

Managerial leadership development in the public sector

Key considerations

H M Nkwana

School of Public Management and Administration
University of Pretoria

Date first received 25/08/13
Accepted for publication 15/08/14

ABSTRACT

This article argues for the implementation of leadership development programmes in public organisations to promote the effectiveness of managerial leadership capacity building. The article focuses on the dual role of leaders and managers, the importance and challenges of leadership development, leaders and the learning organisation, key areas for effective leadership development to improve organisational effectiveness, and finally presents evaluation models of leadership development programmes.

The article argues for leadership development to be considered a key component in leadership capacity building effectiveness. A case is made that the development of leadership capacity within an organisation is pivotal to enable the public sector organisations to meet their objectives.

INTRODUCTION

An organisation's human resources are regarded as a vital resource because people are the driving force behind the achievement of organisational goals; operational functioning, effectiveness and success. It is therefore imperative that the people in an organisation are skilled, inspired, competent, motivated and driven in the duties they perform to achieve organisational effectiveness.

Leadership development is important because there is a need for highly knowledgeable and well trained public managers on all managerial levels of the public workforce which is accountable to its citizens in the provision of services.

On all managerial levels and in all spheres of government, public managers perform dual functions – they have to **manage** and **lead**. In performing these functions the fundamental question is whether there is a difference between **management** and **leadership**. Can one person – a public manager – act as manager and leader at the same time? Is an effective manager also an effective leader? This article contemplates these and related questions within the context of public organisational effectiveness.

Many discussions of leader development are found in the literature and particularly in handbooks on training methods and practices. What gets developed (i.e. the cognitive, socio-emotional and behavioural skills, abilities and knowledge) is, however, not always clear. Leadership development within institutions is a contentious issue. According to Cloete and Wissink (2000:ix) “all employees are potential leaders and the major role of the leaders is to develop leader skills among employees at all levels of the institution in order to transform their institutions”.

Researchers generally agree that leadership effectiveness is part nature and part nurture, the only debate being about the relative importance of innate abilities, formal education or training, and experience (Van Wart 2003 in Auriacombe 2014:112). Through education and training, individuals can acquire an academic appreciation of various leadership styles and techniques and a sense of their contingent efficiencies — which leadership styles and techniques tend to work in what circumstances. Education and training in leadership skills are usually delivered through universities. These skills are honed through observation and practice—actual experience in seeking to shape the behaviours of public institutions and the individuals within them, or in observing the efforts of others (Auriacombe 2014:116).

The article argues for leadership development to be considered a key component in leadership capacity building effectiveness. A case is made that the development of leadership capacity within an organisation is pivotal to enable the public sector organisations to meet their objectives.

The article is qualitative and based on a conceptual and theoretical overview by way of a literature review. The review will attempt to provide a theoretical foundation to locate effective public sector leadership development practices.

LEADERSHIP AND MANAGEMENT AND PUBLIC INSTITUTIONS

Public sector leaders face highly dynamic socio-economic and political realities that differ from those confronted by leaders in the private sector. They must answer ultimately to elected political leaders, and operate within governance

structures that are very different from those of the private sector. Furthermore, it is not just leaders as executives but also the organisations that they lead that can be held accountable to other branches of government. Public sector leadership and accountability create a context different from that of private sector organisations because public services are funded by the taxpayer, following political priorities and decisions. As a result, public officials in general do not have the freedom to budget for all service demands of the people. This situation is different from private organisations that can often justify extra spending if it brings extra revenue.

There are factors that are common to all definitions of leadership. Firstly, that leadership influences and that individual behaviour can be directed for the benefit of the organisation. Secondly, leadership aims to achieve organisational goals and that leaders must recognise the abilities of individuals in the organisation and consequently how these can result into best performance (Logola 2007 Internet source). It is in the context of leadership that leadership development becomes an important aspect of any organisation. The definition of what leadership is, has highlighted the components that are vital to leadership; leadership development then focuses on developing these components. According to Brache (1983:120) leadership is the process of defining current situations, articulating goals for the future and making the decisions necessary to resolve the situation or to achieve the goals and gaining the commitment from those who have implemented these decisions. Therefore leadership can be regarded as the responsibility that a person undertakes over a number of people in order to motivate them to reach a particular goal.

