations for enhancing the effectiveness of these programmes.

5.5.2.4 Practical training

The PSC needs to employ a blended learning approach that combines classroom-based training with online resources and experiential learning methods such as role-playing exercises and mentoring and coaching programmes to enhance practical application and skill development for aspiring leaders. Individuals develop specific leadership competencies while receiving personalised guidance. This approach provides guidance, support, and knowledge transfer and allows participants to learn at their own pace, engage with real-world challenges and practice leadership skills in a safe environment.

5.5.2.5 Sustainable partnerships

The PSC needs to establish partnerships with relevant stakeholders, including government agencies, NGOs, international institutions and industry experts, to enrich the content and delivery of leadership development programmes. The provision of opportunities for leadership development can be done through exchanges, fellowships, or training programmes. These international experiences can broaden leaders' perspectives, encourage knowledge and resources sharing, expose them to best practices, and enhance their cross-cultural understanding. The encouragement of collaboration and networking among participants of the leadership development programmes also fosters a sense of community and supports ongoing

learning and development and helps to create opportunities for participants to interact with leaders from other departments or agencies.

5.6 Suggestions for future research

Focus can be on investigating how emerging technologies, such as AI, data analytics, and virtual reality, can be integrated into leadership development programmes to enhance learning experiences, provide personalised feedback, and track progress effectively. Examining the sustainability of leadership development programmes in the Ministry and exploring strategies for ensuring continuous support, funding, and institutional commitment to these programmes to nurture a pipeline of future leaders in the public sector is of paramount importance. An evaluation of the alignment of existing policies with international best practices and recommendation of policy reforms that address any gaps or barriers hindering the success of these programmes should be done.

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APPENDIX ‘

Appendix 1: Introduction Letter

My name is VIMBAI ANASTANCIA KUDANGIRANWA. I am a student at BINDURA UNIVERSITY OF SCIENCE EDUCATION, studying MASTERS IN LEADERSHIP AND CORPORATE GOVERNANCE. I am carrying out a study titled, ***“A WORKING MODEL TOWARDS EFFECTIVE LEADERSHIP DEVELOPMENT PROGRAMMES IN THE MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT.”*** To partially fulfil my studies, I am required to conduct dissertation research. Therefore, I seek consent from you to be part of research participants of my study. I believe you have vital information that may be useful to answer my research questions pertaining to the topic under. In addition, the information that you are going to provide is kept confidentially and your names will not be used without your approval. I wish to further promise you that you will not be exposed to any kind of harm, physically and professionally. During the study, you are free to be open and honest in answering questions to the best of your ability. You will be free to withdraw whenever you like or you feel you are no longer interested in being part of the study.

- Refuse to answer any question you are not comfortable with.
- Not be interviewed during meal times.

Yours faithfully
VIMBAI ANASTANCIA KUDANGIRANWA
Researcher’s Signature……
Participant Signature……

Appendix 2: In depth interview guide

Section A

Understanding the international best practices for leadership development in the public sector?

1. What are the international best practices for leadership development in the public sector?
2. To what extent are these international best practices for leadership development in the public sector being implemented by the Ministry?

Section B Understanding the existing leadership development programmes implemented in the Zimbabwean public sector?

3. What are the existing leadership development programmes implemented in the Zimbabwean Public sector?
4. To what extent are the leadership development programmes implemented being effective in ensuring operational efficiency of the Ministry of Women Affairs, Community, Small & Medium Enterprises in terms of leadership development?

Section C Understanding the unique needs and requirements of Zimbabwe's public sector in terms of leadership development

5. What are the unique needs and requirements of Zimbabwe's public sector in terms of leadership development?
6. What are the unique needs and requirements of the Ministry of Women Affairs, Community, Small & Medium Enterprises Development in terms of leadership development?

Section D Understanding the challenges faced in involving leadership development programmes in the public sector

7. What are the main challenges faced in evolving leadership development programmes in the public sector?

8. What are the barriers to implementing new strategies and approaches in leadership development programmes in the public sector?

THE END: THANK YOU FOR PARTICIPATING

Appendix 3: Open ended questionnaire

Appendix 4: Questionnaire

My name is Vimbai Kudangiranwa and I am conducting a research in partial fulfilment of a Master's Degree in Leadership and Corporate Governance at Bindura University of Science and Technology. My research focuses on **"*A working model towards effective leadership development programmes in the Ministry of Women Affairs, Community, Small and Medium Enterprises Development*"**

I am kindly asking for your assistance in responding to my questions, taking note that all the information provided will be treated with strict confidentiality and will be used for academic purposes only.

