EVALUATION OF THE STRATEGIC LEADERSHIP

DEVELOPMENT TRAINING PROGRAMME IN PUBLIC SERVICE COMMISSION

OF KENYA FOR EFFECTIVE SERVICE DELIVERY

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DECLARATION

I, the undersigned, declare that this research dissertation is my original work and has not been presented to any university for any degree award or institution for academic credit.

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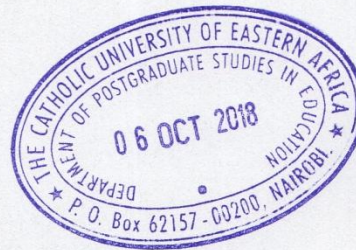
ABSTRACT

This study focused evaluation of the Strategic Leadership Development Programme (SLDP) in Public Service Commission of Kenya for effective service delivery. The Programme which is offered at the Kenya School of Government (KSG) was evaluated to determine its effectiveness. Five evaluation questions provided guidance for the study as follows: How adequate and effective is the Strategic Leadership Development Programme? What are the satisfaction levels of different stakeholders regarding the Programme? How efficient are the trainees of the Programme being evaluated? What are the challenges facing implementation of the Programme? Finally, how can the implementers improve the implementation of the Programme? This evaluation study based its methodology on a convergent parallel mixed methods design. The study was anchored on the Human Capital Theory. Purposive and simple random sampling methods were adopted to identify a representative sample to participate in the study. Data collection was accomplished through the use of questionnaires and interview guides. Analysis of data was done using descriptive statistics and presented in tables and figures. Study findings show that the Programme was effective in transforming managers into efficient leaders and that beneficiaries were satisfied with the approach engaged. The study further established that there were several challenges facing the Programme implementation such as, over-emphasis on leadership skills in comparison to follower's group dynamics and team applications. The challenges of the course were compounded by very large classes that inhibited teacher-student interaction. The study recommends that the challenges facing implementation of the Programme be addressed through the engagement of strategic and participatory mechanisms by Kenya School of Government and the Public Service Commission. Further, the study suggests need for recruitment of additional resource persons for delivery of the course content. Finally incorporate the outlined changes and ensure that the classes are sizeable to decrease the student-facilitator ratio, enhance interaction and ultimately add value to the Programme's impact.

DEDICATION

I dedicate this work to my father the late Samson Nyamwega and my mother Wilkister Kwamboka for support, goodwill and love for education, which inspired my spirit. I dedicate this work to my family Zipporah, Sandara, Seth and Sylivia for torelating my absence and for your love and prayers.

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LIST OF ABBREVIATIONS AND ACRONYMS

CLP	Clinical Leadership Programme
CPE	Continuing Professional Education
DPSM	Directorate of Public Service Management
ELP	Emerging Leaders Programme
GoK	Government of Kenya
GLOBE	Global Leadership and Organisational Behaviour Effectiveness
HoD	Head of Department
HRD	Human Resource Development
IDeA	Improvement and Development Agency
KIA	Kenya Institute of Administration
KSG	Kenya School of Government
KV2030	Kenya Vision 2030
LIAB	Leaders' Informal Authority Base
LP	Leadership Programme
LD	Leadership Development
LDK	Leaders Domain Knowledge
LJA	Leaders Joint Accountability
LOFD	Leaders Non- Financial Decision
LOL	Leaders' Organisational Legitimacy
LLP	Leadership for Learning Programme

LPI	Leadership Practices Inventory
LTD	Leadership Training and Development
MoH	Ministry of Health
MLCF	Medical Leadership Competency Framework
MLD	Management Leadership Development
NACOSTI	National Council of Science and Technology
NSWIOP	New South Wales Institute of Psychiatry
OCB	Organisational Citizen Behaviour
OJB	On Job Behavior
PLA	Pyisician Leadership Academy
ROI	Returns on Investment
SLDP	Strategic Leadership Development Programme
SSLP	Strategic Shared Leadership Process
SMC	Senior Management Course
SPSS	Statistical Package for Social Sciences
T&D	Training and Development
TMT	Top Management Team
UNDP	United Nations Development Programme

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

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

The basis of training in leadership development skills is to improve service delivery and effectiveness of organisations (Boselie and Van der Wiele, 2002; Kraiger and Ford, 2007). Various organisations train their staff to make them more productive and deliver results (Kraiger, McLinden & Casper, 2004). Employee training has been developed by all organisations across the globe, simply to make organisations more productive (Dysvik and Kuvaas ,2008).

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

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

The essential expectations of capacity building include improved human capital performance, better compensation,strategic organisational structures and levels of skills transfer which foster growth in an organisation Grindle and Hilderbrand (2006). Kenya needs to take its unique position in the region in order to exploit the social, economic and political opportunities and expand the knowledge base (Ahmed & Hanson, 2011). A result oriented public service will need to recruit and train specialised personnel. Further, the new public service will require skills and knowledge (Okotoni & Erero, 2005). Training therefore, should be part of a comprehensive education planning programme for civil servants' development.

Evaluation is one way of finding out if a particular training programme is achieving the desired objectives, or the training programme is achieving what it was meant to achieve. Donald Kirkpatrick developed a four-dimensional training programme evaluation method which examines training in terms of reactions, learning, behaviour and results (Kirkpatrick & Kirkpatrick, 2005). The model posits that in training learning takes place and it brings about changes in attitudes, cognitive domain, and behaviour as its outcomes. Behaviour refers to on the job performance and, thus, is measured after training. Further, reactions refer to how a

participant or an employee feels after learning new ideas or concepts in the training. The learning which the participants acquires makes them change or modify their behaviour which brings about improvement in productivity or overall results (Alvarez, Garofano, & Salas, 2004).

The reasons for evaluating a training programme include improving the programme, assessing viability and accounting for the training resources Kirkpatrick and Kirkpatrick (2005). According to Fretwell (2003) other reasons for training evaluation include decision making and improving quality of systems in an organisation (United Nations Development Programme, 2013). To measure the effectiveness and impact of the programme, it is vital to carry out its evaluation. Training assessement therefore addresses the deficits which may exist in a programme and aim to make it better Armstrong (2009). Any form of training at any given time addresses the skills lacuna (Staley, 2008). Therefore evaluation of any training programmes assists to address organisational challenges which hinder productivity and service delivery (Alvarez, et al., 2004).

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

In addition, the evaluation showed that there seems to be very little skills transfer, and behaviour change among the senior officers who have gone through the programme (Republic of

Kenya, 2012). Considering the fact that the senior officers are the ones who influence the junior staff in the Commission, then it is probable that Public Service Commission of Kenya improvement in employee performance will be constantly low. Further, the need to evaluate the programme was also due to the fact that incompetence and poor service delivery, on the part of the PSCK may spillover and affect the entire public sector in Kenya.

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

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

1.2 Statement of Problem

There exists an important link between performance and productivity of the public service employees and the growth of Kenya's economy. Human capital development and

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capacity building is a critical programme that a government employs to sharpen skills of its employees to address challenges which arise (Armstrong, 2006). In the Public Service in Kenya, concerns have been raised over delivery, and efficiency of the services offered to the public. The Ministry of State for Public Service conducted a midterm evaluation in 2012 of the Strategic Leadership Development Programme and established leadership skills gap in the public service despite the programme having been implemented for over six years (Republic of Kenya, 2012). In the recent past government performance evaluation and appraisal of all government departments and agencies, the Public Service Commission was lowly rated. In the 2010 performance evaluation of all government departments, the Public Service Commission ranked very low yet the Commission gives direction in public sector (Republic of Kenya, 2010). Therefore, there is a leadership development lacuna which could be addressed by an effective Strategic Leadership Development training Programme. The Commission continues to experience criticism regarding service delivery not only from senior government officials but also from members of the public. Recently the President of the Republic of Kenya noted with concern slackening in the leadership and service delivery by the civil servants in his office, who fall under the purview of Public Service Commission. Along the same line, the Auditor General's report for 2013/2014 financial year indicates serious corruption and misuse of public resources by public sector employees all of whom are controlled by the Commission in terms of appointment, promotion and discipline. This growing concern over the performance of the Commission informs the need to evaluate the Strategic Leadership Development Training Programme to determine whether it is indeed transforming the leaders of the Commission for effective service delivery.

A number of studies have been carried out on leadership development, although they have not adequately informed on this specific programme. For example, a study by Piyali, Joshi, Satyawadi, Mukherjee and Ranjan (2011) in India on evaluating effectiveness of a leadership development training programme with trainee reaction revealed that 75% of managers and 45% of non-managerial employees found the training manuals and handouts to be valuable as learning tools. Harris and Leberman (2012) conducted an evaluation on leadership development for Women in New Zealand universities using a longitudinal case study approach and established that leadership development programmes help women to provide leadership in faculty, and that women continue to be underrepresented in senior academic and general staff positions in New Zealand universities.

Ngure and Njiru, (2013) conducted an evaluation of Senior Management Course (SMC) a course for middle level managers in the public sector in Kenya and found out that senior management course trainees reacted positively on the training and were satisfied with the management skills imparted, which made them better managers. However, all these studies were carried in different contexts such as New Zealand, United States of America and India. Furthermore, methodologically, nearly all of them used a survey design and the reviewed studies have mainly dealt with reaction level one only of Kirkpatrick's four levels. Evidently, from available literature, little research has been done on evaluation of the Strategic Leadership Development Programme in Kenya in the public service commission for effective service delivery generally and this is a gap that this study addresses. This was an objective oriented evaluation programme and it sought to determine the effectiveness of the Strategic Leadership Development Programme in preparing leaders for efficient service delivery within the Public Service Commission.

1.3 Evaluation Questions

The following evaluation questions were used to guide the study.

    i.   How adequately is the SLDP implemented for effective transformation of senior managers to strategic leaders of the Public Service Commission?

   ii.   What are the satisfaction and perception levels of different stakeholders on Strategic Leadership Development Programme training of top leadership of the Public Service Commission in Kenya?

  iii.   How efficient are the trained leaders of the Strategic Leadership Development Programme in service delivery at the Public Service Commission of Kenya?

  iv.   What are the challenges facing the implementation of Strategic Leadership Development Programme?

   v.   How can the implementers improve the implementation of the Strategic Leadership Development Programme?

1.4 Significance of the Evaluation

The evaluation is important because it informed the importance of training in the public service and provided policy direction on effectiveness of training of senior managers' especially in Strategic Leadership Development Programme. In addition, it provides information for further research in the area of management development training in government. The findings provide new knowledge to the stakeholders (directors, staff) in the area of evaluation of training in all the departments in the Public Service Commission of Kenya and therefore forms a basis for evaluation of other programmes in other areas which add value in public service management. Further, it underscores the important role of Strategic Leadership Development Programme to the senior public servants in government and its implication in career growth. The evaluation is

important because it provide management feedback to develop the workforce towards the attainment of the goals and objectives of the public service and equipped directors with management and leadership skills to improve their existing knowledge and skills and enhance public service productivity.

This evaluation provide details on what the Strategic Leadership Development Programme entails and how the training will be improved. The study also provide information that will help to fill the gaps in such as training programmes in Kenya since most of the evaluations conducted earlier have been centred on reaction level of Kirkpatrick's training model. To the theorists, the findings provide information about the current gaps and possibly give new direction for the emergence of new theories. Findings of the evaluation may help the government assess the effectiveness of Strategic Leadership Development Programme training since it is possible to know the impact of the training at the four levels of Kirkpatrick's model on training. Therefore, the evaluation contributes to a body of knowledge, theory and practice of evaluation of leadership development programmes.

1.5 Scope and Delimitation of the Evaluation

The evaluation was carried out in the Public Service Commission of Kenya and it involved senior mangers/ directors (participants) who have undertaken Strategic Leadership Development Programme. The staff of the Public Service Commission of Kenya were drawn from directorates of establishment and management consultancy, human resource management and development, compliance and quality assurance, recruitment and selection, finance and administration who influence policy implementation in the wider public service and hence, play a crucial role in service delivery in the public sector. The study was also delimited to a current cohort who were on session taking the Strategic Leadership Development Programme offered at

Kenya School of Government Kabete Nairobi who were able to provide the perceptions and expectations of the programme. Further, the study was delimited to staff of Public Service Commission as stakeholders.

The current evaluation study focused on how effective Strategic Leadership Development Programme is in preparing leaders for the future of this country. Specifically, the evaluation study looked at the gaps in the design of the programme in order to make it more effective and in order to improve on it and hence improve service delivery in the public sector.

1.6 Theoretical Framework.

The current evaluation was based on the human capital theory (HCT) which was developed by Schultz in 1961 and later modified extensively by Becker in 1964. The human capital theory emphasises how education and training increases the productivity and efficiency of workers by increasing the levels of cognitive stock of economically productive human capital which is a product of innate abilities and investment in human beings (Becker, 1964). The theory suggests that education and training raises productivity of workers by imparting useful knowledge and skills, hence raising workers' future incomes by increasing their lifetime earnings. Olaiyan and Okemakinde (2008) avered that the human capital theory provides a justification for large expenditures in training.

According to the human capital theory, human capital consists of the knowledge, skills and abilities of people employed in an organisation. Shultz expounded the theory in 1981 to include either innate or acquired human abilities and that attributes which are valuable and can be augmented by appropriate investment in human capital. Schultz argues that, human capital consists of stock flows of knowledge available to an organisation. The Public Service

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Commission has got a stock of human capital with diverse expertise in all its departments who offer various specialized services which are sought by the wider public sector in Kenya. The current study of evaluating the effectiveness of the Strategic Leadership Development Programme therefore provides direction on how the diverse human capital talents can best be harnessed for increased productivity and improved service delivery to the public sector. From the aforementioned the human capital theory is considered the most suitable to anchor the study.

Armstrong (2004) argued that human capital constitutes 'intellectual capital' that can be seen as human capital itself, and social capital which refers to the stocks and flow of knowledge derived from networks of relationships within and outside the organisation. According to Armstrong (2004) social capital refers to those activities in social life networks, norms, values and trust which enable people work together for shared objectives. The tripartite concept of intellectual capital indicates that, while it is individuals who generate, retain and use knowledge (human capital), this knowledge is enhanced by the social interactions that generate the institutionalized knowledge possessed by an organisation. This argument supports the importance of training public servants for increased productivity and efficient public service delivery.

The human capital theory can be associated with the resource-based views of the organisation as developed by Barney (1992), who proposed that sustainable competitive advantage is attained when the organisation or the firm has a human resource pool that cannot be imitated or substituted by rivals. Boxall (1996) called this situation as one that confers 'human capital advantage' and noted that a distinction should be made between 'human capital advantage' and 'human process advantage'. The former findings obtained from engaging staff with valuable competitive knowledge and skills while the latter involved establishment of

difficult to imitate, new processes within the organisation like cross-departmental cooperation and executive development. Accordingly, 'human resource advantage' (the superiority of one organisation labour management over another), can be thought of as the products of its human capital and human process advantage.

Armstrong (2004) pointed out that, the added value that people contribute to an organisation is emphasised by human capital theory. The theory regards people as assets, and stresses that investment by an organisation in people generates worthwhile returns. Armstrong (2004) further maintained that important though human capital theory may be, interest in it should not divert attention from the other aspects of intellectual capital – social and organisation capital -, which are concerned with developing the knowledge possessed by the human capital of an organisation. Schuller (2000), also argued that 'the focus on human capital as an individual attribute may lead – arguably has already led – to a very unbalanced emphasis on the acquisition by individuals of skills and competencies which ignore the way in which such knowledge was embedded in a complex web of social relationships.

However, the recognised importance of achieving human capital advantage has led to an interest in the development of methods of measuring the value of that capital. The following reasons account for why value of capital is measured: human capital constituted a key element of the market worth of an organisation and its value should therefore be included in the accounts as an indication to investors or those contemplating a merger or acquisition of the total value of a business including its intangible as well as its tangible assets. Further, the process of identifying measures and collecting and analysing information relating to them would focus the attention of the organisation on what needs to be done for effective utilsation of the human capital. Measurements of the value of human capital can provide the basis for resource based human

resource strategies which are concerned with the development of the organisation's core competencies and can be used to monitor progress in achieving strategic human resource goals, and generally to evaluate the effectiveness of human resource practice (Armstrong, 2004).

1.6.1 Strengths of the Human Capital Theory

From an economic point of view, the human capital theory emphasizes that investing in people adds value to the organisation. Individuals expect return on their own investment, and firms recognize that the increased value of their employees should be rewarded. In this connection, Armstrong (2004) observed that individuals have their own value in the market place. This value was acquired and increased through investment by their employer and themselves in gaining extra expertise and competence by means of training, development and experience.

Further, the theory clearly points out that investing in human capital through training may result into increased organisational productivity. Economists generally agree that it is the human resource, not its material resources that ultimately determine its economic and social development. It is evident that the theory further helps organisations to take stock of knowledge and skills that arise with regular and relevant professional development programmes. Indeed, there is a connection between the human capital development and the effectiveness of infusing or integrating such activities into the world of practice by the employees in order to effect change. It is only when such human capital investments are successfully applied in their day to day world of work that we can say that employees have attained the competencies required and thereby bringing returns and productivity from the capital invested in them.

1.6.2 Weaknesses of the Human Capital Theory

One of the major weaknesses of the human capital theory is the one identified by Bontis et al (1999) who argued that the theory suffered from subjectivity, uncertainty and lack of reliability in that the measures in this theory could not be audited with assurance. However, in practical terms it is possible to account for the human investment in any organisation and therefore, this weakness does not hold. Bontis et al (1999) also cited another weakness that, it is morally unacceptable to treat people as financial assets, and in any case, people are not 'owned' by the organisation.

1.6.3 Justification of the choice and application of the Human Capital Theory in this study

Armstrong, (2004) believed that value added per person is a good measure of the effectiveness of human capital, especially for making inter-firm comparisons, and that the most critical indicator of the value of human capital is the level of expertise possessed by an organisation. He suggested that this can be done through identifying and analysing organisational core competencies. This strong argument by Armstrong supersedes the weaknesses observed by Bontis et al (1999) and validates the use of the human capital theory in this study. This research used this theory to examine the effectiveness of the Strategic leadership development programme in the Public Service Commission under focus and how this investment is reflected in the service delivery of the senior managers at the Commission.

The significance of human capital theory to the Strategic Leadership Development programme lies in the fact that it is knowledge, skills and abilities of individuals that create value. Organisations' major focus should be on means of attracting, retaining, developing and maintaining human capital. For employers, the return to investment in human capital is the improvement in productivity characterized by flexibility and innovativeness of workers.

Therefore, the need to enlarge skills and increase level of knowledge and competency of employees is a major concern to many organisations (Armstrong, 2004). It is a key factor to determining whether organisations prosper (Schuller, 2000). The theory argues that human capital consists of innate or acquired human abilities that add value to an organisation. Most of the scholars in human capital development suggest that training of human capital is the best means of acquiring competencies Armstrong, (2004). The human capital theory therefore, is the most suitable for this study since it attempts to assess the benefits of the human training and addition of knowledge and skills and the way such benefits (which are not necessarily in monetary terms) are transferred into behaviour and learning in the Public Service Commission. The people in organisations add value, and there was need for assessing this value so as to a provide basis for human resource planning, monitoring effectiveness and evaluating the impact of training on service delivery.

Moreover, the human capital theory was found appropriate in this research because it was possible to connect the theory and the modified behaviour, knowledge and skills in the conceptual framework developed by Ehman and Bonk (2005). The human capital theory is underpinned on the premise that developing human resources through training within an organisation promotes and improves job performance. In the same line, the conceptual framework in Figure 1 provides a model through which effective leadership development for senior public servants can be enhanced. Both the human capital theory and the conceptual framework concur in the sense that promoting leadership development for human resources within organisation increase productivity through improved performance of the individuals in organisations. Whereas the human capital theory explains the fundamental need to promote the leadership development of the people working in an organisation, the conceptual framework

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explains and shows how such development programmes can be made to work more effectively in order to benefit both the individual civil servants and the organisation, in this case the Public Service Commission of Kenya.