Sergiovanni (1994) argued that leadership can be regarded as the practice of a set of skills, as opposed to a position of authority. It facilitates transition away from the status quo and assists to transform the structure, culture, and politics of an institution toward some envisioned future state. Leadership is an indirect ability to lead people by setting an **inspiring example**—one that inspires people to pursue a direction that benefits the institution. It's indirect because true leaders do not have to intentionally try to **influence** someone. This means that, to be a leader, one must excel in achieving goals that others can admire.

The adaptability and degree of innovation, goals and vision in public institutions are driven largely by its senior executives. These senior executives act as the centralised leadership responsible for strategy development, empowerment of lower level managers, and to make major innovations and implement aligned strategies. Institutionalised leadership effectively means that key tasks and responsibilities are widely distributed, delegated, and institutionalised in the systems, practices and culture of the entire organisation. Such leadership goes well beyond the widely known concept of cascading leadership where a strong leader empowers other leaders down the line. Cascading leadership depends on

the support of whoever the top leader is at any time; it is personality dependent. In organisations characterised by institutionalised leadership, people act more like owners and entrepreneurs than career officials (in this regard, refer to the following section where the notions of a “learning organisation” are discussed). They assume owner-like responsibility for financial performance and management of risk, and they take the initiative to solve problems. In these organisations, strategising tends to be natural on all levels of the organisation.

Leadership should be differentiated from management. Robbins and De Cenzo (1998:6) define management as the process of people getting things done, effectively and efficiently through and with other people. Hence, Daft, Kendrick and Vershinina (2010:7) define management as the attainment of organisational goals in an effective and efficient manner through planning, leading, organising and controlling organisational resources. The abovementioned definitions of management refer to management as a process of utilising resources effectively and efficiently in order to achieve organisational goals. Furthermore, Robbins and De Cenzo (1998), Daft (2000) highlight the following functions of management: **Planning** which entails defining organisations goals, establishing overall strategy for achieving goals, and deciding on the tasks and resources needed to attain them. **Organising** involves assigning tasks, grouping tasks into department, delegating authority and allocating resources across the organisation. **Leading** is the use of influence to motivate employees to achieve the organisation’s goals. **Controlling** is monitoring employee’s activities, keeping the organisation on track, forward its goals and making corrections as headed. Any person in the organisation can be regarded as a leader regardless of where they are on the organisational hierarchy.

Leadership development, according to Hannum, Martineau and Reinelt (2007:6), serves important purposes, which include expanding the capacity of individuals to be effective in their leadership roles and processes. The aim of leadership development is to create a pool of leaders that can accelerate change in communities and countries in order to resolve key issues and also to strengthen the capacity of teams to improve organisational outcomes.

IMPORTANCE AND CHALLENGES OF LEADERSHIP DEVELOPMENT IN PUBLIC INSTITUTIONS

The public sector is under continuous pressure to improve service delivery and to address the diverse needs of a heterogeneous society. As a result there is a growing demand for leaders who are able to carry out these tasks, and to see through fundamental processes of change, restructuring, process improvement, and transformation.

The ability to acquire and apply that knowledge also varies as a function of overall intelligence, charisma (Javidan & Waldman 2003 in Auriacombe 2014:115), and other innate personal characteristics. Thus, while leadership skills can be developed, public institutions must also lay the groundwork for meeting their future leadership needs by insuring, through recruiting and selection processes, that a sufficient proportion of new hires have high leadership potential (Auriacombe 2014:116).

According to Auriacombe (2014:116) leaders must be developed to demonstrate:

- versatility and adaptability to change,
- professionalism, and exemplary ethical conduct,
- technical and tactical proficiency,
- excellent communication skills,
- the ability to build cohesive teams,
- analytical problem-solving skills,
- the willingness to seize initiative,
- the independence and confidence to operate with minimum guidance, and
- the insight and foresight of a visionary.