Thank you for your kind consideration of my request

Section 1: Participant information

1. . Designation/Position:
2. . Department/Ministry:

Section 2: International best practices in leadership development in the public sector

1. In your opinion, what lessons can be learned from other countries regarding effective leadership development in the public sector?

2. What are some effective leadership development programmes you've observed or experienced in the public sector globally? Please describe their key features and successes?

Section 3: Leadership development programmes in the Zimbabwean public sector

1. How would you describe the current leadership development programmes available in the Zimbabwe's public sector? How do these programmes compare to the international best practices you mentioned earlier?

2. How do current programmes address the unique needs and challenges of public sector leadership in Ministry of Women Affairs, Community, Small and Medium Enterprises Development?

Section 4: Key challenges faced in leadership development programmes in the public sector

1. What are the main challenges faced in implementing effective leadership development programmes in the public sector, particularly in Zimbabwe?

2. How do these challenges impact the effectiveness of leadership development programmes?

3. What strategies can be used to overcome these challenges?

Section 5: Developing a framework for a working model towards effective leadership development programmes in the Zimbabwean public sector

1. Based on your experience, what elements should be included in a framework for effective leadership development programmes in the public sector?

2. How can this framework be tailored to address the unique needs and challenges of the public sector in Zimbabwe?

3. What strategies can be employed to ensure sustainability and long-term success of leadership development programmes in the Zimbabwean public sector?

Thank you for taking your time to complete this questionnaire. Your input is valuable in shaping the future of leadership development programmes in the public sector.

THE END: THANK YOU FOR PARTICIPATING

ORIGINALITY REPORT

Kudangiranwa_Vimbai B227175A Disertation June 2024.docx

ORIGINALITY REPORT

6%	0%	3%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Midlands State University Student Paper	2%
2	"Leadership Development in Emerging Market Economies", Springer Science and Business Media LLC, 2017 Publication	1%
3	"The New Public Leadership Challenge", Springer Science and Business Media LLC, 2010 Publication	1%
4	Submitted to Zimbabwe Ezekiel Guti University Student Paper	<1%
5	Submitted to University of Sunderland Student Paper	<1%
6	Submitted to Mancosa Student Paper	<1%
7	Petri Virtanen, Marika Tammeaid. "Developing Public Sector Leadership", Springer Science and Business Media LLC, 2020 Publication	<1%
8	ir.msu.ac.zw:8080 Internet Source	<1%

Appendix 5 Field Access Letter

BINDURA UNIVERSITY OF SCIENCE EDUCATION

P Bag 1020
741 Chimurenga Rd, Off Trojan Road
Bindura, Zimbabwe

Direct Line: +263 66210 – 6284
Tel: +263 66210 – 7615, 7531/2, 7622/4
Cell: +263 772 749 583
gsb@buse.ac.zw
jmwenje@buse.ac.zw

GRADUATE SCHOOL OF BUSINESS
Where Great Minds Meet

12 February 2024

TO WHOM IT MAY CONCERN

REF: REQUEST TO CARRY OUT RESEARCH: MS KUDANGIRANWA VIMBAI ANASTANCIA [B227175A], MASTER OF LEADERSHIP AND CORPORATE GOVERNANCE (MLC), PART 2.1 STUDENT

This letter serves to confirm that Kudangiranwa Vimbai Anastancia **[B227175A]**, is a Master of Leadership and Corporate Governance student in the Graduate School of Business at Bindura University of Science Education.

The student is the final stage of study which requires her to carry out a research. Her dissertation is titled ***"Model of evolving leadership development programmes in the Zimbabwean public sector"***.

We would be grateful if you could give her any assistance she may require.

For more details, please do not hesitate to contact us.

Yours faithfully,

Mwenje

COORDINATOR
GRADUATE SCHOOL OF BUSINESS
FACULTY OF COMMERCE
PRIVATE BAG 1020, BINDURA
OFFICIAL

Dr J. Mwenje
Director, Graduate School of Business

House Number 2
Manhenga, Bindura
Email; vannanyika@gmail.com
Cell Number; 0719 544722/ 0773544722

13 March 2024

The Secretary
Ministry of Women Affairs, Community, Small to Medium Enterprises Development

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH FOR ACADEMIC PURPOSES: VIMBAI ANASTANCIA KUDANGIRANWA: STUDENT REG NUMBER B227175A

The above matter refers.

My name is Vimbai Anastancia Kudangiranwa, a part 2.1 student at Bindura University of Science Education studying towards a Masters in Leadership and Corporate Governance.