1.7 Conceptual framework

Strategic Leadership Development Programme

Senior officers before SLDP

Access to quality SLDP such as; Administration, management, technology use in offices, leadership, etc

Civil servants mandatory training in SLDP

Reflection and Practice

Impact by trained Civil servants on others

Support for Leadership training activities

-Training modules produced

-Training Personnel availed

Time availed for Training

Attend in Teams (cohorts)

Learning Approach

Reflect on change

Effective evaluation of SLDP

Improve SLDP Activities

Proper decisions are made

Transfer new Skills and Knowledge to workplace

Application of newly acquired skills

Expected Final Product: Improved service Delivery

Improved competent public servant

Public servants acquire knowledge, skills and attitudes

Improved productivity and service delivery

Economic Prosperity

Improved Public Service Commission image

Figure 1: **Conceptual Framework Adapted and modified from Ehman, Bonk and Lynch (2005)**

From the framework, senior officers are identified and introduced to Strategic Leadership Development Programmes with specific objectives. They are given time to reflect on their practice and how that practice can impact on others in the Public Service Commission of Kenya. The officers are encouraged to attend the Strategic Leadership Development Programmes since it gives them leadership skills and is used as a promotional course. The learning approach is identified and instructors and course coordinators are allowed to reflect on the change they want infused into the participants.

Relevant resources are availed such as training materials, training personnel and support staff. Time is set aside for participants to learn the leadership development skills and this is accompanied by certification. The expected changes that should take place in the participants in terms of knowledge and skills and how they should be transferred in the training or learning environments are clearly specified and this includes improved teaching approaches, improved reflective instructors, improved planning and presentations in class, encouraged collaborative learning for both participants and instructors as well as improved classroom management. Strategic Leadership Development Programme is evaluated to determine whether it is indeed achieving the intended changes. Finally the expected product or products of Strategic Leadership Development Programmes for participants should include: improved competency in the work place, effective programme, improved service delivery, improved productivity and economic prosperity.

According to Ehman and Bonk (2005) and Yamagata-Lynch (2005), the conceptualization is not limited to leadership development programmes and professional development programmes involving technology but to a wide spectra of training programmes. They noted that, in fact the basis of the model was to clearly show how leadership development

can be effective and show how such programmes should be integrated into the training and learning process. Moreover, one of the main purposes of coming up with the model was to provide future researchers with a model or conceptual framework upon which they could ground their studies. It is on this basis that this model was ideal for this study.

1.7.1 Evaluation Model

The evaluation was guided by Donald Kirkpatrick's four levels of evaluation of reaction, learning, behaviour and results model. This deals with how employees react to the actual training and the learning they receive; learning deals with the content covered in terms of how much did learners retain in the process or the semantic portions of the learning process; behaviour deals with transfer of learning into change in behaviour; and finally results or impacts of the programme reviews the outcomes. Garvey (2011) advocated the use of Kirkpatrick (1975) evaluation model in evaluating training. The model identifies levels of training evaluation as explained herein:

Reaction: The aim is to review the participants' responses and activities to the training programme. It includes measurement of participants' reactions or attitudes toward specific components of the programme, such as the instructor, the topics, the presentation style, the schedule and audiovisuals Garvey (2011). It is indicative that components can be split into specific aspects for evaluation. In this study the researcher used this approach to undertake the evaluation.

Learning: Here the aim is to determine what the training programme participants learned during the training event. Since the training instructor develops specific learning objectives, the evaluator will achieve clear learning outcomes. The effects of learning comprises changes in understanding abilities, or attitudes of the participant. The training process will have training

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events which emphasisze knowledge, skills, attitudes, and some will have multiple learning outcomes (Garvey, 2011).

Behaviour: The main goal is to find out if training programme participants change their on-the-job-behaviour (OJB) as a result of their having attended and participated in the training programme Stufflebeam & Shinkfield (2007). If the behaviour change does not occur, there is need to find out why the change did not occur. Concern in the level comprises acquisition of new mannerisms or way of doing things. Has the training provided desirable effects to an employee. The main objective in the level is to change in way of doing business (activities for improved performance) or the new skills developed. This level seeks to answer the question of interpretation and application of the learning

Results: The evaluators concern is to find out if the training programme led to final results, especially business results that contribute to the business profits Stufflebeam & Shinkfield (2007). Level four outcomes are not limited to Return on Investment (ROI). How well goals have been achieved for the good of the society. The outcomes at this level involve positive returns or investments or changes that will have deliberate positive financial returns in the future.

According to Garvey (2011) the theoretical framework of Kirkpatrick's model has some merits, which include, the fact that it is low cost to administer and provides insights into audiences' personal feelings about the course, and it provides quick feedback. It provides more compelling evidence of whether the training programmes works or not. It also provides strong evidence that investment in training yields desired returns. Finally, it provides strong evidence that the programme has positively or negatively achieved for the organisation. Garvey mentioned

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the following demerits of the model: It needs more time and money. It is difficult to discern students' reactions and finally it is difficult to evaluate performance interventions and deficiencies. Investments and expertise is a must in order to develop level four. In conclusion the merits outweigh benefits hence the reason why the researcher justified and advocated for the use of the model.

1.7.2 Logic Model

The logic model for evaluating the Strategic Leadership Development Programme is shown in Table 1. In the model, the overall goal of the programme is to transform public service leaders who offer strategic guidance in dynamic environments, in the public service of Kenya. Table 1. Clearly shows that performance indicators, means of verification and critical assumptions.

Table 1

Logical Framework.

Narrative Summary	Performance Indicators	Means of Verification	Critical Assumptions
GOAL: The overall goal of the Strategic Leadership Development Programme is to transform public service leaders who offer strategic guidance in dynamic environments, in the public service of Kenya.	-Public service running effectively and efficiently -satisfied customers and clients. -improved productivity -timeliness	Transfer of knowledge to junior staff	The senior managers will complete the SLDP programme
How adequate is the SLDP implemented for effective transformation of senior managers for strategic leadership of the Public Service Commission?	-adequacy of trainers -adequacy of teaching materials -adequacy of resources -cost effective	Transformational leadership. Reviewing of performance. Evaluation reports.	There will be behavior change on a SLDP trainees after the programme
What are the satisfaction levels of different stakeholders on Strategic Leadership Development Programme training of top leadership of the Public Service Commission in Kenya?	-Level of satisfaction of customers -satisfaction from staff using satisfaction survey reports Minimal complains	Reactions and expectations after training. Satisfaction index levels No employee complains	High Positive expectations and satisfactions. New attitudes.
How efficient are the trainees of Strategic Leadership Development Programme in service delivery at the Public Service Commission of Kenya?	- Improvement in Efficiency in the work place after training. -shortened delivery time -current trainee levels -cost effective services	Efficient service delivery.	Good efficient services.
What are the challenges facing the implementation of Strategic Leadership Development Programme?	-provision of solutions to new challenges in the programme	List of challenges identified. Provide Solutions to problems	Proactive focused, senior managers.
How can the implementers improve the implementation of the Strategic Leadership Development programme?	- update of content and syllabus -document analysis using document register Improved training manuals Highly qualified instructors	Curriculum Review reports	Improved programmes.

Source: SLDP Logic Model Design

1.8 Operational Definition of Key Terms

Effective service delivery: A term used to explain if the services provided to members of the public are adequate, timely and satisfactory.

Evaluand : The programme being evaluated.

Civil service: Term used to describe public workers who work in mainstream government ministries and departments at the county and national levels.

Learning behaviour – refer to the new way of doing things that a participant acquires after going through a given training course.

Strategic leadership development- Refer to a focused leadership development meant to mentor development of leaders.

Leadership Development: – used to mean action which improves quality of leadership in an individual or organisation

Public Service: - this includes the following categories of workers, Civil Service, Independent Commissions (Secretariat Staff), Teaching Service, Police Service, Armed Forces, Judiciary and Parliament.

Reactions: – refers to how participants of a training programme feel about it during and after the course.

Results: - refers to the changed level of performance and productivity due to training, this could be positive or negative

Senior managers: refer to the heads of departments and directorates and their assistants.

Competency Assessment: establishing gaps which make individuals not to deliver as expected.

CHAPTER TWO

DESCRIPTION OF THE EVALUAND

2.1 Introduction

This Chapter describes the programme that was evaluated which is the Strategic Leadership Development Programme and includes the philosophy behind the programme, goal of the programme, the objectives of the programme, programme description, the activities, inputs, expected outputs, effects, and administration and management of the programme.

The philosophy behind the Strategic Leadership Development Programme is anchored on the fact that any person heading an institution must provide leadership in their organisation. The practice is that organisational success depends on the leadership styles and culture set by the top leadership. When one therefore, undergoes this training he/she is taught transformation from being a manager to a leader. It is this transformation which steers growth in an organisation. Further, the acute deficiency in strategic leadership in government departments and agencies (Republic of Kenya, 2012) prompted the development of the programme to address this need.

2.2 Goal of the Programme

The overall goal of the Strategic Leadership Development Programme is to transform public service leaders who offer strategic guidance in dynamic environments, in the public service of Kenya (Republic of Kenya, 2012).

2.3 Objectives of the Programme

The Strategic Leadership Development Programme aims at creating a critical mass of transformative/strategic leaders in the Public Service. The programme espouses the following objectives (KIA, 2008):

a) To think strategically about the operations in their organisations;

b) To make a successful transition from being managers to being leaders;

c) Develop and apply key leadership skills and competencies;

d) To re-orient and become more focused on delivering quality service to the customer in the most efficient and cost-effective way;

e) Apply various concepts, tools and techniques to improve performance in the public service; and

f) Develop action plans for implementation of the acquired competencies.

2.4 The Strategic Leadership Development Programme

Strategic Leadership Development Programme is a course offered to top leadership and management as a promotional course for officers who are in job group Q who are due for promotion to job group R in the public service (KIA, 2008). In some instances, the course is offered to officers in job group N due to stagnation. Officers in job group N in the public service in Kenya are the heads of divisions and departments. The course is suitable for all those who are senior managers (KSG, 2008). For effectiveness, the course is designed to cover the following course content: Kenya Vision 2030, Managing versus Leading, Leadership Models and Mindsets, Models of Leadership in 21st Century, Challenges facing today's Leaders, Leadership for the Future, Strategic Thinking, Developing Vision, Mission and Values, Techniques of

Strategy Development, Developing key Success Measures. Aligning Departmental Plans to the Vision, Coaching and Mentoring, Risk Management, Succession Planning and Management, Effective Leadership Communication, Interpersonal Skills, Communicating Plans and Results, Employee Wellness Programme at the Workplace, Implementation of Constitution 2010, Workplace Assignment, Performance Management in Public Sector, Organisational Cultures, Change Management, Corporate Governance, The Learning Organisation, Official Etiquette, Directors Assignment, Experimental Learning, Culture Change Management and Course Evaluation.

The programme is designed to last six weeks to enable officers to cover the course content and undertake a practical project in their offices, which focuses policy direction. In most cases the practical project is an assignment on development of a strategic plan for the Ministry or department where the officer is working. Before the programme starts the course coordinator asks participants to state their expectations, which are written and this directs the training needs assessment. In addition, the expectations guide the choice of content that is specifically designed for the course. From the responses, the course coordinator captures all expectations and compares them with the syllabus.

Managers and supervisors are expected to understand the expectations and perceptions of staff under them as they plan for organisational activities (KIA,2008). Further, they plan the schedule of activities and programmes which are undertaken. The procedures and policies have to be followed and supervised as per the set standards. In view of this, they need to be equipped with required skills and knowledge to enable them to perform their duties effectively.

Strategic Leadership Development Programme has challenges in its implementation that includes; poor budgetary allocation and funding from the government coupled with inadequate

staffing and low level of promotions Korebo (2005). The Kenya School of Government is trying to solve this by employing more qualified staff and seeking enhanced financial allocation. Training in leadership development is important in order to deal with the growing complexity of work environment and rapid change of organisations and advancement in technology and other challenges Okotoni and Erero (2005).

The Strategic Leadership Development Programme has the following gaps which have not been addressed adequately. Most lecturers at government training institutes like Kenya School of Government have not been trained on Training of Trainers (T.o.T) (GOK, 2012) course which is key for effective content delivery. This is a gap, which the current study aims to address through advocating the application of quality curriculum development in the leadership development training and ensuring appropriate training of KSG staff. Most Principal Secretaries in Ministries and Departments have not been trained in Strategic Leadership Development Programmes, due to work exigencies (KIA,2008). The current programme will review how they can receive the requisite skills, as they are the chief accounting officers of departments and ministries.

The course is standardised with a specific training manual, which outlines detailed curriculum areas. Standardising the course enables it to address the gap on course content and incorporate lessons from previous evaluations and the senior management course which has been evaluated before at Kenya School of Government. There is also concern that what the participants learn during the training and the action plans they come up with as groups do not get support to be implemented (GOK,2012) which is a gap that can be addressed by providing adequate funding for the programme.

Training in management and leadership empowers the employee and enhances their capacity to handle greater responsibilities effectively (Singh and Vinnicombe, 2003). Leadership development programmes typically seeks to facilitate sustained self-awareness, continuous learning and personal reflection (Day, 2001; Kolb and Kolb, 2009; Nesbit, 2012; Raelin, 2002) along with the development of specific leadership skills. Management training also helps people to become qualified and proficient in doing some jobs Noe (2011). Leadership development programmes need to be effectively implemented and according to Dena and Patsy (2003) model of effective training, need to be learner focused because effective training identifies and focuses on what affects the learner, while building on learner strengths. Further, entry level of the participants and participation is very important. Finally, peer exchange programmes would make the training resourceful and effective. Applying these characteristics to Strategic Leadership Development Programme will enrich it and make it effective.

According to Cole (2006) effective designing of a programme should address the following: i) what are we trying to achieve in this programme? ii) What do we expect participants to achieve? iii) What content is required to achieve this aim? iv) How should it be structured? v) What learning methods should we employ? vi) Who should conduct the training? vii) Where and when should the training take place? viii) How should we evaluate success of the programme?

Cole (2006) observes that effective training shows how a person is productive and proficient at work and life skills. In addition, for proper decision making, capacity building and planning is very important. Further, organisational culture facilitates effective time management and organisational relationships. Effective leadership is seen to positively impact individuals, organisations and the community at large Black and Earnest (2009). The resources within the

learners environment greatly influences actions taken in the lifelong education of a person. Effective training transforms an employee to be knowledgeable and skilled about the subject matter, and reinforces worthwhile values and principles. It also makes learning interesting and fulfilling. The participants feel they have achieved something in the process. Lastly, effective training make employees be recognized for what they have achieved for the organisation and take credit for milestones. Continuous evaluation and feedback makes training successful. Learners are acknowledged and recognized for their contributions by the larger community. In versatile leadership programmes authorities and experts are invited to shed light on pertinent aspects.

The Strategic Leadership Development Programme focuses on building the competences and productivity of senior managers to prepare them for leadership roles (KIA, 2008). In most public organisations a senior officer starts from the principal officers upwards to director level. Top leadership must be equipped with latest leadership skills to assist the institution navigate through the effects of global changes and emerging challenges. Training top leadership of the organisation in Strategic Leadership Development programmes makes them able to address the challenges associated with globalization (KIA, 2008). The course is intended to produce managers who can provide efficient and effective leadership in the provision of government services to the public, who have a lot of expectations from leadership of government institutions (KIA, 2008).

By the end of the Strategic Leadership Development Programme, the participant is expected to be able to: (i)Apply management principles and practices (ii) Carry out planning for government activities strategically for posterity; (iii) Communicate government policy; (iv) Provide guidance in good performance; (v) Manage various resources for optimal outcomes; (vi)

Promote the practice of good governance and act as role models; (vii) Address emerging issues in public service; and (viii) Demonstrate leadership by presenting a project (KIA, 2008).

Strategic Leadership Development Programme is structured such that in the first two weeks' participants learn various leadership topics and, then go back to the office for two weeks to participate in relevant projects at their work stations. Later in the last two weeks of the programme the participants share experiential learning sessions with their colleagues. The programme is expected to be managed by seasoned lecturers who are well versed in adult learning. The training is therefore, conducted using experiential learning, demonstration, simulation, and group discussions.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 Introduction

This chapter reviews related literature and involves a scholarly critical analysis of what other researchers have done in the area under study. The chapter is organised into different themes which include: review of empirical theories which specifically include review of the theory of change, step change theory and the systematic blended theory of learning and training. Further, the Chapter covers a review of empirical literature. The section on the review of empirical literature consists of the themes drawn and arranged in tandem with the evaluation questions which are as follows: Effectiveness of implementation of Strategic Leadership Development Programme; Satisfaction levels of different stakeholders; Efficiency of trainees of Strategic Leadership Development Programme in service delivery; Challenges facing the implementation of Strategic Leadership Development Programme and ways to improve the implementation of the Strategic Leadership Development Programme.

3.2 Theories studied

This section deals with theories which describe the leadership development training programmes, the theories discussed in this section are; the change theory, the step change theory and the Systematic and Blended Theory for Learning and Training. These theories are the basis on which the study was anchored. They were the most relevant in this evaluation context.

3.2.1 Theory of Change

The theory of change was developed by Anderson in 1962. The theory is a product of a series of critical-thinking activities and programmes that provide a comprehensive picture of the early- and intermediate-term changes in a given community that are needed to reach a long-term goal articulated by the community or organisation Karlberg, (2005). The levels of change in an organisation are identified as; the Intrapsychic, the Micro, the Meso, the Macro and the Meta. In the intrapsychic level the change is depicted as stories and beliefs and equally can also refer to cognitive images (Ford, 2008). At the micro level it is concern about the description of language. At the meso–level the focus is to explore the interactions with others. At this level emphasis is on conversational interactions and how they impact on the actions and behaviour of individuals within a localized context, for example a department or among a specific group of actors who met regularly (Mumby, 2004).

The macro level is seen as a concentration and combination of more of Meso level interactions in an organisation. The main concerns are relationships and interactions that bring about a new perspective in an organisation. The broader interactions are called the Meta level and have an effect on the institution. Accordingly therefore they are "more or less standard ways of referring to/constituting a certain type of phenomenon" (Alvesson & Kärreman, 2000, P: 1133).

Accordingly, this theory was important in the evaluation study because it looks at the changes which occur to learners both incrementally and cumulatively at the end of six weeks training in the Strategic Leadership Development Programme. At the end of the training programme the managers would be able to reach a long-term goal for the organisation which is

effective and improved service delivery and transformation on the part of the senior managers as postulated by Karlberg (2005).

3.2.2 Step Change Theory

The step change theory was advanced by Lewin. He viewed behaviour as dynamic forces which work in disparate directions. The forces enable change because they push employees towards the anticipated direction. The forces which work against the anticipated direction hinder change since they make employees move into opposite direction. When the forces are scrutinized in conjunction with Lewin's three-step model then it helps causes a move into the direction of the planned change.

Lewin's theory explains the first step in the process of changing behaviour, which means rescind the existing circumstances. When nothing changes it is referred to as status quo. Rescinding is important because it helps to overcome individual resistance and group conformity. Rescinding is achieved by using the following three methods. First increasing the forces that direct behaviour away from the existing situation or status quo. Secondly decreasing the restrictive forces that affect movement from the existing equilibrium. Thirdly finding a combination of the two aforementioned methods. The activities which help rescinding step change include: preparation for change, recognition and trust, and participation in addressing problems and brainstorming solutions (Robbins, 2003 p 564-65).

Lewin's second step in behaviour change is movement. This involves the movement of the target system to a new equilibrium. The actions for movement include: persuasion of employees to agree current circumstances are not good for the organisation and the need to work together for the new perspective, provision of relevant information, and use opinion leaders to drum support for the change.

Refreezing is the third step in Lewins theory. This takes place once change has been implemented and is done in order to sustain it. If this step is not taken, it is highly possible for the change to be short lived and the employees will go back to their old behaviours. The process can be developed to bring about new systematic patterns hence become part of the organisation (Robbins, 2003 p: 564-65). This model therefore demonstrates how the forces for and anti-change work.

The steps in the step change theory are compatible with evaluation of the Strategic Leadership Development Programme for instance in the process of changing behaviour of managers who undergo the training the trainer unfreezes the existing situation or status quo. Unfreezing increases the driving forces that direct behaviour and motivates managers by preparing them to learn and change. The second step addresses movement and this implies convincing employees the need to move to a new approach or perspective of doing things and its importance. A new approach or perspective of doing things enhances achievement of organization goals and hence improves service delivery which this evaluation study sought to achieve.