If these elements are not evident in a particular individual in a leadership position, certain training and development steps should be taken by the institution. In this article, focus will be placed on the development of leaders.

The need to develop South Africa's human resources has been stressed in a variety of policy documents. With respect to the Public Service, the *White Paper on the Transformation of the Public Service* (1995) (WPTPS) stresses that the effective mobilisation, development and utilisation of human resources is not only an important transformation goal in its own right, in building individual and institutional capacity for good governance, but also critical for the success of the transformation process more generally. Accordingly, a coherent and holistic strategic framework for human resource development will need to be developed at both national and provincial levels (Auriacombe 2014:121). According to Auriacombe (2014:121) this will entail a number of related elements, including:

- The elevation of the role and status of human resource development within the overall framework of government policy;
- The development of effective and lifelong career development paths for all categories of public servants;
- The improvement in employment conditions;
- The introduction of effective performance management and appraisal systems, and the use of incentives to reward individual and team performance;
- The basing of promotion and career advancement on performance rather than on seniority or qualifications; and
- The introduction of effective systems of staff development and training for all public servants, within the context of a national training strategy.

Since the publication of the WPTPS, other policy papers which have an impact on human resource management (HRM) and development (HRD) in South Africa have been introduced by the Department of Public Service and Administration.

The Human Resource Development Strategy for the Public Service was introduced to maintain a **holistic approach** to human resource training and development in the Public Service. To enable it to actualise its constitutional mandate of creating a better life for all, the government envisages a Public Service that is guided by the ethos of service and committed to the provision of high quality services. The challenge that faces the Public Service is that of training and transforming its employees in a manner that will not only benefit government in its pursuit for excellence in service delivery, but will also empower the individual employee.

The following are the **key challenges** facing human resource development in the Public Service:

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| Ensuring effective service delivery | Co-ordinating missions and goals |
| Keeping effective managers and people with scarce skills | Establishing effective management information systems |
| Coping with limited resources | Complex organisational structures |
| Effective financial practices | Establishing effective interfaces between systems |
| Integration of career and life goals | Impact of HIV/AIDS |
| Meaningful advancement of women and the disabled in the Public Service | Performance management in the Public Service |

Source: (Auriacombe 2014:122)

The HRD Strategy for the Public Service endeavours to address the human resource capacity constraints that currently hinder effective and equitable service delivery, including dealing with the consequences of the HIV/AIDS epidemic and the threat that it poses to the development of the public sector. In all three spheres of government, the Public Service requires employees with the relevant knowledge and skills to implement policies and programmes aimed at improving the standard of living and reducing poverty levels. The Human Resource Development Strategy for South Africa ensures that the various components of the state work together to deliver opportunities for human development.

The challenge of effective leadership in government lies on different areas and levels. First of all, the dynamics of the environment in which public officials operate, generally does not promote good leadership. The rigid structures,

bureaucratic nature, legislative restrictions, and culture (ethos) of the public sector often work to constrain leaders and to prevent the development of true leadership. In order to be effective, public sector leaders require sufficient freedom to lead and to be supported and challenged by others within and beyond their departments. Some of the barriers within the public sector include the fact that the public sector has an aversion to risk. Leadership behaviours that are essential, such as defining and communicating radical goals and achieving them by unconventional means, contain inherent risks. This type of risk taking and leadership taking tends to be discouraged in the public sector. Moreover, there is a blame culture in the public sector.

The public sector tends to be intolerant of failure and can make people working in the sector overly cautious about trying new and different approaches. Constant media scrutiny and political oversight further tend to constrain leadership. A third issue that challenge leadership is the fact there is often confusion about who the real leaders are; is it the political head, the head of department, or the nature leader within a department? Furthermore, due to policy demands, limited resources and the inability of officials to deliver on delegated responsibilities, leaders are not always given enough space to lead. Excessively control (political, policy, etc.) usually corrode the capacity to lead.