As part of fulfilment of the requirements of the said programme, I am required to undertake a research and the approved tittle of my research is **'Model of evolving leadership development programmes in the public sector. Case of Ministry of Women Affairs, Community, Small and Medium Enterprises Development'**

The purpose of conducting a study to develop a model of evolving leadership development programmes (LDPs) in the Zimbabwean Public Sector is to address the specific needs, gaps and challenges faced by the country in cultivating effective leaders needed to drive innovation and meet national development goals and public expectations within the Zimbabwean public sector.

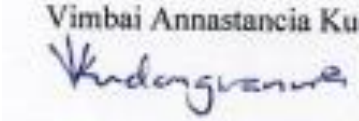
The main objective of my research is to develop adaptive leadership skills required to drive effective governance and public service delivery in public sector leaders. It is important to note that developing a model of evolving leadership development programs (LDPs) is crucial for organizations to ensure that their leaders are equipped with the necessary skills and competencies to navigate the complexities of today's business environment. By continuously adapting and improving leadership development programs, organizations can cultivate a pipeline of effective leaders who can drive innovation, foster collaboration, and lead their teams towards success.

This letter serves as a request to gather information from the ministry. This data will be collected in form of interviews and Questionnaires. This research focuses on leadership development programmes in the public sector. The information obtained in the Ministry will be used for academic purposes only. Kindly find attached a letter from Bindura University of Science Education that confirms that I am a student at the institution.

I am currently employed as a Principal Human Resources Officer in the Ministry of Women Affairs, Community, Small and Medium Enterprises Development.

Your consideration will be greatly appreciated.

Vimbai Annastancia Kudangiranwa



Appendix 6 Approval Letter

From the Office of the Secretary for Women Affairs,
Community, Small and Medium Enterprises Development

All correspondence should be addressed to
"THE SECRETARY"
Telephone: (0242) 700308, 731580/9 251559
E-mail: ps.womensaffairs@gmail.com
4th Floor Kaguvi Building
Cnr Simon Muzenda/Central Ave

ZIMB ABWE

Reference:
SECRETARY FOR WOMEN AFFAIRS,
Community, Small and Medium
Enterprises Development
Kaguvi Building
Simon Muzenda/Central Avenue
Harare, Zimbabwe

Ref: Kudangiranwa Vimbai

13 March 2024

V.Kudangiranwa
Bindura University of Science Education

RE: PERMISSION TO CONDUCT RESEARCH ON A WORKING MODEL FOR EVOLVING LEADERSHIP DEVELOPMENT PROGRAMMES IN THE PUBLIC SECTOR. CASE OF MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT: MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT.

Please be advised that your request to conduct research in the Ministry of Women Affairs, Community, Small and Medium Enterprises Development in regards to your research project on the "**A working model for evolving leadership development programmes in the public sector. Case of Ministry OF Women Affairs, Community, Small and Medium Enterprises Development**" is approved.

The approval is granted on condition that the information obtained in the Ministry will be used strictly for academic purposes.

You will be required to share your research project with the Ministry.

Please be informed accordingly.

Dr. M. Sibanda
SECRETARY FOR WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT.

PERMANENT SECRETARY
13 MAR 2024
P. BAG 7726, CAUSEWAY
HARARE, ZIMBABWE

www.mwacsmed.gov.zw /mwacsmed @mwacsmed

BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF COMMERCE

GRADUATE SCHOOL OF BUSINESS

RESEARCH SUPERVISION CONSULTATION REPORT FORM

STUDENT'S NAME: KUDANGIRANWA VIMBAI A. **REG. NUMBER:** B227175A

DISSERTATION SUPERVISOR: DR. M. MATAMBO

PROGRAMME: MASTERS IN LEADERSHIP AND CORPORATE GORVENANGE

DISSERTATION TITLE: A WORKING MODEL TOWARDS EFFECTIVE LEADERSHIP DEVELOPMENT PROGRAMMES IN THE MINISTRY OF WOMEN AFFAIRS, COMMUNITY, SMALL AND MEDUM ENTERPRISES DEVELOPMENT

DATE	STAGE OF RESEARCH	SUPERVISORS' COMMENTS AND INITIALS
20/2/24.	Proposal	Revisit objectives M.M
31/3/24	Chapter 1 and 2	Align ~~objectives~~ to objectives M.M
21/5/24	First complete draft	Develop the model M. M

OVERALL COMMENTS BY THE SUPERVISOR: Deligent and studious student dedicated to her work.

STUDENT'S SIGNATURE: ..... **DATE:** 1 June 2024

SUPERVISOR'S SIGNATURE: ..... **DATE:** 1 June 2024