3.2.3 Systematic and Blended Theory for Learning and Training.

Effective human capital is developed through training programmes that are systematic and blended with different techniques of training. The origin of systematic blended learning can be attributed to the development of lifelong education/learning which can be traced back to writings of John Dewey, Linderman and Yeaxlee in the early twentieth century (Jarvis, 1995). Education was portrayed as being available through life, as needed and desired, for everyone (Tight, 1996). Lifelong education can be viewed as any planned series of incidents having humanistic basis, directed towards the participants learning and understanding that may occur at

any stage in the lifespan. The lifelong effects of education have been usually summarised as follows:

i) Lasting the whole life of an individual

ii) Lead to the systematic acquisition, renewal, upgrading and completion of knowledge, skills and attitudes. This has become necessary in response to the constantly changing conditions of modern life, within the ultimate goal of promoting the self- fulfilment of each individual (Cropley, 1980).

The theory of systematic and blended approach to learning and training provides that any training that is aimed at developing effective human capital must be based on sound programme design. The theory suggests that the delivery of learning and training needs to be systematic. It also advances that the development of the training programme should be based on logical sequencing of activities. According to Armstrong (2004), systematic and blended training should be done by people who know how to train. He also recommended that the impact of such training should be carefully evaluated. The theory comprises four simple stages:

i) Define training needs;

ii) Decide what sort of training is required to satisfy these needs;

iii) Use of trained trainers to plan and implement training; and

iv) Follow up and evaluate training to ensure that it is effective.

According to Armstrong (2004) blended learning takes place when training programmes deliberately used a range of processes and methods that support one another to maximise the combined impact. The term was first used in e-learning to indicate that this approach was more effective if used alongside more traditional methods, which may not include e-learning. Reid and Barrington (1999) emphasized a variety of approaches for delivery of learning. They saw

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training intervention as an event that is deliberately undertaken to assist learning to take place and thus includes wide range of activities from formal courses to structured work activities. Blended learning may incorporate appropriate mix of some of the following activities; informal learning, workplace learning, self- managed learning, personal development planning, planned experience, action learning, outdoor learning, coaching, mentoring and e- learning as well as more formal in-house or external training interventions. The aim is to provide the combination of learning experiences that would best meet individuals learning needs and styles.

The common features characterizing the Strategic Leadership Development Programme design includes, logical sequence of activities that is preceded by establishment of training need among the participants of the programme; recommended delivery methods such as lecture methods discussions and plenary presentations, field studies and case studies. The programme is implemented in six weeks residential training where qualified and experienced trainers of trainers are invited to make their presentations. This study aimed at evaluating the effectiveness of Strategic Leadership Development Programme on service delivery in the Public Service Commission of Kenya.

This study was motivated by the aforementioned theories. It is important to note that the Strategic Leadership Development Programme came into being after a serious deficiency in strategic leadership in the government departments and agencies (GOK, 2012). The programme was therefore, put in place to correct that deficiency and enhance productivity of top leadership in government ministries, departments and agencies. The human capital theory and the systematic blended theory are regarded relevant to this evaluation based on the premises that, development of quality human capital that makes the organisation unique can not only be explained by the competencies of such human capital, but how those competencies are acquired.

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Major concerns should, therefore be focused on how relevant knowledge, skills, and competencies are imparted to form desirable human capital.

The study therefore, conceptualized that a systematically derived training programme, blended with qualified human capital that employs well selected and blended methods of delivery coupled with desirable procedures, strategies and inputs resulted in value added human capital that is productive to the organisation. In evaluating the effectiveness of the Strategic Leadership Development training programme on service delivery in the Public Service Commission of Kenya this study focuses the programme outcome.

3.3 Emperical Review of Related Literature
This section is on the review of scholarly empirical research studies that have been carried out by other researchers in the area of evaluation and leadership development programmes in general. The section is arranged in sub headings derived from the research questions.

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

Patnaik (2011) conducted a study on Organisational culture: The key to effective leadership and work motivation. He argued that organisations should be thought of as cultures

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

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

Le Comte and McClelland (2017) conducted an evaluation of a leadership development coaching and mentoring programme, using a mixed methods approach and a survey. Findings indicated that of the 70 programme participants, 69 utilised their learning from the programme; 45 of 70 changed their approach to managing staff; and 40 of 68 programme participants reported that meeting with peers for triad group coaching was the most challenging aspect of the programme. Majority of participants changed their leadership behaviours as a result of the

programme, which resulted in improved communication, a more supportive culture and made leadership effective. This study was a mixed methods and survey and centred on coaching and mentoring and was not anchored on Kirkpaticks evaluation model. The current study however is a parallel convergent mixed methods design which evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

A study by Carter, Armenakis, Field and Mossholder (2013) examined relations among strategic transformational leadership, explicit change reactions (that is relationship quality), change frequency, and change consequences during continuous incremental organisational change. In a sample of 251 employees and their 78 managers, analyses revealed that the quality of relationships between leaders and employees mediated the influence of strategic transformational leadership on employee task performance and OCB, Carter et al, (2013). The study was a survey which dealt with transformation and change consequences. This evaluation looked at the effectiveness of the Strategic Leadership Development Programme, focusing on Kirkpatrick's four-level (reaction, learning, behaviour and results) evaluation model.

Feldmann, Level and Liu, (2013) conducted a research on Leadership training and development: This was a content analysis paper. The paper recommendations development of training modules, development of leadership roles and improvement of communication channels. Further, the university management has developed options for leadership development and participation. This was a content analysis paper and was not anchored on any theory, but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery and based on the aforementioned theories.

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

Wong (2017) conducted a study in Hong Kong on Leadership and leadership development in academic libraries: a review. The findings from the study revealed that Librarians view leadership as a process of influence, and understand that leadership does not only come from formal leaders. Lacking is a more structured knowledge of what constitute effect leadership. In the literature, team and emergent leadership have not been adequately explored; most leadership research in the field takes on a headship approach. The current study did not focus on library staff but focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Hickman and Akdere (2018) conducted a research on effective leadership development in information technology: building transformational and emergent leaders. The findings revealed that Information Technology leadership development should involve formal mentoring, robust feedback that is integrated into the development plan, and should be treated as a core process for

long-term success. Emergent and transformational leadership are important for information technology. This study dealt with leadership development in information technology and only looked at feedback but the current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya and was anchored on Kirkpatricks evaluation model which looked at reaction, learning, behaviour and feedback.

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

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

leadership impact by evaluating the Strategic Leadership Development Programme for effective service delivery.

Aarons, Ehrhart, Farahnak, & Sklar (2014) did a study on aligning leadership across systems and organisations to develop a strategic climate for evidence-based practice implementation. The researcher argues that, there has been a growing impetus to bridge the gap between basic science discovery, development of evidence-based practices (EBPs), and the availability and delivery of EBPs in order to improve the public health impact of such practices. This article addresses the role of leadership and actions that leaders can take at and across levels in developing strategic leadership context of health care. The current study however, did not focus developing strategic leadership context of health care and evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Lightfoot & Feinman (2012) did a study on social differentiation and leadership development in Southwest America, Mogollon region. This study examined the development of social differentiation and simple decision-making organisations. The study proposed that intensifying managerial problems associated with the transition to sedentism may have selected for socio-political organisations. Based on cross-cultural data, a set of theoretical expectations concerning social differentiation and strategic leadership development is formulated which focuses on regularities in the regional settlement pattern and intra settlement distribution of architectural features and material goods. This study was a case study of pithouse villages in the Mogollon region but the current study used a convergent parallel mixed methods design for evaluating Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery and did not use cross-cultural data.

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

Kalshoven Hartog & Hoogh (2011) conducted a study on Ethical leadership at work. The researcher discussed the rapidly developing field of ethical leadership from an organisational behaviour/psychology perspective, taking a behavioural and perceptual angle. The research examined definition of ethical leadership, behaviours and characteristics that make one ethical as seen by followers, and how ethical leadership relates to other leadership styles. Ethical leadership issues that impact service delivery though evident in evaluation of the Strategic Leadership Development Programme in the Public Service Commission, are not the centre of focus in this research study.

Popper (2005) did a study on the main principles and practices in leader development. Aimed to present a conceptual framework for understanding how strategic leadership develops. The arguments are derived from the assumption that leadership, like many other human manifestations, is a function of a given potential, relevant motivation, and ongoing developmental processes. It is argued that three developmental psychological principles are essential for leaders' development. These developmental principles, along with Schon's modalities of learning and reflections serve as a conceptual framework for discussing main

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implications and practices related to developing leaders. Though the psychological principles outlined are acknowledged as part of the requirements that nurture leadership development, this study focused on evaluating the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

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

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

designing an effective model but was an evaluation of Strategic Leadership Development Programme and was anchored on Kirkpatricks model.

Day, Fleenor, Atwater, Sturm & McKee (2014) elucidated on Advances in leader and leadership development. This study presented a detailed model of leadership and organisational structures that parallels well-known principles of thermodynamics as they are applied to states of matter. Four types of organisational structure are explored with an emphasis on hierarchical institutions in and with which consulting psychologists spend most of their time. The model describes 3 types of bonding forces based on parasympathetic and sympathetic nervous system arousal and cognitive attributions of respect that parallel those in atomic and molecular physical systems and demonstrates conceptually how variations in their presence and strength create different organisational structures. The study reviewed leadership development models and differential organisation structure, but the current study looked at effectiveness of the strategic leadership programme.

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

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

A study conducted by Eden, Dov, and Uri Leviatan (2014) on Implicit leadership theory as a determinant of the factor structure underlying supervisory behaviour using a sample of 235 college students. From the study factor analysis, was performed on the items supposed to measure 4 leadership factors, results indicated that factor analysis on subsamples of the factor structure could not be attributed to either experience in organisations or previous instruction in management. This was a content analysis study and was not anchored on any theory, but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

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

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Service Commission of Kenya and was anchored on Kirkpatricks evaluation model which looked at reaction, learning, behaviour and feedback.

Baškarada, Watson, & Cromarty (2017) did a study on balancing transactional and transformational leadership. This study's aim was to explore how situational variables jointly affect the choice of leadership style. This qualitative study was based on semi-structured interviews conducted with 11 senior leaders in the Australian Defence, including with the Chief of Defense Force. The study concluded that organisational human capital and leader's training and experience were identified as prerequisites of leadership ambidexterity. However, the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Peterson & Kim (2012) did a research on Leadership in small groups and teams. The researchers reviewed both leadership and team studies. Based on the four functions that were established, they reviewed leadership theories that can provide the foundations for new and better group-level leadership theories. The current study however was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design and did not exclusively dwell on leadership theories.

Klimoski & Amos (2012) did a study on practicing evidence-based education in leadership development. The research stated that there are challenges involved in achieving success in developing individuals into effective leaders. This seems to be particularly true for those of us interested in promoting leader development in university-based MBA programmes. It would seem reasonable that attempts to transform students into leaders would rely on what the field of leadership education knows from research and practice about leader development.

However, we point out the irony that university faculty, those who are usually on the cutting edge of leadership scholarship and who are also in an excellent position to apply the findings from this research, seem not to be doing this. The researchers observed that as university educators, might want to remedy this curious state of affairs by turning to empirically valid models of how to transform organisations so that we really are capable of transforming our students into leaders. The study dealt with challenges of leadership development programmes. The current study however is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Ledbetter (2016) did a research on Business leadership for peace. The purpose of this study was to describe what business leaders can do to promote peace. The study begins by reviewing the salient literature on business and peace and adding to this discussion, leadership concepts that enrich an understanding of the role of business in promoting peace. Using a case example of a business leader committed to advancing peace, the paper introduces the concept of a theory of change to describe the process of transformation business leaders can take to promote peace. The study concluded that by understanding a leader's theory of change, insight is gained on transformational change in promoting peace. The current study sought to evaluate effectiveness of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Day (2011) did a study on the development of learning systems and strategic leadership utilization. Action learning is grounded in both leadership development and leader development theories. As explained in the foregoing section, leadership development can be interpreted as system-wide social and cultural processes that enable individual employees and managers to grow. The study concludes that there is the potential for collective development and every

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individual has a chance to grow. On the other hand, leader development focuses on the development of individual knowledge, skills and abilities. The current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery however this study which focused on learning systems and strategic leadership use.

In general, the rich academic discussions on leadership development as seen in the study of Mabey, (2013) have not paid a great deal of empirical attention to how decision makers in organisations view LD in the complex reality of organisational life. The existing LD literature typically uses direct methods of enquiry to assess the importance of a single topic. This captures only a narrow view of a segregated issue, and makes it challenging to obtain a more comprehensive view of that issue as a part of a larger and more complex phenomenon. It is challenging to capture how LD stands in the minds of strategy-makers and managers, among many other possible issues that they must consider. Accordingly, a more inductive and emergent approach is necessary, and we therefore chose an unusual research approach, albeit being aware of it carrying some risk. This study dealt with leadership development and only looks at feedback but the current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya and was anchored on Kirkpatricks evaluation model which looked at reaction, learning, behaviour and feedback.

Ardichvili, Dag & Manderscheid (2016) conducted a study on Leadership development: Current and emerging models and practices. Leadership development (LD) is the largest expense item in the overall training and development budget of the majority of business organisations in the United States and many other countries of the world. Literature indicates that organizations are trying to experiment with new approaches which will make leadership development a

success. At the same time, the academic literature on LD practices struggle to keep up with the fast pace of the emergence of new trends and equally rapid changes in established practices. Therefore, there is a need for periodic updates and reviews of current and emerging trends and models in LD theory and practice. This study concentrated on the United States but the current study will focus on the Kenya scene of leadership hence filling the contextual gap.

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

Taylor (2006) conducted a study on Communities in Partnership: Developing a Strategic Voice in strategic leadership. The increasing emphasis on community participation across the globe is well-documented. In the UK, it has been a central theme in neighbourhood renewal policy, where communities are expected to engage not only at neighbourhood level but also to take their place alongside public and private sector players in local strategic partnerships at city- or district-wide levels. Engaging communities beyond the neighbourhood poses particular challenges for the voluntary and community sector infrastructure. This article draws on an

evaluation of the UK government's Community Participation Programmes to identify the challenges of scaling up to these levels and how these can be addressed. This study was about communities in partnership in UK but, the current study was done in the Kenyan context. Further, the study was an evaluation of the Strategic Leadership Development Programme using Kirkpatricks model.

Sarfraz (2017) conducted a study on Strategic leadership development. The research aimed to examine how leadership development programme in the context of Blooms nomenclature on self-evaluation. The study used global studies to lay emphasis on strategic leadership development programme. Findings indicated that the abilities in strategic leadership development programme were linked to Blooms six levels. This study was based on Blooms taxonomy but the current study was an evaluation of the Strategic Leadership Development Programme and was anchored on Kirkpatricks four levels.

Hopkins & Swift (2008) did a study on Business leaders speak out: their real strategic problems. The researcher surveyed over 350 Chief Executive Officers of large, medium and small-cap US firms. The executives were asked to describe the most important strategic problem facing their firms, to identify the fundamental source of the problem, and to identify the best response to this problem. Executives tell us that their most common strategic problems relate to threats from new technology, and new competitors. Further, respondents believe that the most important threats originate outside the firm. This study was done in US firms and it focused on business, however, the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Baron (2015) conducted a longitudinal three-year training programme which was on action learning principles based on leadership mindfulness of the participants. The research was guided by a mixed-method design. Data on this study was collected involving use of quasi-experimental design. The study employed semi structured self-evaluation questionnaire using twenty four managers and the results indicated that authentic leadership increased significantly. The study was a three year longitudinal study and used mixed design but the current study looked at evaluation of the Strategic Leadership Development Programme and the effectiveness of the programme in service delivery. The current study used questionnaires, interviews and focused group discussions to gather data.

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

De Vera, Corpus, and Ramos (2016) conducted a survey towards understanding a multi-stakeholder approach in a youth leadership development programme in Philippines. The findings indicated that diverse challenges in terms of multi-stakeholder mobilization were evident in youth leaders' development and engagement in communities. The current study was done in Kenya a different context and did not focus on the youth but evaluated the Strategic Leadership

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

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

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

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

3.5 Adequacy of the Implementation of the SLDP

Fisher & Geller (2008) conducted a study on developing transnational leaders: Five paradoxes for success. The purpose of this study was to introduce a model and approach for developing transnational leaders that will serve as a basis for learning design going forward. The study introduced five paradoxes: presenting a list of dilemma; listing the dilemma; describing a situation in which this paradox occurred; and posing a provocative question to stimulate thinking and dialogue to address the paradox. This study was a survey which reviewed five paradoxes but the current study is an evaluation of the Strategic Leadership Development Programme using Kirkpatricks evaluation model.

Suutari (2012) did a research on Global leader development: An emerging research agenda. The basic prerequisite for the selection and development of global managers is that the necessary competencies of global managers are understood. On the other hand, it has been argued that this is not yet the case and thus companies do not know what competencies they should focus on. Similarly, it has been argued that the development of international competencies is not a well-advanced process within companies. The study was a global

survey on leader development however, the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Cullens, & Waters (2012) conducted a study on Leadership development as a tool for building expertise and knowledge. This study aimed to explore how leadership development can be used to support delivery of an organisational and brand strategy. It was a case study that demonstrated how a leadership development programme contributed to building, sharing and retaining knowledge and developing expertise in pursuit of the delivery of an organisational strategic leadership development. Using Eraut and Hirsch's three domains of knowledge as a base, this case study explores how the design of the programme allowed for both individual and social knowledge acquisition and transfer in support of the brand value of expertise. This study was a survey on leadership development as a tool for expertise however, the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Santora, & Esposito (2010) conducted a study on small to mid-sized non-profit leadership development initiatives. The study Presented findings of a recent survey conducted on small to mid-sized non-profit organisations about the types of leadership development initiatives they offer employees. Survey and interview methods used to collect data from non-profit executive directors who participated in this study. Most survey participants do not have the financial and other organisational capacities to offer leadership development initiatives to employees. In-service workshops are the most frequent type of initiative and unfortunately often this learning initiative has a low impact given its limited short-term exposure to participants. Other leadership development initiatives may be more beneficial to employees in terms of their long-term impact.

This study was a survey on leadership development initiatives, but the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Gordon (2007) conducted a study on Microsoft's leading edge (leadership development). Strategic Direction. Describes the leadership development program that has been developed by Microsoft to ensure that its future leadership will fit into the culture it wishes to develop. Describes Microsoft's approach to leadership development as being engineered to make sure that managers have the training, career planning and work experiences that will enable them to develop the competences identified as necessary for the success of the company. This study was about leadership development direction, but the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Wallo, Ellström, & Kock, (2013) conducted a study on leadership as a balancing act between performance-and development-orientation. This study involved management and non-management staff in the organisation. The aim of the study was to explore process orientation and leadership behaviour. The results obtained showed that performance-oriented leadership facilitates innovative learning the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Bucic, Robinson & Ramburuth (2010) did a study on Effects of leadership style on team learning. This study sought to explore the effect of leadership style of a team leader on team-member learning in organisations, to conceptually extend an initial model of leadership and to empirically examine the new model of ambidextrous leadership in a team context. The study used Qualitative research utilizing the case study method is used for empirical validation. The study concluded that the leadership style adopted by the team leader has an operational effect on

the development of learning as a strategic resource within the team, and the organisation. However the current study focused on all four areas of Kirkpatrick's model of reaction, learning, behaviour and results.

Mitki, Shani, & Sternberg (2008) elucidated on Leadership, development and learning mechanisms: System transformation as a balancing act. The purpose of this study was to advance a framework for the exploration of system transformation that includes leadership roles, contextual mess and triggering events, designing and managing sustainable learning mechanisms, managing a variety of balancing acts, creating shared understanding and, transforming shared understanding into action. The findings suggested that leading system change requires managerial orientation that is centered on balancing acts embedded in ongoing dialogue and the design of learning mechanisms. This was about leadership development and learning mechanisms, but the current study applied a parallel convergent mixed methods design which evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Higgs (2013) endeavoured to answer how can we make sense of leadership in the 21st century? The researcher explored the development of thinking on leadership and places it in the context of the dominant discourses of the period in which studies were conducted. Argues that if a "sense making" paradigm is adopted. It becomes feasible to identify a model of leadership, which is relevant to the context of complexity and change facing organisations in the early twenty-first century. The study concludes that within the leadership arena emotional intelligence is a major factor underpinning success. However the current study focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery and was not about making sense of leadership in this century.