The environment within which public sector leaders operate means that not all of the challenges can be removed. The fact that the public sector is responsible for spending public money necessitates a different approach to risk than the private sector. A significant component of effective public sector leadership is in handling these challenges effectively. In order to improve public sector leadership, attention must be paid to removing cultural and environmental barriers as far as possible. One of the main aims of public sector should be the development of an ethos that nurtures and rewards leadership.

Secondly, there is a need to improve the supply of effective leaders from within the Public Service and from outside. There is evidence that the public sector is facing a challenge to successfully recruit and retain high quality top leaders from other sectors, and to secure the most able potential future leaders. The public service does not attract enough of the “brightest and best” young graduates. The public sector may not be perceived as an attractive career option due to perceptions about remuneration, working conditions, progression and the value placed on the work.

Widespread high quality leadership depends on recruiting and developing people with the skills to lead. This means that tertiary qualifications must adequately prepare and equip prospective public sector leaders for the challenges that they will face. Issues such as creativity, entrepreneurship, human skills, and emotional intelligence should furthermore be incorporated in all skills programmes for leaders to appreciate potential strategies to address public sector challenges.

Thirdly, leadership in the public sector is constrained by the diversity of challenges that public sector managers typically face. A particular manager may be, for example, adequately equipped to deal with human resources in a department, but is then confronted by financial issues, community demands, labour unrest, political changes, policy demands, and so forth. The complexity of the public sector and the variety of leadership challenges within it, thus hamper a leader to focus on a particular functional area. Public sector leaders face many pressures to adapt, learn, and innovate. There is rapid technological advancement, greater organisational complexity, alternative ways of delivering public services, and increased customer expectations of the quality and quantity of services. Furthermore, a network of actors increasingly become involved in governance, including nongovernmental organisations, private enterprises, community-based organisations, labour unions, international organisations, and so forth. This places a further demand for excellent collaboration, cooperation, coordination, and negotiation skills on public sector leaders. Many of the issues that thus confront public sector leaders are cross-cutting and interconnected in nature. Leaders do not have the luxury to only focus on a particular issue, but in complex problem-solving consider the environment, political ideology, democratic principles, economic pressures and social demands. There is a need for leaders who are able to see the whole or “bigger” picture, and create a common vision for public sector institutions.

A fourth challenge that leaders confront is the fact that there are many competing views of leadership, its principles, skills, and application possibilities. There is thus no consensus as to what should be done to equip a potential leader for the challenges ahead.

Given the challenges confronting leaders of the public sector, which include a complex and complicated world, the volatility of the environment in which they have to perform, the expectations of the public in respect of better quantity and quality service delivery, the public service will require new skills of leadership. Technical or functional skills are becoming less important on their own. Leaders are required to be strategic, to lead beyond boundaries, and to “keep their eyes in the clouds and their feet on the ground” (Mokgoro 2000:7).

These demands on leaders of the 21st century call for a strategic leadership development rooted in the framework typical of a learning organisation, an organisation that is able to channel the energy of environmental change into a force for organisational growth and development (Vicere & Fulmer 1997 in Auriacombe 2014:118). In this type of growth and development organisational dysfunctions are identified and resolved in a manner that links to a simultaneous or subsequent modification of the organisation’s culture, values, policies and objectives (Auriacombe 2014:119).

LEADERS AND THE LEARNING ORGANISATION

Public institutions need to become learning organisations in which everyone is a learner. Such organisations require a different kind of leader that possesses skills that are substantially different than the previous models of leadership (Senge 1990; Sergiovanni 1994). Senge (1990:340) proposes that a learning organisation requires a new approach to leadership. This new approach should regard leaders as people that can assist employees to understand complexity, to clarify the significance of vision, and as people that can improve shared mental models. Leaders should furthermore inspire the total organisation to live its vision.

Senge (1990) proposed that in learning organisations the leader's "new work" should include a commitment to:

- being the organisation's architect;
- providing stewardship; and
- being a "teacher".

Each of these leadership roles or commitments is briefly highlighted below.