Madsen (2007) conducted a study on developing leadership. The study is an investigation on the argument that persons personality develops in childhood. The findings indicate support for the human development model. The study was about personality development and leadership but, the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Quaglieri, Penney, & Waldner (2007) did research on developing future business and civic leaders. The Emerging Leaders Programme (ELP) at the College of Management at U Mass, Boston is an executive leadership development programme for mid-career professionals. The study concludes that extensive evaluations are done with frequent surveys to participants. The Leadership Practices Inventory is administered at the beginning and end of the programme. ELP participants include 46 percent persons of colour and over half are women: the program meets its goals of being inclusive. This was about developing future leaders, the current study was done in Kenya a different context also it evaluated Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Paul, Lyu,Runyan,Fairhurst, Kim, & Jolly (2014). Conducted a study on development of the universal leadership model. This study was designed with the purpose of uncovering various factors which may lead to expatriate retail management success. The construct of "Universal Leadership", is proposed as formative, comprised of reflective sub-dimensions; Ability, Adaptability, Ambassadorship, and Awareness (Self), which we refer to as the Four A's, for successful expatriate management assignments. Several propositions are put forward as suggestions for future research in the use of the universal leadership model for both selection and training of retail expatriate managers. The study was on development of

universal leadership model but, the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Hind, (2009) conducted a research on developing leaders for sustainable business. This study aimed at reviewing organisations competencies for sustainability. The findings indicated that responsible and quality leadership determines the leadership behaviours which are seen in an organisation. This was a survey on developing leaders for sustainable business, but the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Kur and Bunning (2012) conducted a study on assuring corporate leadership for the future. The action research study used a three-track model of leadership development based on theory and practice. It was aimed not at individual leaders, but at the total leadership function. The three tracks are: a business; a leadership; and a personal track where the individuals understand themselves and how best to manage their personal resources. This was about future corporate leadership using a three pack model, however the current study was not on action learning research but an evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Leskiw, and Singh, (2007), did a study on Leadership development: learning from best practice. The forces that stimulate the need for leadership development stem from both the external and the internal corporate environment. The elements of the external corporate environment comprise: technological advancements, uncertainty, competition and hostility, which make organisations experience crisis that calls for speedy decision making. The

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hierarchies of the past are no longer applicable; they hamper an organisation's actions. For organisations to survive and succeed through such demanding conditions, exceptional leadership is needed at all levels. This study was leadership from best practice, but the current study is an evaluation of the Strategic Leadership Development Programme.

DeRue and Wellman (2009) conducted a study on developing leaders via experience. The study observed that leaders become more anxious when experience does not exceed current capacities. Further, the results indicated that leadership job family does not have a relationship with cognitive or emotional anxiety. This study was a survey and examined a model of reflective leadership development via experience which differs from the current study which is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Reitz, Carr, & Blass, (2007) did a study on Developing Leaders-Innovative Approaches for Local Government. This study examines the development of future leaders using new and innovative approaches. Research asking experienced leaders about what they wish they had known 10 years ago is used to provide an insight into the critical incidents that shaped these leaders' careers. These critical incidents were used as the basis for an innovative leadership development programme for the Improvement and Development Agency (IDeA) which is further examined in this paper. However, the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery, a Kenyan perspective.

Stephenson (2010) did a study on developing curriculum leadership in the UAE. The study aimed to build a comprehensive picture of teacher experiences as three educational institutions undertook the process of pedagogical strategy reform through

professional development thus uncovering important local data to inform policy and the change process in public and private schools in the UAE. This paper compares the outcomes, successes and challenges that impacted each project. This paper aimed at addressing the limitations of traditional research while developing a school autonomy framework based on a new strategies which touch learning and leadership. The paper categorized leadership into various categories. However the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery, a Kenyan perspective and has not categorised leadership into various categories.

Vito & Vito (2015) researched on what police leaders learned from on leadership. This study reviewed police manager's administration programme. Further, the study reviewed police officers leadership development in relation to leadership methods practised in their college. This study was about police leadership, the Current study focused on evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya and was anchored on Kirkpatricks evaluation model which looked at reaction, learning, behaviour and feedback.

An empirical study by Strang and Kuhnert (2009 on leadership development and Personality in relation to performance observed that leaders in higher positions are more effective in leadership assignments responsibilities and roles. In this study, the researcher goes about by examining how a leader's developmental order can explain why they find certain leadership experiences and activities challenging and may, as a result, experience stress, anxiety, stagnation, and even failure if left in isolation. This study focused on development order, the current study however evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Carew, Parisi, and Blanchard (2006), surveyed on Group development and situational leadership: a model for managing groups. Reviews the concepts of situational leadership and group development and functioning and combines them into a single leadership model. Leaders who are able to influence performance and satisfaction positively are able to adapt their style to fit the situation. A combination of the 2 theories is proposed to explain the importance of leadership function in relation to group development. It is concluded that high performance systems are characterized by worker participation, cohesive work teams, and worker/management collaboration. It is argued that managers and workers at all organisational levels must have knowledge about group development and skills in effective group leadership to function effectively in the new participative environment. This study was a survey and examined a model of reflective leadership development programme. The current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Van Seters, and Field, (2010), studied on the evolution of leadership theory. Leadership is one of the most complex and multifaceted phenomena to which organisational and psychological research has been applied. An evolutionary developmental perspective is used to create an evolutionary tree of leadership theory and reveal the path along which it has evolved. The paper discussed evolutionally eras and their characteristics. These eras provide a broad framework for researchers and practising managers to categorise existing, and evaluate future, theories. This study was about leadership theory however this evaluation was to examine the effectiveness of the Strategic Leadership Development Programme training in the Public Service Commission of Kenya, so that it can inform changes and improvements to the programme.

Ford (2010) evaluated on studying leadership critically: a psychosocial lens on leadership identities. Critically researcher argued that this common image of leadership is exclusionary and privileged, homogenous, and superhuman. Competence-based leadership development programmes that presuppose objective, measureable, and technical competencies lead to standardization rather than diversity in leadership development that could foster personal and organisational capacity. Based on all the above criticism, critical researchers have proposed that strategic leadership programme development researchers should focus on using contextually specific, qualitative studies exploring the meaning of leadership in practice and examining the dynamics of leadership as a cooperative process rather than through personal traits and behaviours.

Day & Harrison (2007) conducted a study on a multilevel, identity-based approach to leadership development. This study examined the leadership identities and developmental efforts at lower and higher levels of management. Findings indicate that there is a relationship between functional and hierarchical levels. This was a multi level approach to leadership, however the current study did not examine leadership identities and developmental efforts at different levels of management and focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Carroll and Levy (2010) studied on Leadership development as identity construction. The study attempted to address leadership development practices. The guiding research question was: how does leader identity evolve, in the context of a leadership development. It was observed that individuals undergo transformation once they go through the programme and their confidence increases. In a practical sense, enhancing the effectiveness of leadership development programmes can have significant impact on organisational success. This study was about identity

construction, however the current study is an evaluation of the Strategic Leadership Development Programme.

Canals (2014) conducted a study on Global leadership development, strategic alignment and CEOs commitment. He observed that Global corporate strategy has moved faster than global leadership development in many companies. This outcome has created some leadership problems. The purpose of the study was to offer some concepts that may help companies tackle those problems. The study concluded that global leadership competencies should be based on the functions that global leaders need to perform and their specific context, not on some theoretical notions isolated from the business context. This study was a survey on strategic alignment of CEO, however the current study focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Bhattacharyya (2013) did a study on explicating strategic shared leadership process. Global leadership has been identified as a critical success factor for large multinational corporations. While there is much writing on the topic, most seems to be either general advice or very specific information about a particular country based on a limited case study. Both kinds of information are certainly useful, but limited from both theoretical and practical viewpoints on how to lead in a foreign country. In this paper, findings from the Global Leadership and Organisational Behavior Effectiveness (GLOBE) research programme are used to provide a sound basis for conceptualizing worldwide leadership differences. The study concludes with a discussion of the challenges facing global executives and how corporations can develop useful global leadership capabilities. The current study was an evaluation of strategic leadership development for effective service delivery.

Vardiman, Houghton & Jinkerson, (2006) conducted a study on Environmental leadership development: a leader selection and effectiveness. They asserted that the concept of a leadership development culture is similar to the idea of a learning organisation. The study concludes that it is important that leadership developers first establish a metric for assessing leadership effectiveness, and then design experiments that can establish a causal or statistically significant relationship between training initiatives and leadership competency. The current study was however done in Kenya to fill in the contextual gap.

Clayton (2012) did a study on the changing leadership landscape. This study aimed to identify the key changes in the leadership landscape, articulating what these changes mean for the organisation, leaders and the HR function. It also aimed to consider the impact of change on leadership development and to put forward clear recommendations relating to how the HR and L&D functions can create leadership development programmes that are fit for purpose based on the shifts in today's leadership and learning landscapes. The findings combined with the practical experience of organisations like Experian, highlight just how key shifts in the way organisations develop their leaders can have a positive impact on the quality of leadership within an organisation. The current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery and was not studying the changing landscape in leadership.

Graça & Passos (2015) did a study on Team leadership across contexts. The purpose of this study was to compare leadership functions from different team contexts considering context characteristics that contribute to team effectiveness. Results observed that the teams used different performance criteria, with teams from non-profit contexts lacking defined performance criteria. The results also showed that transition leadership functions are more frequently

mentioned by IT than by MDT leaders. Moreover, interpersonal leadership functions emerged as independent functions that may occur in both the transition and action phases. This was a comparative survey on team leadership however the current study does not examine leadership practice by teams but focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Bartram & Casimir (2007) conducted a study on the relationship between leadership performance and satisfaction with the leader. The purpose of this study was to provide an examination of the mediating effects of empowerment and trust in the leader on the relationship between transformational leadership and two outcomes. Examination indicated that transformational leadership has an effect on the in-role performance of followers and it also indicated that effects of transformational leadership on satisfaction were influenced by the mediated by trust in the leader. This study was about the relationship between leadership performance and satisfaction, but the current study however was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Crowther (2007) did a study on Teachers as leaders-an exploratory framework. Based on a study of the leadership approaches of highly successful teachers and paraprofessionals who work in socioeconomically disadvantaged school communities, presents a preliminary framework for teacher leadership in which aspects of transformational and educative approaches to leadership are evident, with strategic approaches less so. Concludes that the work of highly successful teachers is not sufficiently recognized in the development of most theories of educational leadership. This may be particularly the case with theories that originate in corporate and managerial systems, raising serious doubts about the potential of much existing theory to meet the needs of the education profession in emerging educational contexts. This was an

exploratory framework, but the current study however was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Tuulik & Alas (2009) did a study on Leadership in transformational Estonia. The purpose of the study was to find out whether the leadership expectations in independent Estonia differ from leadership expectations in other East European Countries (EEC) and also investigate actual leadership perception in Estonia. Findings indicated that the leaders are not expected to be humane, self-protective and autonomous since such qualities shrink leadership quality. The current study is an evaluation of the Strategic Leadership Development Programme and it is not about leadership transformation.

Crosbie (2005) did a study on learning the soft skills of leadership. The purpose of this study was to challenge the role of training as a single methodology for the development of personal and interpersonal "soft skills" for leaders. The study concluded that Learning takes time and the learning of the complex personal and interpersonal skills of leadership takes even more time. Statistical analysis supports the recommended methodology outlined in this paper. The current study however was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design.

Osland, Bird & Oddou (2012) did a study on the context of expert global leadership. The researchers focused on the extreme complexity of the global context in relation to global leadership expertise. They related how the subjects in a qualitative study of expert cognition in global leaders describe their work context. Their goal was to build a foundation for a theoretical argument as to what distinguishes domestic/traditional leadership from global leadership and

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further clarify the role context plays in challenging and developing global leaders. This was a study on global expert leadership, but the current study however was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery.

Clark & Armit (2010) did a study on Leadership competency for doctors. The purpose of this study was to explore the use of competences in medical education and training and to discuss some existing standards, curricula and competency frameworks used by the medical profession in both the UK and internationally to inform leadership development. The study was done in England but the present study evaluated the Strategic Leadership Development Programme at the Public Service Commission in Kenya based on Kirkpatrick's model.

Isaac and Kakabadse (2009) conducted a study on a dynamic theory of leadership development. The study aimed to review and explain the theory of leadership development. Results from the study indicated that leadership development is a developmental process. It was concluded that a leader has a wide variety of options on what they do related to affiliation and ethics. The study was about dynamic leadership, but the current study however evaluated the Strategic Leadership Development Programme using a parallel convergent mixed methods approach.

Kriger & Zhovtobryukh (2013) elucidated on rethinking strategic leadership: stars, clans, teams and networks. The purpose of this paper is to re-conceptualize strategic leadership by advancing understanding of the effects of variations in internal complexity and external turbulence and the effects of choices by the strategic leadership based on those variations. In conclusion the study proposed a model of strategic leadership based upon four modes of single

actor and shared leadership. The current study seeks to extend this study. However the current study was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design and did not use 360 degree feedback and behaviours.

Hammett (2008) evaluated the paradox of gifted leadership. The study aimed to examine the challenges of great gifted leaders are not able to mentor effective leaders who work below them. Results indicated that management get biased during promotions and they end up glooming poor talents for top leadership. The current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Edmonstone (2011) conducted a study on developing leaders and leadership in health care. The study aimed to describe the emerging critique of leader development in health care and to describe an alternative approach. This study reviewed leader development specifically on development of individual human capital. The creation of social capital through an emphasis on leadership development is explained. Design principles and potential obstacles are identified. A rebalancing of the field from an over-concentration on the development of individual leaders to an emphasis on context and relationships is necessary. This study was conducted in Holland a different context environment from the current study. The current study was an evaluation of the Strategic Leadership Development Training Programme in the Public Service Commission of Kenya for effective service delivery.

McCallum (2009) studied on Social capital and leadership development: Building stronger leadership through enhanced relational skills. Leader's especially young leaders need to

be trained to deal with social capital. This study aimed to examine five recent, large leadership studies to clarify the role that human capital or social capital capabilities play in present day and future leadership. The analysis indicates that, although there is a primary focus on human capital capabilities, social capital skills have begun to receive more attention as components of a leader's skill set.

Ladyshewsky (2007) conducted a study on strategic leadership development theory and practise. This study aimed to evaluate the impact of experiential learning, goal setting, peer coaching and reflective journaling as a combined strategy to influence leadership development. Results of the study indicated that learning outcomes improved leadership competency. This study was centred on leadership competency whereas the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Argyris (2008) conducted a study on teaching smart people how to learn. The study aimed to review single loop learning for effective skill development. Results of the study indicated that ideal loop learning takes place when errors are noticed and corrected. It also indicated that where single loop fails double loop learning removes the inadequacy. Further, where double loop learning is inadequate in detecting errors and correcting errors other remedies may apply. However the current study did not focus skill development and was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Steven & Rosenbusch (2013) did a study on how global leaders develop. The purpose of this study was to explore the developmental experiences of global leaders in order to understand

the experiences that they report to be developmental, to understand what they learned from their experiences, and to explore how the leaders learned and developed from the experiences. Conclusions indicated that global leaders: develop through first-hand global leadership experience; learn the importance of cultural sensitivity, relationships and networks, and curiosity or desire to learn; require a unique set of global leadership competencies; are driven by curiosity, openness, and a desire to learn; and develop and learn intuitively. This was a study on how global leaders are developed, however the current study focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery and does not examine how global leaders develop.

Karp (2012) conducted a study on developing oneself as a leader. The study aimed at giving a clarification of the self-concept and its use for personal development. Findings of the study indicated that the self-concept is very important for personal development. The characteristics and qualities of a person's self-concept makes one develop the leadership qualities as a result of improved self-esteem and efficacy. Leaders therefore need to cultivate an understanding of self by engaging in formative processes which are related to their ability to learn from defining situations, thus raising awareness of points of convergence in a leader's career. This study was about developing oneself as a leader but, the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission in Kenya, for effective service delivery.

Casserley & Critchley (2010) studied on new paradigm of leadership development. The aim of this study was to examine how leaders emerge during the time of recession. Results of the study indicated that leadership development is concern with moulding behaviour of leaders and subordinates. The current study is not about leadership methods and did not enlist use of the five

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activities but was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

A multi-national study by Elenkov, Judge and Wright (2005) investigated the relationship of strategic leadership behavior with executive innovation influence from top management. Public sources were used to arrive at a cluster sample consisting of 290 single businesses located in six countries: United Stated (Southern-Eastern United States, United Kingdom (England), Germany, Austria, Russia and Ukraine. The top executive survey results revealed that 82% of managers from the respective countries possessed strategic leader vision possessing attributes of clarity, brevity, challenge, abstractiveness, future orientation, stability and ability to inspire, (Elenkov et al; 2005). Results indicated that strategic leaders could promote administrative innovations, inspirational motivation and intellectual stimulation (Elenkov et al; 2005). In contrast, strategic leaders from Russia were most likely to effectively influence administrative innovation if they focused their time and efforts on contingent reward leadership Elenkov et al (2005). This evaluation was to examine the effectiveness of the Strategic Leadership Development Programme training in the Public Service Commission of Kenya, to inform change and improvement of the programme.

Kucherov and Manokhina (2017) conducted a study on evaluation of training programmes in Russian manufacturing companies. This was a survey of twenty four (24) Russian companies. The results indicated evaluation of training was important as it prepares leaders in an organisation. That the respondents perceived training evaluation as highly important, but their satisfaction level toward existing evaluation was low. The study used Kirkpatrick's model but at reaction level only. The current study was an evaluation of the strategic leadership development programme in the Public Service Commission of Kenya for

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effective service delivery and was a convergent parallel mixed methods design and not a survey as was the case with the Russian companies.

Dickerson, Fenge and Lanng (2017) explored the impact of leadership development on general practitioners doctors in England. A mixed method, including online mixed method survey was used. Results showed that participants perceived significant impacts in ability across eight key question groups evaluated. The results illustrate the value of this development programme on the personal development of general practitioners. This study was conducted in England a different context environment from the current study which is not online mixed methods and which was not a survey. The current study was an evaluation of the strategic leadership development training programme in the Public Service Commission of Kenya for effective service delivery.

Skerritt and Louw (2014) conducted a study on academic leadership development programmes: a model for sustained institutional change. The study aimed to evaluate the leadership development programme (LDP) for senior academic staff on qualitative research. From the study it was observed that all participants were very positive about the design, conduct and learning outcomes of the programme in terms of their own and their students' learning during and after the programme. This study was a two year survey and was a model of sustained institutional change unlike the current study which was a convergent mixed methods design whose feedback spanned a longer period to design effective development. The current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Norzailan, Othman, and Ishizaki (2016) conducted a study in Malasya on Strategic leadership competencies: what is it and how to develop it? The design was a review of the literature on strategizing and was done to formulate a model of strategic leadership

competencies. The findings indicated the importance of incorporating deliberate practice, experience density, reflective learning and mentoring into strategic leadership development programmes. This study was about leadership competency and was conducted in Malaysia but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery using Kirkpatricks evaluation model.

Anthony (2017) conducted a study on the impact of leadership coaching on leadership behaviour. This was a cross-sectional study. The results of this study revealed that leadership coaching is positively associated with leaders engaging in individualized consideration toward their followers, and in turn, leaders engage in constructive leadership behaviour (i.e. more delegation and less close supervision). This study was on leadership behaviour but the current study focused on all four areas of Kirkpatrick's model of reaction, learning, behaviour and results. The current study is an evaluation of the Strategic Leadership Development Programme.

Gupta (2007) came up with the following characteristics of an ideal training and development function. First should have clear scope and objectives. Therefore a needs assessment (TNA) is important once it is carried out to establish competency levels. Secondly develop skills for adequacy and productivity; this is supported by Skinner's behavioural modification model as quoted by Gupta (2007), which stipulates that when behaviour is repeatedly rewarded, it becomes permanent part of one's personality. Thirdly should be role-specific and practical; improved and increased experiences make the employees perform better. Fourth have adequate and effective capacity building system. Finally openness to all staff on issues of capacity enhancement and development. Employees should be kept aware of all training processes as this makes them feel empowered.

Capacity building activities are ideal in developing skills capacity of an organisation. Training activities should be well documented and accounted for by all means to avoid misuse of resources. Gupta observes that when starting a training programme a training needs assessment (TNA) should be used. The Strategic Leadership Development Programme however, does not start with a training needs assessment but instead incorporates expectations of participants as part of the training needs.

McCulla & Degenhardt (2015) conducted a study and identified how action learning brought out what participants valued in a year-long Australian leadership development programme centred on principles of good practice. The study raised the question of what might be learnt when a purposefully-selected cohort of 31 teachers drawn from executive, non-principal roles participated in a year-long, multi-phased leadership development programme: *The Flagship Programme* of the Association of Independent Schools of New South Wales, Australia (AIS). The design of the programme was informed by internationally acknowledged principles of good practice in leadership preparation. Evaluation of the programme combined action learning methodologies working with participants with more formal evaluation of each of the programme's stages to investigate participant growth and programme effectiveness McCulla & Degenhardt (2015). The intention of the current study however, was to evaluate the effectiveness of the Strategic Leadership Development Programme training in the Public Service Commission of Kenya.

McDermott, Kidney and Flood (2011) conducted a study on understanding leader development learning from leaders in Dublin Ireland. In the study they used qualitative research design. Results indicated that identification of development-oriented themes in the leadership literature, and the provision of insights regarding the developmental influences, core activities

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(vision and mobilisation) and the contextual influences (sectoral and societal) which affect appropriate leadership behaviour greatly influences development of a leaders. The study explored personal perspectives on fundamental leadership development themes, of pragmatic value to established and aspiring leaders interested in enhancing their capacity to lead. The study was done in Dublin Ireland and was about development learning, but the current study however evaluated Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Meaklim and Sims (2011) conducted a study on leading Powerful Partnerships — a new model of public sector leadership development. Findings from the study revealed that a discussion on the learning approach of the programme and how it offers participants opportunities for critical reflection and for learning in collaboration with peers. This study was about partnerships and collaboration with peers, but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

In Tanzania Khamis (2007) conducted a study at the Tanzania's Ministry of Health (MoH). Using a survey design, the study established inadequate funding from the exchequer. The study employed a survey methodology and looked at evaluation of leadership training in general. The study however, did not examine evaluation in context of the four levels of Kirkpatrick and its impact in service delivery which this this study focused and evaluated the effectiveness of Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

3.6 Satisfaction Levels of Different Stakeholders on SLDP

Derven & Frappolli (2011), conducted a study about general managers with global strategy on aligning it to leadership development. This study aimed to describe an innovative, blended learning approach to global general manager (GM) development at Bristol-Myers Squibb that encompasses the career lifecycle from pre-promotion, on-boarding and ongoing development for GM incumbents. The study concluded that Based on their diverse backgrounds, it is essential to use multiple learning approaches to GM development and avoid a "one size fits all" mind set. Blended learning, selective use of classroom instruction and social networking tools were combined to create a comprehensive curriculum that supports organisational strategy and builds the leadership pipeline. The study was done in Britain which is a different context from Kenya. The current study will be done in Kenya filling the contextual gap.

Strand (2014) did a study on Strategic leadership of corporate sustainability. The study found out that Strategic leadership and corporate sustainability had been developed by senior management to add value to the institution's growth. The study identified the CEO and CFO as the top management positions which strategically sustain organisations. Results explained why the TMT positions were established. This study reviewed strategic leadership development corporate sustainability but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Day & Dragoni (2015) conducted a study on Leadership development: An outcome-oriented review based on time and levels of analyses. The researchers highlighted the breadth of this phenomenon by reviewing theory and research that has considered

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the development of leadership in individuals, dyads, and teams/organisations. Additionally, they describe a set of proximal and distal signs that indicate leadership may be developing, and they promoted experiences, interventions, and interactions as factors that enhance the leadership development process. Never the less the current study focused on all four areas of Kirkpatrick's model of reaction, learning, behaviour and results.

Khoreva (2016) conducted a study on Leadership development practices as drivers of employee attitudes. This study examined the relationship between leadership development practices and the employee attitudes. The study reviewed the affective commitment and commitment to building competencies. Building on social exchange theory, the study seeks to reveal whether affective commitment mediates the relationship between leadership development practices and both commitment to acceptance of increasing performance demands and commitment to building competencies. The study findings showed that by means of affective commitment, organisations can expect an induced commitment to acceptance of increasing performance demands as well as an induced commitment to building relevant competencies among employees who engage in leadership development practices. The study was about leadership and change and employee attitudes but, the current study was an evaluation of the Strategic Leadership Development Programme.

Thomas, Jules, & Light (2012) did a study on making leadership development stick. Putting leaders' experience and real business problems at the centre of the learning process. National Grid's approach had three core elements. First, assessments and coaching were done ahead of time, to determine participants' strengths and weaknesses as leaders. Second, there were a series of "action labs," in which the new leaders could share

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experiences that had shaped them while also solving problems critical to the company – such as the need to unify the organisation while also improving customer satisfaction. Finally, to ensure that the lessons of the programme "stuck," participants concluded the formal training armed with their own "personal learning strategies" and a personal board of directors. The study was about making leadership development stick, but the current study however, was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Kaufman (2017) conducted a study on Practical Strategic Leadership: Aligning Human Performance Development with Organisational Contribution. Strategic leadership has a primary focus on adding measurable value for all internal and external clients and stakeholders. It differs from most other approaches by including societal impact as part of guiding an organisation to sustainable and systemic success. Six questions are provided for all to ask and answer, building on the work of Peter Drucker and Frances Hesselbein. The current study had points of interphase with this study but was divergent in that it was conducted in Kenya and therefore differed in context and evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Clarke & Higgs (2016) researched on how strategic focus relates to the delivery of leadership training and development. Despite progress in the development of leadership development models over recent years, these models fail to account for the differentiation in leadership training and development (LTD) practices found between organisations. The research was an exploratory, multiple case study of formal leadership training and development in 10 organisations, in different business sectors in the United Kingdom. Findings indicate that the strategic focus of LTD to be a broad contingency factor differentiated by level of impact, which

then influenced the pattern of LTD delivery. The current study however was done in Kenya, a different context, and it evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Snars, Tobin, & Keller (2010) did an empirical study on Strategic leadership and management skills—Development in psychiatry. The main purpose was to identify and examine broadly the issues related to preparing psychiatrists for leadership and management roles, including identifying the competencies required, investigating programmes available, and examining current culture and attitudes towards management issues. However the current study did not focus psychiatric aspects and was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery, a Kenyan perspective.

Mercer (2014) did a study on Creating the "and" Organisation: Seeing Leadership Development as a Key Strategic Issue. One of the first and most important steps toward creating "and" organisations is to see leadership development as a key strategic issue. In contrast, an "or" business mires itself in trade-offs and sacrifices that pit short-term concerns against long-term visions and often do not achieve either. The researchers concluded that Careful and considered approach to executive development that combines intentional assignment planning, rigorous succession planning, and experiential, business-driven educational programmes can address the continuing need to grow leaders at all levels. This study was a survey and laid emphasis on trade off on key strategic issues, but the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Jansen, Moosa, Niekerk, & Muller, H. (2014) conducted a study on Emotionally intelligent learner leadership development. A case study was conducted with a student leadership body of a private multicultural international secondary school in North- West Province, South Africa, to indicate that the emotional intelligence leadership development challenges of student leaders can be identified. It was established that it was possible to develop a reliable instrument to measure the emotional intelligence leadership development challenges of student leaders, which can be used in promoting their training and development. This study was a case study but the current evaluation was a mixed parallel convergent design qualitative study on effectiveness of the Strategic Leadership Development Programme.

Naicker & Mestry, (2016) did a study on Leadership development: This was a study on organisational change. The researchers were motivated by continuous poor performance of South Africa's learners which could hurt the economy in the future. Poor performing district schools prompted the universities to investigate the problem. The leverage for change was leadership development, involving school principals and district officials. The research was driven by the need for effective school system and quality leadership. The methods used were mainly survey through the use of a questionnaire tool and observations. The study was about leadership development and change, however the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery, a Kenyan perspective.

Crevani, Ekman, Lindgren, & Packendorff (2015) did a research on Leadership cultures and discursive hybridization. The purpose of this study was to explore the concept of leadership culture and analyse how leadership cultures are produced in higher education reforms, in a hybridised discursive context of local academic values and emerging leadership qualities. This

study emphasized on how hybrid cultures developed through confirmation, re-formulation and rejection of discursive influences. However, the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Aij, Visse, & Widdershoven (2015) did a study on Lean leadership. The study aimed at providing lean effective leadership in healthcare. The Lean leadership model was about lower numbers of staff at the top. This study presented a case study focusing specifically on leadership behaviours and issues that were experienced, observed and reported in a Dutch university medical centre. This study emphasized the importance for Lean leaders to go to the gemba, to see the situation for one's own self, empower health-care employees and be modest. The current study however was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design.

Gronn (2008) did a study on the future of distributed leadership. This study aimed to assess the empirical utility and conceptual significance of distributed leadership. The study reviewed some neglected commentary of an early generation of distributed leadership theorists. It also discusses a strand of social science writings on emergent small number management formations. Finally, the study argued that a more appropriate descriptor for recent leadership analyses may be "hybrid", rather than "distributed" which was different from the focus of the current study to evaluate the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Caldwell,Hasan, & Smith (2015) did a study on Virtuous leadership–insights for the 21st century. The purpose of this study was to explain the importance of virtuous leadership and

identify six characteristics that are necessary for the modern leader to be effective in an increasingly challenging and competitive world market The researchers came up with a system of identifying virtuous leadership. This was about virtuous leadership in 21 century however the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Kantabutra & Saratun (2013) did a study on Sustainable leadership. The aim of this study was to adopt Avery and Bergsteiner's 23 sustainable leadership practices derived from sustainable organisations as a framework to examine the leadership practices of Thailand's oldest university. Six core sets of practices consistent with 21 sustainable leadership practices were identified: a focus on a long-term perspective, staff development, a strong organisational culture, innovation, social and environmental responsibility and ethical behaviour. The current study was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and may form a basis for further research on sustainable leadership within the Kenyan context.

Oshagbemi, & Gill (2009) did a research on differences in leadership styles and behaviour across hierarchical levels in UK organisations. The study collected data from over 400 managers in the UK to research the topic. It found that generally there are significant differences in the leadership styles between senior and first-level managers, but not between senior and middle-level managers or between middle and first-level managers. The study indicated that organisations with short chain of command may not see leadership styles, and it will be more pronounced in organisations with long chains of command. There was a weak but statistically significant difference between the leadership styles of senior and first-level managers, this was significant. However the current study does not analyse leadership styles but evaluated the

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

Naicker, & Mestry (2015) conducted a study on educational development of leaders. The study aimed to change leadership strategy for principals and education officials. The study was a qualitative design to address the matter. Results indicated that there was no collaboration between principals and education officials. The study recommended collaboration between all professionals in the education sector. The current study however was done in Kenya a different context and evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Mwambazambi & Banza (2014) did a study on Four-dimensional conversion for spiritual leadership development. The study aimed to help church leadership develop effective leadership by observing the aspects of human spirituality. The study developed a roadmap on how to develop leadership based on practical spirituality while the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Monnapula-Mapesela (2017) conducted a study on developing as an academic leader in a university of technology in South Africa: Dealing with enabling and constraining teaching and learning environments. This study presents the development trajectory of a Black woman as an academic development leader in a South African University of Technology. It examines structural and cultural factors acting as enablers or constraints to leadership development and career advancement for Black women. It analyses dominant structural frames and undertakings of different University stakeholders. The study dealt with a black woman in south Africa but the

current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery the current study was a parallel mixed design methodology while the university of South Africa was a survey,

Larsson, Carlstedt, Andersson, Danielsson, Johansson& Michel (2013) conducted a research on comprehensive system for leader evaluation and development. This aimed at development of a theoretical model for leader evaluation and development, an instrument based on this model, and a strategy for large scale implementation in the Swedish armed forces. The model rests on an interactional person by situation paradigm. This study was about leader evaluation and development but the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Leskiw & Singh (2007) conducted a study on Leadership development: Learning from best practices. This study aimed to review best practices for practitioners in developing leadership development. The study involved broad review of literature for effective leadership development. The results revealed need to examine needs assessment, audience, infrastructure, learning, evaluation, and reward and improvement. This was not about learning from best practice but the current study seeks to draw on this study by focusing on Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Wilson & Corrall (2008) did a research on developing public library managers as leaders. The aim of the study was to examine recent evaluation of leadership of modern public libraries leadership development programme. Findings indicated that the programme has positive impact in leadership capacity development. Further, the study identified benefits and limitations of leadership development in a public library. The two studies had a similar focus though the

current study centres on Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Eva & Sendjaya (2013) conducted a research on future leader's creation. The aim of this work was to examine the effectiveness of youth leadership development in Australia, on the basis of a holistic servant leadership approach. The study concluded that there exists a significant gap between the perceptions of the students and those of the facilitators on what is being taught and what is required in youth leadership development programmes. The study reveals that institutions have little exposure to ethics training throughout their leadership programmes. This study was about leadership and future leaders, but the current study will focus on Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Ebrahimi & Azmi (2015). Conducted a study on a new approach to leadership skills development (developing a model and measure). The purpose of this study was to develop a leadership skills development model and measure, based on its effect on organisational effectiveness and moderator effect of knowledge sharing. Using the survey method, this study investigated the validation of measures and model of the study. It tests the reliability and constructs validity of a leadership skills development measurement scale, created on the basis of the existing measures of leadership, organisational effectiveness and knowledge sharing. A structural model and measure of leadership skills development was proposed.

Eacott (2010) Studied on tenure, functional track and strategic leadership. The aim of the study was to examine demographic variables effect on strategic leadership development. Using a conceptual framework developed by the researcher, cross-sectional questionnaire-based study on a convenience sample of public primary school principals in NSW, Australia, was used to collect

data. Analysis included ANOVA and correlations. The study concluded that despite few statistically significant differences in the data set, there is evidence to suggest that, based on the small sample size, the demographic variables of tenure and functional track have a moderating effect on the strategic leadership and management of public primary school principals.

Direction (2008) conducted a study on Leaders are made not born. The study aimed at reviewing recent management and leadership development programmes across the world using case studies. The study concluded that leadership is not taught but it is born only that management need to identify the leaders and hire them. The current study does not lean on nurturing leadership and how leaders emerge, but an evaluation of the Strategic Leadership Development Programme in the Public Service Commission in Kenya, for effective service delivery.

Droffelaar & Jacobs (2017) conducted a research about wilderness experiences in leaders' development role and authentic leadership. The purpose of this study was to investigate the impact of leaders' wilderness experiences on intentions to transform leadership behaviour toward authentic leadership. Content analysis was used on trail reports made by participants of a wilderness-based leadership programme. The results indicated that there are four categories of leaders based on experiences of: self, core values, attention, and presence. This assertion is in agreement with authentic leadership. However, the current lstudy is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Grandy (2013) did a study on exploratory study of strategic leadership in churches. The purpose of this study was to extend the notion of strategic leadership, that which has been primarily applied to for profit organisations, to nonprofits, specifically the church setting. The

research employed a case study methodology and draws primarily upon qualitative data collected from interviews and observation. The findings revealed that over the past several years, the organisation and its members have undergone a number of incremental and more radical changes. Much of this change has been attributed to the vision and leadership style of the current leader. Four key themes illuminate the processes and content of change under this strategic leader, including unsettlingly the status quo, model of shared leadership, shared vision and culture of community and learning.

Sekhar (2013) conducted a study on explicating strategic shared leadership process. The study reviewed on the theory and practice of the concept of shared leaders leading an organisation which has gained momentum in recent times. The study aimed to gain an understanding about the concept of shared leadership at top management level of an organisation. The study came up with three models of organisational legitimacy, informal authority and accountability. This study was not about leadership process however the current study focused on the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and does not analyse attributes of shared leadership though it recognises its significance in current practice.

Olivares (2011) did a study on the formative capacity of momentous events and leadership development. The primary purpose of this study was to explore how momentous events may contribute to leadership development. A second purpose was to show how the formative attributes of momentous events are linked to leader traits needed for effective leadership. Attributes and formative mechanisms of momentous events were identified, as were leader traits necessary for developmental readiness. Also, six propositions were distilled from this research. These propositions guide the implications about leadership training. However, the

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current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery but not the contribution of momentous events to leadership development as Olivare's work.

Adams (2011) conducted a study on mapping a strategic approach to HR leadership. This study aimed to discuss the contribution that strategic human resourcing (HR) makes to organisational success and the crucial conversations that HR must orchestrate to truly fulfill its strategic role. Strategic HR balances business demands with the needs of the organisation and its workforce to adapt to change. Effective strategy builders facilitate conversations beyond the bounds of the HR team. They hold the organisation's vision and work in the space between this and the organisation's "current reality" to create a more sustainable future for all of the organisation's stakeholders. However the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery but not on development of self-confidence and learning from experiences alone.

Joiner & Josephs (2007) conducted a research on developing agile leaders. With mounting complexity and interdependence and the increasing pace of change in organisational environments, leadership agility has become a much-needed competency. This study identified five levels of leadership agility, each of which corresponds to a stage of adult ego development. It also resulted in the discovery of four leadership agility competencies (context-setting, stakeholder, creative, and self-leadership agility) and eight underlying capacities that evolve as managers develop from one level of leadership agility to another. This was an exploratory research but the current study was a convergent mixed parallel design.

Narayanan & Zane (2009) did a study on strategic leadership discovery for the future. A The study aimed at providing knowledge on theory development in strategic leadership. The

authors used Rescher's epistemological argument for their case. The analysis suggested that since strategic leadership differs from supervisory leadership, both on organisational reach and incorporation of external elements, defining the strategic leadership problem exclusively as a difference in context. The current study however focused on the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery in the Kenyan perspective and does not lean on providing knowledge on theory development in strategic leadership.

Caligiuri & Tarique (2014) did a study on Individual-level accelerators of global leadership development. In this study the researchers examined the individual-level accelerators of global leadership development as they affect the acquisition of cross-cultural competencies through both cross-cultural training and developmental cross-cultural experiences. Individuals' cognitive ability, prior knowledge, and personality traits will accelerate the knowledge they gain from cross-cultural training. Their personality characteristics, language skills, motivation, and prior experience will facilitate the development of cross-cultural competencies from high-quality international experiences. The researcher highlighted an aptitude treatment interaction approach whereby the level of a given individual-level attribute affects how global leaders will respond to instructional methods, cross-cultural experiences, or developmental opportunities. The study suggests that global leaders' individual differences can accelerate the developmental gains in their cross-cultural competencies. The current study focused on Strategic Leadership Development Programme in the Public Service Commission for effective service delivery and did not focus the skills and competencies of individuals.

McCall (2010) did a study on recasting leadership development. To the extent that leadership is learned, it is learned through experience. This study begins with seven conclusions

about the role of experience in leadership development, ponders the reasons that what is known is so rarely applied, suggests some ways to put experience at the centre of leadership development efforts, and concludes with a series of recommendations for practice and for future research. The current study will extend this study. The current study was done in the Kenyan context. Further, the study focused on evaluating the Strategic Leadership Development Programme using Kirkpatricks model.

McGurk (2010) conducted a research on Outcomes of management and leadership development. This study sought to examine the outcomes of leadership and management at the individual, business and organisational level. This was a case study involving managers in social services departments. The study demonstrated: how a traditional management development programme led to more effective compliance with prescribed objectives, yet made little contribution to strategic change; how a customised leadership programme for an individual has limited impact on the business and how emerging leadership development made unexpected contribution to change. This study was about outcomes of leadership development, but the current study was an evaluation of the strategic leadership development programme.

Hotho, and Dowling, (2010) conducted a study on revisiting leadership development: the participant perspective. The purpose of this study was to address limitations of prevailing approaches to leadership development programmes and make suggestions as to how these might be overcome. These limitations are an outcome of the dominant rational functional approach to leadership development programmes. Based on empirical research, and underpinned by organisational theory, the paper suggests a shift towards a socio-constructivist perspective on design and implementation of leadership development programmes. The explorative study proposes that context and participant differences need to be recognised as factors impacting on

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the effectiveness of leadership development initiatives. The study finds that participant interaction with leadership development programmes varies depending on individual and/or contextual factors. Current design logic neither recognises nor utilises such situation as programmes develop their linear and unidirectional logic.

Weinstein (2008) did a study on Leadership leader (leadership development at EMC). The study described the leadership development programme at EMC, a US information infrastructure developer that has resulted in the company being ranked second in Training magazine's top 125 firms for training and employee development. Described the Organisation Talent Review that assesses all employees' skills and capabilities against the firms' strategic business plan, and identifies the potential leaders needed by the company. It explains the methods used to develop leadership skills of established senior managers as well as potential leaders, underlining the need for leadership styles to change as the nature of the business changes. In addition, it underlines the impact that the firm's leadership development programmes have had on the company's performance whereas the current study focused on Strategic Leadership Development Programme in the Public Service Commission for effective service delivery and impact.