- **Leaders as designers:** Organisational policies, strategies and systems need to be designed in such a way that they all contribute to a high performing institution. In this regard leaders need to "design" appropriate governance ideas, core values, principles and practices that officials should follow. Leaders should further design a learning process whereby employees can perform their functional responsibilities optimally (Senge 1990:345).
- **Leaders as stewards:** Senge (1990:345) argues that leaders tell and personify organisational stories. These stories relate the mandate of the institution, what people do and why they do it, and relate to the overall vision of the organisation. Leaders thus become stewards of the vision and their task is to manage it for the benefit of the whole organisation – and ultimately society as a whole. In the public sector, institutional visions should be part of something larger – political ideology, common good, and the general welfare of society.
- **Leaders as teachers:** Senge (1990:353) states that the first responsibility of a leader is to define reality. Much of the leverage leaders can exert "lies in helping people achieve more accurate, more insightful and more *empowering* views of reality" (Senge 1990:353). Leaders need to "teach" people throughout the organisation how to see "the big picture" (systems thinking) and to appreciate the value-chain in the interconnectedness of organisational subsystems. Leaders should thus help people to develop systemic understandings.

Management skills are probably less dependent than leadership skills on innate personal characteristics, other than general intelligence, and thus are more

readily developed than leadership skills. These skills are typically developed through academic programs, advanced degrees or continuing education in a classroom, seminar, or independent study setting. Typically, advanced degrees in Public Administration, Public Management and Public Governance, and decision sciences such as economics or operations research will systematically develop leaders (Auriacombe 2014:122).

As with any learning, the skills tend to improve through usage and to atrophy without it. A multiple-level, multidimensional approach to leadership development should encourage leaders not only to explore a number of these issues theoretically, empirically, and in practice, but also to redraw and add to the leadership mosaic.

According to Auriacombe (2014:122) there are **five keys** to helping develop leadership.

- Develop the necessary skills to analyse your company's organisational and competitive environments
- Appreciate the importance of leadership at all levels of the organisation
- Understand how others perceive your leadership behaviours
- Identify the positive leadership behaviours you wish to emulate
- Develop strategies and mechanisms to change unwanted behaviours.

Leadership programs can work if they use a multi-tiered approach. Effective training depends on the combined use of four different teaching methods, which may be called personal growth, skill-building, feedback and conceptual awareness. In addition, programs must provide an opportunity for participants to practice what they have learned back at the office, and top management must demonstrate a commitment to the process (Auriacombe 2014:126).

KEY AREAS FOR EFFECTIVE LEADERSHIP DEVELOPMENT TO IMPROVE ORGANISATIONAL EFFECTIVENESS

Leskiw and Singh (2007) identified contextual key areas for effective leadership development that can be used as indicators to improve organisational effectiveness.

Linking development programmes to organisational strategy

Fulmer (2000) asserts that organisations must develop clear objectives for a leadership development programme and ensure that the programme is linked to the organisational strategy and also identify the gaps in leadership (skills, knowledge and competencies). The importance of this alignment is to ensure that

the leadership development programme is aligned and assists the organisation in meeting its objectives. Leadership is a process of social influence by which an individual enlists aid and support of others in the accomplishment of a task or mission. It is important for leaders to know and understand the vision of the organisation in order to communicate and motivate others to achieve these goals. Bohn (2002) highlighted expectations that employees have of their leaders;

- A vision of where the organisation is going
- Consistency in pursuing and achieving goals
- Team building
- Credible proof of performance accomplishments
- Clear and concise communication in conveying the organisational direction

Selecting participants for leadership development

Best practice organisations do not select the same level, position or type of employee as the target of leadership development; however they ensure that there is a clear link between succession plans, high potential employees and leadership initiatives. Leadership development has a dual advantage for the organisation and the individual. For the organisation, participation in leadership development programmes ensures that there is a pool of leaders available, capable and committed to fulfil future organisational requirements whereas for the individual, leadership development provides an avenue to develop skills and abilities and competencies that will enable them to carry out their responsibilities.