Hockey,Tobin, Kemp, Kerrigan, Kitsell, Green, & Lees (2009) did a study on Global health partnerships: leadership development for a purpose. The purpose of this study was to describe a novel approach to leadership development for UK healthcare workers, while contributing to health service improvement in a developing country. The study concluded that Healthcare quality improvement methods, developed in First World countries, are transferable to the developing world and also function as a vehicle for developing leadership skills in experienced healthcare workers. This study focused on the health sector while the current study

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

Bianco and Schermerhorn (2006) conducted a study on Self-regulation, strategic leadership and paradox in organisational change. The study aimed at using self-regulation as a basis for strategic leadership change in the organisation. The research utilised self-regulation literature and assimilated it within the strategic leadership and institutional change literature, so as to have a dispositional model on the different literatures reviewed. It was established that strategic leadership development allows for organisational change continuity. The current study did not concentrate on self-regulation and strategic change but was an evaluation of the effectiveness of Strategic Leadership Development Programme.

Tkaczyk (2014) did a study on leadership development a positive design tool. The purpose of this study was examine leaders as continuous learning development crafters. To maximize leaders' "self-awareness" and "learning agility", this study addressed itself to positive, purposeful and planned self-development by means of continuing L&D crafting. The study concluded that Executing leader's structured and personalized developmental portfolios produced both personal and organisational gains, as reported by participants in the global "Learning Entrepreneurs" research project unlike the current study that focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Erbe, and Korinek (2013) conducted a study on Conflict transformation's teaching strategies for leadership development. This study introduces how the teaching of leadership, within negotiation, conflict transformation, and peace building uses adult education strategies. In turn, adult education effectively prepares learners, especially those concerned about poverty, and

injustice, to be active agents working on behalf of community development. The study then shows how these same and other adult learning activities are used in the authors' classroom to teach conflict transformation so that students master collaborative skills. As a result, they are potently equipped to act as effective leaders on behalf of social justice concerns. The current study was an evaluation of the Strategic Leadership Development Programme and did not use content analysis exclusively but used a parallel convergent mixed methods design

Joiner (2018) did a study on Leadership Agility for Strategic Agility. Provided a general background to strategic management and introduced a variety of models, theories, and approaches to analyse and understand the competitive dynamics that affect the strategic position of the firm. A rational analytical planning framework was used to identify superior strategic positions and uncover alternative ways to reach them as the backdrop to formulate a strategic path, or plan, to guide future actions. However, the rational planning approach is an idealized normative depiction of the strategy-making process. What actually happens when strategy is executed, or implemented, cannot be described as a linear process but is a complicated amalgam of intended actions and ongoing learning from dispersed activities pursued in different parts of the organisation in response to emerging events. Hence, the researcher outlined an integrative strategy-making approach that combines central planning activities as a way to create direction and common understanding with decentralized responses in the operating entities as they react to dynamic changes around the daily transactions. This study focused on global leadership development and used Global Leadership Summit and Compass Leadership programme but the current study evaluated Strategic Leadership Development Programme using Kirkpatricks model within the context of Kenya's Public Service Commission.

Sun, Chen, & Zhang (2008) did a study on Strategic leadership of Sunzi in the Art of war. Leadership and management in China. Based on examination of the Art of war, the researchers reviewed his work using Sunzi's humaneness, holism, and dialecticism. Then the researcher goes ahead to identify the positive and negative attributes of a leader in relation to strategic leadership. Furthermore, the researcher elaborates Sunzi's strategic situationalism into creating positional advantage in the environment, creating organisational advantage within the organisation, building morale within the troops, and leveraging and adapting to situations. Finally we discuss theoretical and practical implications of Sunzi's strategic leadership theory in a global environment. The current study will similarly employ the above strategy in explaining the phenomenon of strategic leadership development. The current study was done in the Kenyan context. Further, the study focused on evaluating the Strategic Leadership Development Programme using Kirkpatricks model.

Boin, Stern, & Sundelius, (2016) studied on the politics of crisis management: Public leadership under pressure. The researchers averred that a crises provided real-world "stress tests" to the resilience of political systems and the crisis management capacities of leaders. They play out against a backdrop of public expectations (influenced in part by leaders themselves) that can be very challenging to meet. In some cases, the quality of crisis management makes the difference between life and death, chaos and order, breakdown and resilience. When governments and their leaders respond well to a crisis, the damage is limited. When emerging vulnerabilities and threats are adequately assessed and addressed, some potentially devastating contingencies simply do not happen. When crisis management fails, the impact increases. Crisis management bears directly on the lives of citizens and the well-being of societies. The notion of "crisis management" as used in this research is shorthand for a set of interrelated and

extraordinary governance challenges. This concept will be replicated in the current study in order to capture the strategic leadership development in public service delivery.

Fragueiro & Thomas (2011) conducted a study on Strategic leadership in the business school. The researcher explained the logic of the processual approach to studying the strategic leadership process. In order to understand the SLP in context, this study examined the efforts deployed by three leading European business schools, IMD, INSEAD and LBS, to compete in the international business school market. Their strategies and actions were approached and analysed from a contextual approach. After identifying the prevailing aspects shaping their external contexts and the key actors interacting in their internal contexts at each stage within the study's time span, our analysis zeroed in on the contextual features that influenced – and were influenced by – each school's strategic agenda building and execution over time. The current study was done in the Kenyan context. Further, the study focused on evaluation of the Strategic Leadership Development Programme using Kirkpatricks model.

Mumford, Friedrich, Caughron, & Antes (2009) conducted a study on Leadership Development and Assessment. This study indicated that in some organisations leadership takes a romantic as this image may be, in the 21st century professionals typically practice in an organisational setting. In these settings, leadership of the organisation is a critical influence on the productivity of professionals this rather straightforward observation has an important, albeit often overlooked, implication. To ensure the productivity of professionals, one must also ensure that they are led effectively. The current study will be an extension of this study but on the Kenyan perspective.

Brown & Brittlebank (2013) did a research on how to develop and assess the leadership skills of psychiatrists. Suggests that leadership skills are a core requirement for all doctors. The

NHS Institute for Innovation and Improvement goes further, stating that doctors have not only an intrinsic leadership role but also a responsibility to contribute to the effective running of healthcare organisations. The Medical Leadership Competency Framework (MLCF) outlines a structure with domains, elements and competency outcomes, all of which are clearly spelled out with examples and methods of learning for different stages of a medical career. The revised curriculum for postgraduate training in psychiatry contains many aspects of the MLCF, both complementing and supplementing its emphasis on the development of personal qualities and skills. This study highlights this approach and describes how the development of leadership and management skills fits with the current structures for training in psychiatry. The current study however was an evaluation of the strategic leadership development programme.

Reb, Sim, Chintakananda, & Bhave, (2015). Did a study on mindfulness in Leadership. Exploring the relation of mindfulness with leadership behaviour, styles, and development. Leadership is a perennially trendy topic, and its fusion with mindfulness creates a combination of potential über-trendiness. But is this hype justified? Our endeavour in this research is to elaborate on the connections between mindfulness and leadership. A related goal is to take a critical look: generally both mindfulness and leadership are viewed in a positive light. Although "leadership" evokes ideas of strengths and charisma, transformation, and achievement. Yet at the same time, a "dark side" of leadership and leaders also surfaces in the form of leader arrogance, hubris, cronyism, abusive supervision, and outright dictatorships. Finally, empirical research on the effects of leader mindfulness provides evidence of beneficial consequences for employees including increases in employee job performance, job satisfaction, and need satisfaction, and reductions in emotional exhaustion. However the current study was an evaluation of the Strategic

Leadership Development Programme in the Public Service Commission for effective service delivery and was not about mindfulness of leadership.

Crona, & Bodin (2011) did a study on Knowledge, social networks, and leadership. This was a fact of on studying local-level collaborative management of common-pool resources. The study noted that given the inherent unpredictability of natural systems, institutions need to be flexible enough to deal with ecological changes and surprises. In effect, the institutions need to be adaptive. Social networks are increasingly cited as instrumental in enabling communities to adaptively respond to environmental change and to initiate and sustain successful co-management of natural resources. Social networks are, for example, one factor determining the flow of information within communities and, as such, are important in determining possibilities for continuing learning and making sense of environmental feedbacks. They also offer a valuable tool for identifying social groups, influential actors and patterns of communications.

Kerr, Landauer, & Lelon (2007) studied on maximizing the value of leadership development. Summarized current thinking and best practices and provide answers to the most important questions organisations must resolve as they attempt to systematically develop their current and future leaders. Some of these are obvious, while others are seldom considered in advance, so are usually answered by default. These questions need to be addressed by any organisation that is serious about formulating a competent leadership development initiative: What is the organisation's working definition of "leadership," and what kind of leadership is it seeking to develop?, What are the objectives of the leadership development initiative?, What should the content of the initiative look like?, Who is to be developed?, Who should be the faculty?, How should the success of the initiative be evaluated? and How should the leadership development group be organized?. This study was not about the value of leadership development

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however the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Dexter and Prince (2007) did a research on evaluating the impact of leadership development a case study, in the United Kingdom and reviewed the relevance of business education. This approach is under increasing challenge from many quarters, who argue that business schools are not delivering on research and programmes that are relevant to the needs of business and society. Their study tested these claims by evaluating the impact of a leadership development programme on middle managers within a City Council Organisation. This study used a qualitative methodology and interviewed thirty two (32) line managers and the findings indicate that research was able to identify how the programme had benefited those managers who had taken part on the programme, and how the programme had positively impacted on the organisation as a whole Dexter and prince (2007). This study was a survey study and was done for middle level managers in a different situation while the current evaluation was done in Kenya and looked at how effective the Strategic Leadership Development Programme is in preparing effective leaders (senior managers) for improvement of service delivery in the Public Service Commission of Kenya. This study therefore brought out the gaps in the programme which was not addressed by Dexter and Prince (2007).

Hartman, Allen and Miguel (2015) conducted a study which was an exploration of teaching methods used to develop leaders: Leadership educators' perceptions. Participants perceived small group discussion, and film/television clips to promote conceptual understanding, while internships and 360-degree feedback did so to a lesser degree. Sources of learning perceived to facilitate skill building were group projects, and giving presentations. It was also noted that, completing case studies and listening to lectures were rated as unlikely to foster

personal growth. This findings concluded that leadership development programmes which use small group discussions and were successful sources of learning. This study was not about exploration of leadership but an evaluation of strategic leadership development programme.

Manning and Robertson (2011) conducted a research on the leadership dynamism. This was a 360-degree assessments of leadership behaviours in different leadership situations. The findings summarized in the article provide confirmation for the contingency approach central to the dynamic leader concept. In this respect the dynamic leadership concept represents a challenge to visionary or transformative leadership. The current study was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design and did not use 360 degree feedback and behaviours.

Nikandrou, Brinia and Bereri (2009) conducted a qualitative survey on trainee perceptions of training transfer: an empirical analysis. The study was undertaken in Greece. The study used qualitative methodology involving 44 in-depth interviews with trainees from different organisations who participated in a training program that was based on an innovative experiential training method. Findings revealed the importance of trainee characteristics in the training transfer process and provided useful insights regarding the design and management of the training programme. The current study was a convergent parallel mixed design and reviewed perceptions and satisfactions of the programme participants, while the later was a qualitative survey and looked at training transfer.

Clarke (2011) conducted a study on advancing women's careers through leadership development programmes. Telephone interviews were conducted which involved participants from two intakes of the programme. Findings indicated that women-only development

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programmes provide a safe and supportive environment for improving self-confidence, learning new skills, and learning from the experiences of successful role models. However the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery but not on development of self-confidence and learning from experiences alone as per Clarkes work.

Draper, Lund and Flisher (2011) conducted a research on a retrospective evaluation of a wilderness-based leadership development programme in Cape Town. In their study, they targeted young people from diverse backgrounds. The aim of this study was to evaluate the Leadership Programme (LP), focusing on process and perceived outcomes. The study methodology included document analysis and key informant interviews to evaluate the programme. The significant finding of this study was that awareness of self is a key characteristic of leadership development programmes. This study was done in a different environment and region in South Africa, and it used document analysis. This study focused on the supervisors and heads of departments and used mixed convergent methodology. This study sought to look at the effectiveness of Strategic Leadership Development Programme and though it took into account the age of participants it was not centred on diverse backgrounds as the Flisher et al study.

Packard and Jones (2015) did a study on outcomes evaluation of a leadership development initiative, in their study conducted in San Diego school of social work in California; they demonstrated the impact of a leadership development programme in eight organisations. The research used multiple methodology employing both qualitative and quantitative data from participants and their seniors. The findings indicated that the programme participants and their supervisors reported improved on-the-job performance of participants. The evaluation is a major milestones in gauging participants on the job performance over a long

period of time especially assessment of the ratings of supervisors. This evaluation was general on performance improvement and was a survey study. This study looked at performance in terms of behaviour change, service delivery and productivity unlike Packard and Jones (2015) study which was mainly concerned with on the job performance of participants.

Dalakoura (2010) conducted a research in differentiating leader and leadership development. This was a content analysis the findings implied that leadership development involves multiple and coordinated actions. The current study was an evaluation of the Strategic Leadership Development Programme and did not use content analysis exclusively but used a parallel convergent mixed methods design.

Oppong (2017) conducted a study on evaluation of a management development programme: a critical discourse analysis. This study was done in Ghana. The study employed a critical discourse analysis (CDA), a problem-identification and problem-solving analytical methods to collect data and results indicated high levels of developing national managers for eventual takeover from expatriates. The current study evaluated the Strategic Leadership Development Programme for effective service delivery in Public Service Commission of Kenya and used a convergent parallel mixed methods design and not critical discourse analysis as applied in the study conducted in Ghana.

3.7 Efficiency of the Trained Leaders in Service Delivery at the Public Service;

Heracleous (2008) did a study on Strategy and organisation leadership development. The relationship between strategic planning and strategic thinking is by no means clear in the literature, which has been in a state of confusion over this issue. Strategic planning assists in analysis and transformation of the organisational practices. It can be noted that the real purpose of analytical tools of strategic planning is improvement on creativity and strategic thinking; and

for yet others strategic planning is useless in a fast-moving world and should be scrapped in favour of strategic leadership. The current study is not about strategic planning to facilitate creativity but an evaluation of the Strategic Leadership Development Programme.

In a study conducted on conceptual model on self-development and personal development by Ross (2014) it was argued that the goal of the leadership development process is to enable the individual become a self-leader and create a pool of leaders for an organisation. Self-leadership represents an individual's ability to exercise control (self-efficacy) over his or her choice of situations in which to participate in and to provide intrinsic rewards that are usually associated with achieving goals. The study aimed to discuss these issues. The study concludes that through elucidating the important mediators and learning about and understanding how behavior, an individual's internal processes and external forces influence each other we can begin to understand how to design more effective leadership development programmes. This study focused training transfer and was a survey but the current study was an evaluation of the Strategic Leadership Development Programme for effective service delivery and adopted a mixed methods approach.

A study by Cress, Yamashita, Duarte, & Burns (2010) on a transnational comparison of service-learning used in leadership development sought to identify learning outcomes for undergraduate students at a US college enrolled in community-based learning courses. Specifically, the purpose of this paper was to examine the similarities and differences between American students' and international students' development of leadership skills through senior level service-learning (SL) courses and analyzed the role of teaching methods on those outcomes. The study established that facilitating leadership skill development is a function of utilizing transformational rather

than traditional classroom teaching techniques. However, the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Rees & Porter (2008) studied the re-branding of management development and viewing it as leadership growth and its perils. The purpose of this study was to examine the re-branding of much management education and development under the heading of leadership and to identify the dangers this may bring particularly if it results in key management skills being neglected. Increasing use is being made of the term leadership. The study concluded that whilst there is considerable overlap between the concepts of leadership and management, the market appeal to providers and users of qualification and short course programmes implies that leadership is a higher level of organisational activity than management. The current study did not review rebranding of management development education but was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Kozlowski, Mak & Chao (2016) did a study on Team-centric leadership. This study focused on leadership in the context of work groups and teams: team-centric leadership. Leadership as a process is viewed as one of social influences of society, most theories of leadership are agnostic on social units and context within which it occurs. The discussion concludes with 14 recommendations designed to advance each type of team-centric leadership and to promote more integration and synergy across the approaches in future research. The current study however is a parallel convergent mixed methods design which evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Groves (2007) did a study on Integrating leadership development and succession planning best practices. The study aimed to present a model for best practices for optimal development leadership for practical recommendations to organisations. Analysis of interview data indicated that best practice organisations effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organisation's mentor network, identifying and sorting potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organisation-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organisational culture. The current study integrated aspects of leadership development and succession planning but focused evaluation of the Strategic Leadership Development Programme.

Elkington, Pearse, Moss, Steege & Martin, (2017) did a study on Global leaders' perceptions of elements required for effective leadership development in the twenty-first century. The purpose of this paper was to develop a clear answer to the question of how strategic leadership programmes are developed. This research utilized the knowledge of leadership development experts and their collective expertise to identify the critical elements required for a high-quality leadership development programme. This study identifies a useful list of key leadership development tactics from which those wishing to develop a leadership programme can work. The current study has not examined perceptions of global leadership, but it was an evaluation of the Strategic Leadership Development Programme for effective service delivery.

King & Nesbit (2015) did a study on collusion through denial: leadership development besides its evaluation. The researcher investigated means to enhance deeper understanding of the

challenge posed by evaluation by reporting insights about the effect of a leadership development program. The study based on participants' reflective post-course analysis of learning outcomes in comparison to outdated evaluative analysis. The current focus is on programs centered on development of leaders who have the requisite cognitive and behavioral capability to provide leadership in environments that pose a challenge. Approaches to evaluation that focus assessing personal learning reflection provide greater insights on the experience of learning than traditional evaluation approaches and have the ability to increase our understanding of the impact of leadership development programs on a broader scale. This study was a strategy on leadership development and was not anchored on Kirkpatricks model and was a survey unlike the current study which adopts a mixed design and was an evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Cook (2006) did a study on management and leadership development. Given the huge national and corporate investment in developing management and leadership capability, questions about the effectiveness of such development activities are valid, necessary and urgent. This study aimed to examine this issue. The report provides evidence demonstrating how management and leadership development works when it is: a clear organisational priority with employers taking responsibility; linked to business strategy with established processes and frameworks; designed to build relevant competences and behaviour; and focused on long-term tenure of employees. This study focused on an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya rather than management and leadership development.

Avolio (2009) did a study on full leadership development that established that developing leaders and managers remains high on the agenda for many organizations. Learning requirements

are established and companies strive to meet these goals by creating and delivering relevant programmes. These endeavors do not come cheap though. Considerable investment is the norm. Little wonder then that the focus on evaluating leadership development programs has grown markedly. Firms naturally want to know that such outlays can be justified. Though evaluation means additional cost, executed properly it can be money well spent. Assessment of past and current learning programs provides strong foundations for the future. Specifically, evaluation can identify ineffective programme elements and those which have had a more positive impact. Important findings then help to create a framework for subsequent offerings. The current study focused on Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Prosser (2009) did a research on Leadership development: and whether it had an impact. This study sought to examine the effect of a leadership development programme. It analyzed the context, process of delivery and outcomes of the programme in the light of relevant leadership research. The study concluded that the programme to date has been successful in impacting on personal and organisational contribution, as far as individual participants, commissioners and providers are concerned, and as far as can be measured within current understanding. The current study has embraced pertinent aspects of this study but narrowed its focus on Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Houghton, & DiLiello (2010) elucidated on Leadership development: The contribution it had to unravelling creativity of individuals in organizations. This study sets out to develop and test a hypothesized model of the role of adult leadership development and youth leadership development as possible moderators of the relationships between creative self-efficacy, perceived support for creativity, and individual creativity. The study employs the multi-

group nested goodness-of-fit strategy in LISREL 8.53 to test the interaction effects of two qualitative moderator variables. It was observed that adult leadership development will moderate the relationship between perceived organisational creativity and individual creativity, while youth leadership development and relationship, creative self-efficacy and individual creativity. The current study was not about individual creativity but an evaluation of the Strategic Leadership Development Programme.

Dunn, and Pope (2011) researched on Leadership development which delivers results. This study described a programme of leadership development developed and delivered by a senior line manager and a specialist in organisation development. Participants' own experience is used to reinforce the relevance of learning by application of soft and hard skills, academic and practical approaches, and learning partnerships. The aim is to avail more choices to participants and flexibility about handling not only tasks and situations, but also relationships – and treating people differently. Further, it offers participants exploration opportunities of their own values and identity as leaders and is ideal for team development, preparation for management of change and helps individual's progressive ascent in management. The programme can be tailored readily to most group needs. Quantitative and qualitative data of the course results are detailed. The current study used the own experience of course participants to conduct an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Eva, Sendjaya, Prajogo, Cavanagh, Robin (2018) did a study on Creating strategic fit: Aligning servant leadership with organisational structure and strategy. While research and adoption of servant leadership are on the increase, little is known about the mechanisms through which it affects organisational performance. Drawing on the contingency theory, the purpose of this paper is to examine the extent to which organisational strategy and structure affect the

relationship between servant leadership and organisational performance. The current study does not research the relationship between leadership and performance but centers on an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Solansky (2014) did a study on Education and experience impact leadership development psychological empowerment. The purpose of this study was to shed light on psychological empowerment in a leadership development context by addressing two questions. First, what is the role of leadership experience and education value in the psychological empowerment of leadership development? Second, are there significant differences in leadership development implications depending on the extent of psychological empowerment? As hypothesized, leadership experience and leadership education value are significantly, positively related to the psychological empowerment of leadership development. Additionally, a higher psychological empowerment score did result in better leadership development implications. Conclusions for psychological empowerment and leadership development research are discussed. This study has not focused leadership and psychological empowerment but is an evaluation of the Strategic Leadership Development Programme.

A study on the impact of leadership development by Van Velsor and Ascalon (2008) indicated that effective and well-designed leadership development can help successful managers stay on the right path, in terms of ethical behaviour. In addition to reviewing key research findings on the factors that lead to success and derailment in European organizations, the study discussed key aspects and outcomes of well-designed leadership development initiatives and how those relate to the ethical issues and problems posed as "successful" managers' move into more senior levels with the attendant demands and pressures. What managers' report learning in a leadership development programme, and the goals they set and achieve, are very much in line

with theory on avoiding ethical failure in leadership roles. This study focused the Strategic Leadership Development Programme in the Public Service Commission of Kenya and does not delve into leadership development initiatives and how those relate to ethical issues.

In an empirical study on leadership development, making a difference on unfavourable circumstances conducted by Clarke, Bailey & Burr (2008) findings indicate that business leadership is very crucial for an innovative future. The contribution of this paper aimed to investigate the influence of unfavourable competing agendas on BLD and how human resource development (HRD) professionals can work effectively within such circumstances. The cases highlight the centrality of political activity to effective BLD design and implementation that is subject to unfavourable circumstances. In particular, the individuals demonstrated the importance of relationship management, challenge and critique and of building change from the bottom up, irrespective of direct senior management support. The current study was an evaluation of the strategic leadership development programme in the public service commission and unlike the study by Clarke et. al does not focus leadership development making a difference on unfavourable circumstances.

Ahlquist, & Levi (2011) conducted a study on Leadership: What it means, what it does, and what we want to know about it. The researchers discussed the extent to which these new works represent advances over the major classic works on leadership and organisation from the twentieth century. They identified important gaps, chief among them theorizing a role for coercion, modelling the endogenous emergence of leaders, and empirically disentangling the effect of an individual leader from her office, especially when leaders emerge endogenously. This study was not about what leadership is and what it does, however the current study focused

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

Densten & Gray (2011) did a study on Leadership development and examined critical reflection practices and their relevance in leadership development. The study looks at how critical reflective practices can be incorporated in a leadership development programme. From educational literature which proposes use of a critical lenses a constructivist approach enables students to build on previous experiences of leadership and to embrace new learning. Through reflective processes teachers and future leaders may be encouraged to generate multiple perspectives that challenge and excel in multifaceted and uncertain environments. Consequently, reflection-in-action are determinants of leadership development and good teaching practices. The current study did not concentrate on leadership development and reflection but evaluates the Strategic Leadership Development Programme in the Public Service Commission.

Hayward (2011) did a study on connecting leadership development to bottom line benefits. This study sought to explain why measuring the bottom line benefits of leadership development has become increasingly important in an unstable economy, and to highlight ways in which HR professionals can demonstrate the financial impact of leadership development programmes alongside other relevant measurements, in line with organisational strategy. A case study on Hiscox demonstrated the importance of selecting appropriate measures as important benefits of leadership development evaluation. The study conducted in Europe applied combined methods while the present study evaluated the Strategic Leadership Development Programme at the Public Service Commission in Kenya based on Kirkpatrick's model.

Reimann (2007) did a study on the new strategic leadership. The researcher argued that leadership may be the only management concept that has received more attention lately by

business writers, as well as practitioners than strategy. There is little consensus on what strategic leadership is and how it should best be facilitated. The current study aimed at explaining the above concept as it sought to evaluate the effectiveness of Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Schwartz (2011) did a study on Leadership development in a global environment: lessons learned from one of the world's largest employers. The purpose of the study was to share best practices from global logistics leader, UPS, for approach overhauling a company's global training, leadership development and succession planning practices. The company acted on its internal research by retooling its leadership development and training programs to foster more strategically minded leaders; better engage younger generations; and make certain its people are "fluent" with UPS's vast global network. The current study however is a parallel convergent mixed methods design which evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Noer (2005) did a study on center for creative leadership: leadership in an age of layoffs which discusses the broad range of topics to develop models of proficient leadership practices by the Center for Creative Leadership. The study outlines the training programmes, instruments, and publications designed to improve the effectiveness of managers and leaders and integrates the research and application results in dynamic perspectives on leadership and development issues. The current study was not about creative leadership but an evaluation of the Strategic Leadership Development Programme.

Hitt, Keats, & Yucel, (2009) did a study on Strategic leadership in global business organizations: Building trust and social capital. The study postulates that to function effectively in both the near and distant future, leaders in global organizations must understand, develop and

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exercise trust and social capital. Competition in this century requires firms to develop strategic flexibility. To do so, they must continuously renew their knowledge stock and produce innovations. To implement these strategies, leaders must build effective relationships among members and units in the organisation. When employees trust leaders, they are more likely to be committed to the organization's goals, willing to develop firm-specific knowledge and likely to exercise creativity. Likewise, partners in trusting alliances are more likely to transfer knowledge, and contribute to a firm's innovation. These actions are important in global organizations, but difficult to achieve. The current study was not about leadership in global business organizations but an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

A mixed methods approach research on physician leadership development programme by Throgmorton, Mitchell, Morley & Snyder (2016) observed that organizations' in healthcare today need strong physician leaders. Where organizations do not have leadership education programmes they organize in house training or send staff to institutions which offer the programme. The purpose of this study was to outline the evaluation strategy and outcomes of the inaugural year of a Physician Leadership Academy (PLA) developed and implemented at a Michigan-based regional healthcare system. The programme met targeted outcomes across all four levels of evaluation. Interview themes focused on the significance of increasing self-awareness, building relationships, applying new skills, and building confidence. The current study was not limited to physician leadership but an evaluation of the Strategic Leadership Development Programme across leaders from a crossection of professional backgrounds in the Public Service Commission.

Price (2010) did a study on Explaining ethical failures of leadership. The study argued that the volitional explanation of human immorality will not be sufficient to explain ethical failures of leadership. Simply applying the volitional explanation of human immorality to leadership contexts ignores the fact that leadership brings with it peculiar cognitive challenges that can lead to ethical failure. Specifically, leadership induces and maintains a leader's belief that he is somehow exempted from the moral requirements that apply to the rest of us. The current study however evaluated leadership development Programme in the Public Service Commission of Kenya for effective service delivery and does not lean on ethical failures resulting from leadership.

Voci & Young (2011) did a study on Blended learning working in a leadership development programme. This study looked briefly at the benefits of instructor-led training and e-learning, and describes the key elements of a learning organisation. It goes on to explain how e-learning was effectively incorporated into a six-month leadership development programme at a global organisation of 3,000 employees to enhance the instructor-led content and overall programme results. Such results included an increased sense of teamwork and camaraderie, establishment of common concepts and language, and greater efficiency in "jump-starting" group learning. The current study however, evaluated the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

McLarney& Rhyno (2009) did a research on visionary leadership and strategic leadership management. The study recommended the visionary leadership model which was adapted from the work of Westley and Mintzberg's 1989 paper "Visionary leadership and strategic management" which analysed the work of Mary Parker Follet. The work of Follett on leadership,

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group membership, contribution, participation and co-operation is relevant as it was 70 years ago. The current study sought to evaluate Strategic Leadership Development Programme using Kirkpatricks model and was not centred on quality of current provision of leadership development programme.

Harris and Leberman (2012) conducted an evaluation study on leadership development for women in New Zealand universities: Learning from the New Zealand Women in Leadership Programme, they observed that women continue to be underrepresented in senior academic and general staff positions in universities internationally, and New Zealand universities in particular. The study used a longitudinal case study approach including surveys, phone interviews, and an independent evaluation. The findings of the study indicated that women leadership development programme is successful to the women themselves and the organisations they work for. The women increased their self-confidence, networking skills and service delivery. This evaluation study used a case study and survey as methodology and it was done in New Zealand and focused on women in leadership. The study looked at women leadership development programme and their underrepresentation in management (Mcgregor, 2010), but this study reviews strategic leadership development programme generally. This evaluation study used a convergent mixed methods parallel design methodology to evaluate effectiveness of Strategic Leadership Development programme and covers all leaders both men and women unlike Harris and Leberman (2012) study which focused on women.

Gundling, Grant and Everhart (2014) in their paper on leadership programmes at Ford aimed at cultivating present and future global leaders conducted a qualitative and quantitative research which indicated that the Global Leadership Summit and the Compass Leadership Programmes in Ford bring out successful and effective global leadership. This study focused on

global leadership development and used Global Leadership Summit and Compass Leadership programme but the current study evaluated Strategic Leadership Development Programme using Kirkpatricks model.

Stuart and Wilcox (2017) conducted a study on System leadership development in Children's Centres in the UK. This was a case study on leadership development. Findings revealed that evaluation of the programme found that the concept of system leadership was appropriate, supportive and validating for leaders of children's centres; however, the concept needed support with further practical tools and resources. This study was a case study of children's Centre's but the current was a convergent parallel mixed methods design evaluating Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Gentle and Clifton (2017) conducted a study on how does leadership development help universities become learning organisations? The findings revealed that there is a tendency for vice chancellors, directors of human resources and other senior managers to identify participants to sponsor programmes without putting in place mechanisms and cultural processes to incorporate their individual learning into organisational improvement. This study focused how leadership development help universities become learning organisations. The current study however focused on evaluating effectiveness of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Cziraki, Heather, Laschinger and Wong (2017) conducted a study on nurses' leadership self-efficacy, motivation, and career aspirations. This was a cross-sectional survey. Results supported the hypothesized model: $\chi2$ (312) = 949.393; CFI = 0.927; TLI = 0.919; RMSEA = 0.053 (0.049-0.057); SRMR 0.044. Skill development opportunities (ß = 0.20), temporary

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management roles (ß = 0.12) and informal mentoring (ß = 0.11) were significantly related to nurses' leadership self-efficacy, which significantly influenced motivation to lead (ß = 0.77) and leadership career aspirations (ß = 0.23). Motivation to lead was significantly related to leadership career aspirations (ß = 0.50). This study was a cross sectional study where hypotheses were postulated and tested, to give various levels of correlation. The current study was an evaluation study and not a correlational survey and in addition it did not use hypotheses in the approach adopted, instead research questions were raised and the researcher was able to address them using the data collected from respondents.

Dirani (2012) conducted a study on leadership Professional training as a strategy for staff development. The research was a mixed methods design which was undertaken by a human resource development department of a financial institution in Lebanon. The study utilised a sample of 120 service employees who had enrolled in professional leadership training. The study involved interviews and stakeholder perceptions. Results indicated that there was transfer of training knowledge and that professional leadership development made a positive impact on career development This study was a strategy on leadership development and was not anchored on Kirkpatricks model and was a survey unlike the current study which adopted a mixed design approach and was an evaluation of Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Abrell, Rowold, Weibler, and Moenninghoff (2011) conducted an Evaluation of a Long-term Transformational Leadership Development Programme. The study represented a multi-method, multi-source, and longitudinal evaluation of a leadership development programme in Germany. For the development of transformational leadership, the methods of leadership feedback, training, and coaching were combined into a programme. The effects of this

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programme were evaluated at three, six, nine, and twelve months after training. Altogether, 25 leaders participated in the programme. The results revealed that transformational leadership (subordinate assessment) improved six months after training and later on. Also, leaders' performance (leaders' supervisor ratings) and organisational citizenship behaviour (subordinate assessment) improved over time (Abrell,et al, 2011). This study focused on transformational leadership development programme while the current study evaluated leadership development programme by looking at its effectiveness. Abrell et al study was conducted in Europe and looked at combined methods while the present study evaluated the Strategic Leadership Development Programme at the Public Service Commission in Kenya based on Kirkpatrick's model.

A study on women leadership development in sports settings by Megheirkouni and Roomi (2017) highlighted the factors influencing the transformational learning experience of female managers. The findings of the study revealed that participants presented clear progress in terms of leadership skills, but they failed to report whether this progress can be achieved if the programme is running within a specific sports organisation, targeting a specific kind of sports leadership in the long term. This study was done in a different environment (sports) and region in Europe, and it used document analysis. This study focused on the mangers and heads of departments and used mixed convergent methodology. This study sought to look at the effectiveness of Strategic Leadership Development Programme and was not centered on sports backgrounds but looked at the participants of all gender unlike the above study which focused on women.

A study by Seims, Murei, Bragar, Thatte, Kibunga and Cheburet (2012) on strengthening management and leadership practices to increase health-service delivery in Kenya indicated that

by strengthening the leadership and management skills of health teams, through team-based approaches contributed to improved health service delivery outcomes. The purpose of the study was to test the hypothesis that strengthening health systems, through improved leadership and management skills of health teams' increases health service delivery. The study used non-randomized design comparing measures of service delivery indicators and was conducted in six provinces in the Republic of Kenya. This study seeks to evaluate the effectiveness of Strategic Leadership Development Programme in the Public Service Commission of Kenya.

In Kenya, Asuga, Eacott and Scevak (2015) conducted a study on School leadership preparation and development by evaluating performance impact and return on leadership development investment in Kenya. The aim of their study was to evaluate the quality of the current provision for school leadership in Kenya, the extent to which they have an impact on student outcomes and the return on school leadership preparation and development investment. The study draws from educational leadership, management and administration courses delivered by universities and other institutions to aspiring and practicing educational leaders in Kenya. It employs a method for evaluating return on leadership development investment first articulated by Eacott (2013). The study found out that while there is growth in provision, consistent with international trends, this provision is more recognized for its standardization than points of distinction; there is minimal attention to identified dimensions of leadership leading to higher student outcomes which raises questions regarding the universality of school leadership preparation and development curriculum. The high course costs of current provision is an inhibiting factor in assessing the return on investment in school leadership preparation and development. This study sought to evaluate Strategic Leadership Development Programme using

Kirkpatricks model and was not centered on the quality of current provision of leadership development programme.

3.8 Challenges Facing the Implementation of Leadership Development Programmes

Gordon, & Yukl, (2014) conducted a study on the Future of Leadership Research. In this study, the researchers discussed several reasons for the slow progress in strategic leadership development. The study argued that there is a lack of collaborative effort between academics and practitioners, and the leadership theory and research has lacked adequate emphasis on strategic issues, explanatory processes, and the moderating effects of the situation. The researchers discussed these shortcomings and ways to remedy them. Though there may be points of convergence in the findings of the two studies, the current study applied a parallel convergent mixed methods design to evaluate the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Rainey, (2013) evaluated the Pursuit of Sustainable Leadership: Becoming a Successful Strategic Leader through Principles, Perspectives and Professional Development. A real strength of this work is its depth, erudition and accessibility. It is well researched but still tightly written. It transcends the evangelical exhortations by many other authors who simply urge leaders to be more effective, or, in this instance, to be more sustainable. Rainey clearly endorses a similar imperative to "be sustainable" but he provides relevant examples and proven strategies to do so. The current study is not about becoming successful strategic leader but an evaluation of the Strategic Leadership Development Programme for effective service delivery.

Lee-Davies, Kakabadse, & Kakabadse (2007) did a research on Shared leadership. The purpose of the study was to examine the leadership requirements and challenges that need to be

considered for future organisational sustainability. The researcher adopted focuses on the pool of talent available and required within the organisation and how a philosophy of shared responsibility and commitment can be engendered on behalf of the organisation. In conclusion the researcher came up with a model which provided an outline on how multiple conversations, namely a practice of polylogue, can be effectively pursued. The current study evaluated Strategic Leadership Development Programme in the Public Service Commission for effective service delivery. And is not centred on shared leadership.

Hedman, (2016) elucidated on Leadership Team Tool for better meaning making: Developing leadership team communication and reflexivity. The purpose of this study was to present a Leadership Team Tool for developing reflexivity in the context of leadership teams. The Leadership Team Tool is based on the theoretical premises of seeing communication as meaning making, and therefore placing discourse and conversation in the centre of developing leadership teams. The paper illustrates how reflexivity can be facilitated through a structured process of using the Leadership Team Tool. However the current study evaluated the Strategic Leadership Development Programme in the Public Service Commission, Kenya for effective service delivery and did not target presentation of a leadership team tool.

Hopkins, O'Neil, & Stoller, (2011) did a study on leadership and organisation development in health care: lessons from the Cleveland Clinic. Leaders in health care today are faced with a wide array of complex issues. The research describes an innovative physician leadership development programme at the Cleveland Clinic intended to enhance the leadership capacities of individuals and the organisation. Propositions regarding the programme's impact on organisational innovation, organisational commitment, social capital, and the human element of physician practice are offered for future examination while the current study evaluated Strategic

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

Hamill (2011) did a study on embodied leadership: towards a new way of developing leaders. The purpose of this study was to critique common practice in leadership development with a view to suggesting an alternative approach based on neuroscience. The paper references existing research in the field of neuroscience to carry out a critique, before presenting a case study of a different approach to leadership development. The leadership development programme utilises models and theories and self-awareness for its practise. Results reveal that models and theories do not in any way impact the section of the brain required for behaviour change, further the use of self-awareness may not be adequate though it is an essential staring point. This paper was not a critique on leadership behaviour but an evaluation of Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Megheirkouni, (2016) did a study on Leadership development methods and activities. The purpose of this study was to understand the nature of leadership development (LD) methods adopted by companies operating in Syria by exploring the content, purpose, and the implantation of LD methods. The findings show that leadership development interventions are either experiential learning between individual and team. Specifically, five major methods or activities used in Syria: action learning, coaching, feedback, rotation, and networking. These methods and activities were not only used for a specific purpose, but also for multiple purposes. This study was about methods and activities in leadership development but the current study is an evaluation of Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Normore, & Jean-Marie, (2010) did a study on development and preparation of leaders of learning and learners of leadership. In Global perspectives on educational leadership reform. Focuses on how leaders of learning and learners of leading are developed and prepared to address and advance powerful and equitable student learning. Discussion focuses on several areas identified in the literature as critical including: leading and learning in context unlike the current study that evaluated the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery and not development of leaders.

Şahin, Gürbüz & Şeşen, (2017) did a study on Leaders' managerial assumptions and transformational leadership. Although McGregor's Theory X and Y holds significant attention in literature, research on the managerial assumptions and leadership is very scarce. The purpose of this study was to examine the influence of a leader's Theory X and Y managerial assumptions on follower perceptions of transformational leadership behaviour and the moderating role of the leader's gender in this relationship. The results indicated that a leader's Theory Y managerial assumptions are positively related to the followers' ratings of transformational leadership behaviour while a leader's Theory X managerial assumptions are negatively related to the ratings of transformational leadership behaviour. Furthermore, the relationship between Theory Y managerial assumptions and ratings of transformational leadership behaviour are stronger for female leaders than male leaders. The current study however was an evaluation of the strategic leadership development programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design and does not lean on managerial assumptions.

Adams (2007) researched on developing leadership wisdom. Leadership wisdom has been inadequately addressed until now because it has not been well-defined or easily measured.

This study explored the nature of leadership wisdom and its incorporation into the Leading across Boundaries programme run by the Royal Pharmaceutical Society of Great Britain and endorsed by the NHS Institute for Innovation and Improvement. The researcher argued that leadership wisdom is an essential component of success in a fast-paced, changing and complex environment of leadership. The current study nevertheless was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya for effective service delivery and it used a convergent parallel mixed methods design.