Developing an organisational learning system

Best practice organisations develop leadership capacity by creating a learning system that consists of formal training and action learning activities that provide for opportunities to learn in the classroom and also in a new learning environment. Leonard in (Bayat and Meyer 1994:43-44) is of the view that the standard method for importing skills which is text-book based instruction supplemented by formal lectures in which the appointed facilitator transmits facts, knowledge, theories and interpretations to an audience, betrays a belief that public administration can best be performed by people who have memorised a specified body of well-defined knowledge.

Specifically in relation to public sector organisations, Kroukamp (2011:21) is of the opinion that those involved in training the future generation of public servants should critically assess the nature of their activities in order to ensure efficient and responsive public services. Sindane (2011:15) contends that if the goals of teaching are information and knowledge transfer to a passive audience, then the conventional mode of teaching is appropriate. However if the goals

are practice-oriented, the conventional teaching method lacks the necessary ingredients of exposing the learner to real-world problems. This brings the significance of action learning in terms of developing leadership capacity.

EVALUATION MODELS OF LEADERSHIP DEVELOPMENT PROGRAMMES

There are various avenues to evaluate the development training programmes in the public sector beyond and above formal teaching. Hence, the use and development of evaluation models or practices to measure the effectiveness of leadership development programmes can be beneficial to provide alternative development approaches.

Best practice organisations identified by Leskiw and Singh (2007) evaluate the effectiveness of the leadership development programmes that participants in their organisations undergo. A leadership development programme that is effectively evaluated will involve questions regarding the extent to which the organisational and individual needs have been achieved and the results of the leadership development programme. There are various models that have been used in evaluating leadership development programmes:

Experimental research model

The experimental research model links success of a programme by making a linkage between a training and change in performance through controlled experiments. Programme evaluators randomly select different participants in a programme and assign them to a group. The group then attends a training programme, after the programme another group of participants attend the training programme and comparisons are made regarding the effectiveness of the programme through a change in performance of both groups (Stufflebeam & Shinkfield 2007:173).

Systems model of evaluation

The systems model of evaluation measures evaluation based on, identifying a need to be assessed by the training, a training gap which is the difference between the current level of skills and knowledge and the expected level. Producing a training course and identifying the people to be trained, by whom, when and how, will be the second step in the cycle. The third step involves the implementation and recording of the information regarding the training. The final step is evaluating the results of the training against the original need identified (Critten 1995:174).The systems model of evaluation assesses training

based on the difference between the present and expected level of skills, knowledge and competencies that are addressed by the training.

Goal-directed model of evaluation

This model of evaluation puts an emphasis on the goals that the training should aim to achieve. Stufflebeam and Shinkfield (2007:160) state that the purpose of this model is to determine whether the programme's goals have been achieved. This model uses operational and behavioural objectives as well as performance assessments to assess whether the programme's goals have been achieved. It can therefore be argued that this model of evaluation is concerned with the determination of programme goals as the indicators of programme effectiveness.

Illuminative model of evaluation

This model of evaluation requires trainees to be given pre-tests and then to be submitted to different training experiences. After a period of time, their attainment is measured to indicate the efficiency of the methods used. The evaluator does not make assumptions regarding the training. The role of the evaluator is to provide an understanding of the reality (Critten 1995:186). The environment in which learning takes place consists of the cultural, societal and psychological variables which determine training and performance. The variables interact with each other in order to establish a new set of circumstances, pressures, opinions and work styles associated with each different training course. The illuminative model of evaluation emphasises the environment in which learning takes place and the effectiveness of the training method in different environments and is concerned with the 'reality' of training.

Costing, cost- effectiveness and cost-benefit analysis model

According to Stufflebeam and Shinkfield (2007:179) the aim of this model is to determine the costs associated with programme inputs, the monetary value of the programme, to compute benefit-cost-ratios and to compare the computed ratios to those of similar programmes. Evaluation measures the total value of a training programme; total value is inclusive of the financial value of the training to the organisation. The money spent on training is an investment of the organisation on the trainees, it is therefore necessary when assessing the value of training to consider the return on investment. The financial value of the training programme can be referred to as the organisation's return on investment.

This model of evaluation incorporates a financial value to training and measures training effectiveness based on the value that is derived from the

participation in training. The costing, cost- and cost-benefit analysis model assesses the extent to which the money spent on development is in direct correlation to the value that is brought about by participation in training.

Levels of evaluation

The level of the evaluation model is a combination of the goal based school of evaluation and the systems school of evaluation. It is goal based in the sense that it requires goals to be set for each level of evaluation, and it is systematic in that it requires the systematic collection of information at each level. Within this school of evaluation, the Kirkpatrick's elaborate model of evaluation levels is found as a practical application of the levels of evaluation school (Critten 1995:186-190). The model consists of four levels of evaluation. The first level measures trainee's reactions to the training, the thoughts and feelings regarding the training. The second level of evaluation measures learning, an increase in knowledge or capability before and after the training programme. The third level measures the extent of change in behaviour and capability implementation. The fourth, final level measures results, the effects on the business or environment resulting from training. The levels of evaluation places an emphasis on evaluation at different levels, the reactions of training , the extent to which learning takes place, the change in behaviour and the effects of the results on the business , rather than a focus on one level, evaluation takes place at different points.

Goal free model of evaluation

This school of evaluation is based on consequences of unanticipated training on the basis that an emphasis on measurable objectives can prevent describing the actual outcome of a particular training course. The goal free school of thoughts evaluates the actual effects of training courses against the defined needs.

Intervention list model of evaluation

This model of evaluation is based on the premise that evaluation should be a service rather than a research function to provide needed assistance and information. The approach uses a practical outcome. The proponents of the interventionalist model argue that the stakeholders in the training course should have a vested interest in the evaluation and assert that the goal of evaluation is not predetermined but will focus on the central issues that are of interest to stakeholders (Critten 1995:186-187). The interventionalist model of evaluation ascertains that the value of a training programme is determined by the stakeholders having an interest in the training. The way in which the stakeholders

perceive the value brought about by the training is an indicator of success. The abovementioned models of evaluation have evolved over time; these models all have the purpose of extracting value from a development programme.

Evaluation of training, firstly, investigates a training programme, in order to analyse the advantages and disadvantages that can be derived from it. Secondly, evaluation aims to improve the training programme, by identifying challenges that hinder its effectiveness and by proposing strategies for improvement. Evaluation is an important facet of training and development and by extension leadership development, as it is through evaluation that the intent and objective of training and development will be realised. The results of evaluating a leadership development programme will yield matters for improvement and also highlight the successes and deficiencies.

There is a need for training and development programmes to be constantly monitored and evaluated in order to see what worked and what didn't and to inform future training programmes. Without evaluation of leadership development programmes, there will be no avenue to improve leadership development Martineau (2004:3) states that *leadership* is a complex activity, yet if the evaluation is done properly, it will not only improve development efforts and thereby the quality of leadership, but also contribute to the effectiveness of the organisation. Done well, the evaluation of leadership development is itself an important activity.

CONCLUSION

There is a need for training and development programmes to be constantly monitored and evaluated in order to see what worked and what didn't and to inform future training programmes. Without evaluation of leadership development programmes, there will be no avenue to improve leadership development Martineau (2004:3) states that *leadership* is a complex activity, yet if the evaluation is done properly, it will not only improve development efforts and thereby the quality of leadership, but also contribute to the effectiveness of the organisation. Done well, the evaluation of leadership development is itself an important activity.

This article concentrated on the key components of leadership development to promote the effectiveness of leadership development programmes in the public sector.

The ever changing and growing needs of the public sector necessitate a unique approach to develop the effectiveness of potential leaders in their organisations.

The above issues raise the importance of an institutional strategy to help create a corporate **culture** in government where people value strong leadership and strive to nurture it. Just as we need more people to provide leadership in

the complex organisations that dominate our world today, we also need more people to develop the cultures that will create leadership.

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AUTHOR'S CONTACT DETAILS

H M Nkwana
School of Public Management administration
University of Pretoria
Tel: 012 420 2051
E-mail: Mapula.nkwana@up.ac.za