Jaiswal & Dhar (2017) did an empirical study on the influence of servant leadership, trust in leader and thriving on employee creativity. The purpose of this study was to investigate how servant leadership, trust in leader and thriving drive employee creativity. A team of 48 members was selected for investigation where the role of servant leadership in predicting employee creativity, mediation, interaction was considered. Findings of the study revealed that servant leaders instilled trust within followers, which acted as a mediator in predicting creativity. Further, thriving was found to act as a moderator that influenced the relationship between trust in leader and employee creativity. Findings also indicated that thriving employees exhibited a greater degree of creative behaviour when they trusted their leader unlike findings in the current study on evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Bell (2007) elucidated on using employee volunteering programmes to develop leadership skills. The purpose of the study was to examine the use of employee volunteering programmes to develop leadership skills. The study used a series of interviews carried out in ten companies in the north of the UK in 2004. The study concluded that employee volunteering programmes provide a potentially rich source of learning for team leaders and other volunteers.

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Such a strategy can encourage employees to recognize learning opportunities for their own leadership skills. This study did not employ an employee volunteering programme but evaluated the effectiveness of Strategic Leadership Development Programme in the Public Service Commission in service delivery.

Corner (2014) did a study on the fast are eating the slow. The aim of this paper explain the cost effective approach to developing leaders in an institution as well as making organisations competitiveness. The research had two case studies which was presented in a webinar using subject matter experts from United Kingdom and United States in the field of mentorship and leadership development. Use of formal mentorship is effective especially in leadership development by utilisation of internal and external knowledge which is ideal for achieving the goals of an organisation. This study evaluated the effectiveness of Strategic Leadership Development Programme in the Public Service Commission in service delivery based on the Kenyan perspective.

Chan (2014) did a study on continuing professional development for middle leaders in primary schools in Hong Kong. The purpose of this study was to report on an exploratory study regarding the present situation of middle managers in schools; their professional development needs; and requirements of middle leaders for quality school management so that contents of existing professional development programmes could be improved to meet the needs of middle leaders of primary school education. The findings suggest that there are insufficient training opportunities for middle leaders in primary schools and that there is a strong demand for including the notions of interpersonal skills, crisis management, resources management and understanding of education ordinances in the professional development curriculum for middle leaders. The current study however was an evaluation of the Strategic Leadership Development

Programme for effective service delivery and does not focus identification of professional development needs.

Mort & Liu (2013) researched on Leadership training and development: an academic library's findings. This research purposed to describe a process undertaken by Colorado State University in addressing leadership development challenges within library setting. This work on increased awareness of leadership in Libraries. An LFC standing committee is now exploring and offering leadership training opportunities on an ongoing basis. An organisational climate survey has been completed and its results shared among the library faculty to address the issue of communication. In addition, the Libraries' administration has launched a number of strategic initiatives that were open to faculty and staff for leadership and participation. The current study was not about leadership training and development in libraries but an evaluation of the Strategic Leadership Development Programme for effective service delivery.

McAlearney, (2005) did a study on exploring mentoring and leadership development in health care organisations. To improve understanding of mentoring and other leadership development practices in health care organisations, focusing on three questions: What has been done? What is being done? What should be done? Nearly one in three executives surveyed reported that a formal mentoring programme was available within their organisations; however, only three key informants described programmes in existence longer than five years. Issues such as assuring senior leadership support, sustaining budgetary commitment, and dedicating qualified personnel were all reportedly important for health care organisations striving to design and implement mentoring and other leadership development practices. In implementing leadership development programmes there are some challenges organisations face that include, inadequate

funding, failure to measure results of training and also inability to change leadership behaviour in some organisations Okotoni and Erero (2005).

Viitala, Kultalahti and Kangas (2017) conducted a study on does strategic leadership development feature in managers' responses to future HRM challenges? This was a qualitative research done in Finland. Findings showed that top managers do not very actively consider either leadership or LD when asked to consider the HR challenges of the future. In addition, when they did so, the ideas of LD were mostly traditional and individual-centred. Only a few of the informants connected LD to business needs. The comments mainly reflected ideas of heroic leadership and training. This study was a case study of a children's Centre's but the current study was a convergent parallel mixed methods design evaluating Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

A study on swimming against the current by McCracken, Brown and O'Kane (2012) gave some insights on how a positive organisational training climate can enhance training participation and transfer in the public sector. The study was an in-depth qualitative interview which aimed to examine the personal and organisational factors that affected public sector managers' participation in leadership training programmes and their ability to transfer learning to their workplace. The findings revealed that uncertain environment throughout the public sector was the greatest inhibitor to training participation and transfer. However, other training characteristics and training design features were also noted (e.g. motivation, trainer influence). The current study was an evaluation of Strategic Leadership Development Programme in the Public Service Commission for effective service delivery and it did not focus participation in leadership development and environmental factors inhibiting skills transfer.

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McCarthy and Milner (2013) conducted a study on Managerial coaching: challenges, opportunities and training in Australia. The study revealed the issues faced by managers and the importance of training. The training on coaching to managers should not mean they would be useful and supportive to the managers. This study was a cross sectional study and the current evaluation utilized a convergent parallel mixed methods design and was anchored on Kirkpatricks evaluation model.

Buus (2005) conducted research on the evolution of leadership development: challenges and best practice. The findings of the study revealed that the DIEU study has found that more than half (53 per cent) of key European business players have not increased their leadership training budget for the last four years and 46 per cent say they cannot see this level of investment changing in the next three years. Less than one-quarter of boardrooms and under one-third of senior management teams are fully committed to their companies' goals for leadership development and nearly half (48 per cent) are not integrating their leadership development with business needs. The report cites organisational frictions and a general lack of awareness that leadership development matters as being among the reasons for this lack of support for leadership development. This study focused leadership development challenges but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

A study on leadership styles used by senior medical leaders by Chapman, Johnson and Kilner (2014) indicated that there are different patterns, which influences leadership and implications for leadership development. This study used a mixed methods approach. The findings revealed that Leaders used a range of styles, the predominant styles being democratic, affiliative and authoritative. Organisational culture, context, individual propensity and "style

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history" emerged during the inductive analysis as important factors in determining use of leadership styles by medical leaders. This research focused on leadership styles whereas the current study focused evaluating effectiveness of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Nafukho (2013) conducted a study on capacity building through investment in people: key to Africa ' s development findings indicated that understanding the meaning of development and human development in particular is not only a necessary but a sufficient condition to designing strategies and policies aimed at promoting human development in Africa. Though this study was a general paper it covered essential aspects of human development relevant to the current study which was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Newman and Newman (2010) conducted a study on Training in support of leadership development at the University of the West Indies, Mona Campus Library. The findings from the study indicated that like any other institution in the world, the Mona Library has challenges. Shirking budgetary allocations, recruiting, and retaining competent staff and providing efficient service for its ever demanding clientele, it must find creative ways to face and solve these challenges. This study was a university leadership development but the current study is an evaluation of the Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

A study on longitudinal outcomes of a leadership programme for permanent and relief charge nurses by Krugman Heggen, Kinney, and Frueh, (2013) involved a sample of 1996 to 2012. The findings revealed that charge nurses hold significant oversight of patient safety,

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quality, and team functioning. This study therefore contributed knowledge regarding charge nurse leadership and organisation outcomes associated with these essential roles over time (Krugman et al, 2013). Data were collected over 6 time periods using Kouzes and Posner's *The Leadership Practices Inventory* (LPI) and internally developed action research tools. Surveys were aligned with leadership and work environment changes to examine outcomes. Results yielded that Charge nurse leadership LPI mean ratings improved. Relief charge nurses reached similar LPI outcomes by 2012, with no statistical differences in mean or domain scores. Action research methods facilitated executive decision making during change processes. Demographics shifted with younger charge nurses with less practice experience serving as charge nurses in the most recent years. The study concluded that Charge nurse leadership reported significant gains despite institutional changes and uneven delivery of educational interventions (Krugman et al, 2013). This study sought to review evaluation of the Strategic Leadership Development Programme and the effectiveness of the programme in service delivery and employed questionnaires, interviews and focused group discussions to gather data.

Ibarra and Petrieglieri (2016), did a study on an understanding of the shortage and insufficiency of women in senior leadership positions by identifying specific identity mechanisms that can hinder junior women's transitions to more senior roles. The researchers introduced the term 'impossible selves' as an explanation of leadership identity and behaviour of junior women which seems hard to attain. The two male dominated firms studied had traditional identity associated with masculine demeanour. The current study was an evaluation of the Strategic Leadership Development Programme.

The researchers posit that gender bias and cultural beliefs favour men and curtail women from engaging in image and identity work. As a result of this organisational transformation

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success of impossible selves skewed demographics hence more women engaged in image and identity. However this made women authentic and undermined the professions they aspire to join. The study reviewed the extent to which leadership behaviour can be changed among genders for effective implementation of leadership development programme. This study does not focus image identity of women in an organisational leadership as in Ibarra and Petriglieri (2016) study but focused on how strategic leadership development programme transforms managers to effective leaders for effective service delivery.

Ghosh, Haynes and Kram (2013) conducted a study on developmental networks at work holding environments for leader development in the USA using the constructive developmental theory. From the study findings indicated that theoretical propositions suggested different kinds of holding behaviours necessary for enabling growth and effectiveness for leaders located in different developmental orders. The importance of developmental relationships play in leadership effectiveness and growth. This study focused on developmental networks at the workplace, but the current study was focused on overall impact of the strategic leadership development programme on service delivery and above all it utilized the human capital theory unlike the constructive developmental theory which Ghosh et al (2013) focused on.

Khalili (2017) conducted a study on creative and innovative leadership: measurement development and validation. This was a quantitative approach, the population sample was composed of 514 respondents who held management and non-management positions. The findings indicated that the tool achieved adequate levels of validity and reliability. Eventually, the findings revealed positive and significant influence of creative and innovative leadership behaviour on creativity and innovative behaviour at the individual level in the workplace. This

study covered leadership development and focused on behaviour. The current study focused effectiveness of Strategic Leadership Development Programme for effective service delivery.

McCauley and McCall (2016) conducted a study on ideas that offer promise, for improving experiential leadership management systems in general. They observed that participants should be selected in part based on their ability to learn from experience and their variety of experiences in leadership. Job opportunities need to be evaluated in terms of their stretch and development potential. Developmental planning is required and is not optional. Formal training and development programmes should be positioned to support the larger and more important process of on-the-job development. Mentors should challenge their protégés to stretch themselves and experiment with new approaches, provoke reflection, and assist in articulating new insights and perspectives. The current study was not about ideas that offer promise for improving experiential leadership but it was an evaluation of the Strategic Leadership Development Programme.

Leadership development is a responsibility shared by many, not something that is simply delegated to human resources and CEO presence is critical McCauley and McCall (2016). To illustrate their argument, they observed that, GlaxoSmithKline uses strategy to pinpoint the future leadership talent requirements. Leadership development occurs through the CEOs future strategy group that operates as both a think tank and a developmental programme module to accelerate mid-career talent. Participants undertake action learning projects about issues identified by the corporate executive team that are critical to business advancement. IBM employs a "Corporate Service Corps" in which emerging leaders serve as volunteers working to solve difficult problems in developing parts of the world McCauley and McCall (2016), conclude by observing that leaders have always been able to learn from experience, with or without

organisational support, however line managers and human resource professionals can create the conditions for more learning by more leaders and for learning focused in arenas that will advance the business strategy and the health of the organisation McCauley and McCall (2016). This study was not limited to leaders who learn by experience as indicated by McCauley and McCall in their study but examined how Strategic Leadership Development Programme training programme has been effective in service delivery to the Public Service Commission of Kenya.

A study on leadership development initiatives in US public healthcare Borkowski, Deckard, Weber, Padron and Luongo, (2011) the study used interviews as the main mode of data collection. The major themes that interviewees mentioned as impacts of their participation in the mentoring programmes closely parallel the foundations of transformational leadership. This suggests that the goals of the Pillars of Leadership Academy have been successful in developing leaders, which provides the basis for improved organisational as well as individual performance. This study focused on use of interviews only and covered a healthcare system. The current study however was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery using a mixed methods approach.

Antwi and Analoui (2008) conducted a research on reforming public sector: Facing the challenges of effective human resource development policy in Ghana. The research was done in Ghana and adopted an exploratory case study design. Form the research findings indicated that amongst others, it was found that Ghana's PSR has significantly influenced the strategic direction of human resource development policies of the decentralized local government service. Major human resource capacity challenges manifest three-dimensionally as: policy, task/skill/organisation and performance motivation induced. This study was centred on reforms in the public sector. Although the context is different but it was done within the African region

and since African challenges manifest themselves in similar ways. The current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery and only reviewed challenges of the programme to make it effective.

3.9 Improvement of the Implementation of Training Programmes

Jim (2012) did a study on Leadership Development by Design. Business, government, and society are being rocked by disruptive global change. The challenges facing international marketers as boundary spanners and more generally, all managers and leaders are getting more complex, ambiguous, and unprecedented. The study concluded that the world must navigate is increasingly filled with wicked problems that defy the closed, analytical approaches that characterize typical management education. Addressing the problem requires a new paradigm that augments – and perhaps in some areas, supplants – the traditional business education. However this study evaluated the effectiveness of Strategic Leadership Development Programme in the Public Service Commission of Kenya in service delivery and did not focus a global perspective of leadership.

Benesi (2016) did a study on Factors influencing leadership development in an uncertain environment. The purpose of this study was to understand the factors influencing leadership development (LD). This was in response to the following question: what are the factors influencing the phenomenon of LD in the Syrian context. A qualitative research method has been adopted, using face-to-face interviews with leaders in middle and top management. Findings indicated that there are two factors which influence and others which determine leadership development programme. The Strategic Leadership Development Programme however, does not start with a training needs assessment but instead incorporates expectations of participants as part

of the training needs. This current study was not about factors influencing leadership development but an evaluation of the Strategic Leadership Development Programme.

McMillan & D'Annunzio (2017) did a study on Conceptualizing sustainable leadership. This paper explores and analyses the concept of sustainable leadership to present a conceptual framework surrounding sustainable leadership showing that learning and development should be inclusive and have opportunities for employees from throughout the organisation. The aim of this study was to examine the concept of sustainable leadership and develop a conceptual framework on the same. The current study was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya and does lean on analysing the concept of sustainable leadership.

Zhou, & Shi (2014) did a study on Blaming leaders for team relationship conflict. The study focused on ethical leadership and exchange variation of leader- member roles. This research has given an explanation of the role of leaders in team relationship battles. Findings indicate that there is a positive relationship between team relationship conflict and Leader- member exchange. Further, it was noted that there are moderate relationship between ethical leadership and team relationship conflict. Finally it was revealed that there was positive relationship between ethical leadership and team relationship conflict with Leader member exchange (LMX) differentiation. This study focused on team relationships conflict but, the current study was an evaluation of Strategic Leadership Development Programme in Public Service Commission of Kenya, for effective service delivery.

Foster, Bell & Rahinel (2008) conducted a study on all in the hall or sage on the stage : learning in leadership development programmes. The purpose of this study was to investigate the intersection of learning theory and leadership development by developing a conceptual

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framework and applying it to an exemplar case. The researchers also found that human resource professionals were not taking "all in the hall" factors into consideration when making decisions on awarding contracts for leadership development programmes. The study was about sage on the stage, learning in leadership development, but the current study was an evaluation of strategic leadership development programme in the public sector.

Fernandez, & Hogan, (2012) did a study on Values-based leadership. The purpose of the study was to explore the power of values based leadership in connecting colleagues and clients to an organisation and in doing so creating sustainable business success. The study was based on a model of values based leadership and case study examples of where the model is being successfully used in organisations. It was found that the organisations cited in the article who are using a values based approach such as Apple and Unilever create a connection with their organisations that has a significant impact on organisational performance. This study was about value based leadership but the current study was an evaluation of the strategic leadership development programme for effective service delivery in the public sector.

Isomura (2010) researched on Barnard on leadership development: Bridging action and thinking. The purpose of this study was to explore an effective educational method for leadership development. In order to achieve the objective of the paper, Chester Barnard's insights on leadership and its development are reviewed: the gap between action and thinking; practitioners' ways of thinking and moral senses; combinations of abilities and qualities for leaders; and an educational method for leaders. The study indicated that practitioners develop their own ways of thinking and sensing that are different from researchers' ways of scientific thinking but the current study was an evaluation of strategic leadership programme.

A study on development and test of a model linking safety-specific transformational leadership and occupational safety by Barling Loughlin, & Kelloway (2002) provided a basis of leadership development approaches review. Provides case studies that may form the basis of further research into new models of leadership development, or may offer practical advice for training managers in a variety of organisations. Offers new ways of thinking around a strategic problem that all big companies need to be addressing. This study was about transformational leadership and occupational safety, however the current study was an evaluation of the Strategic Leadership Development Programme in Public Service Commission of Kenya, for effective service delivery.

Gregory (2006) did a study on developing effective college leadership for the management of educational change. In defining leadership, and identifying those who are the leaders in achieving educational excellence, argues for a model of distributed leadership. Such an approach should be concerned with seeking transformational change leading to a total quality education approach. Within the shared leadership model, it is argued that middle managers are also leaders. They are managing diversity, within a rapidly changing environment, and are taking forward multiple innovations which suggests that this is one approach towards building the generic capacity to manage educational change in the further education sector through the development of leadership talent at all levels. This study was about developing effective college leadership for management change in education but the current study is an evaluation of the strategic leadership development programme.

Gigliotti, Agnew, Goldthwaite, Sahay, Dwyer, & Ruben (2016) conducted a study on Scholar-in-Training Leader-in-Training: Structured leadership education is most often a peripheral concern of the graduate school experience. For a significant number of doctoral

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students, formal leadership education is simply not considered to be of primary importance to the careers to which they aspire within higher education. Recognizing a need for increased leadership preparation in higher education, this chapter aims to highlight one systematic model for leadership education at the doctoral student level, the Rutgers University PreDoctoral Leadership Development Institute (PLDI). This study was about scholar leadership training but the current study is an evaluation of the strategic leadership development programme.

Caldwell (2006) did a survey on Strategic leadership, resource management and effective school reform. This study was concerned with the impact of school reform on the professional Strategic Leadership Development Programme in Public Service Commission of Kenya culture of the principalship, drawing on findings from several research projects from 1993 to 2006. The focus is the schools of the future reform in Victoria, Australia. Despite several dysfunctions, some unfulfilled expectations and intensification of work, a large majority of principals would not wish to return to previous arrangements. Case studies reveal that principals play an important role in helping to link the structural aspects of reform to learning and teaching. Leadership is strategic and empowering more than it is heroic. The current study did not focus school reform and was an evaluation of the for effective service delivery.

Jensen & Vennebo (2016) did a study on how school leadership development evolves: crossing timescales and settings. This research aimed at focusing on workplace environment learning by examining school leadership development in which researchers, principals and administrators work harmoniously on school improvement projects. It also aimed on provision of a deep knowledge on how school leadership development programmes develops. Results indicated that things progress both within and from outside in the two year period. The current

study however was not conducted in a school context and evaluated Strategic Leadership Development Programme in the Public Service Commission for effective service delivery.

Bruch & Walter (2007) did a study on Leadership in context: Investigation of transformational leadership. This paper aimed at examine transformational leadership and its impact on various levels. Results of this study indicated that motivating effect was felt more among senior managers compared to middle level managers. It was also noted that leaders at the top had more job satisfaction than the subordinates and both groups had similar thoughts. This study was looked at leadership in context but the current study was an evaluation of the strategic leadership development programme.

Bekas (2014) conducted a research on evaluation of management development. The research was motivated by the need to improve quality of medical education by capacity building on top leadership. The study was an abstract assessment of leadership development in medical education at postgraduate level. The research employed a detailed review of realistic literatures from leadership and management development programmes available to doctors in the United Kingdom. The main findings of this study suggest that programme evaluation can be approached through four different frameworks, pedagogical, conceptualisation, contribution, and consideration. The study used empirical literature review and was conducted in a different context and situation, it looked at medical doctor trainees specifically however, the current study reviewed evaluation of the Strategic Leadership Development Programme and looked at the effectiveness of the programme in service delivery through the use of questionnaires and focused group discussions to gather data unlike the approach adopted in Beka's study.

Hordern (2013) in his paper evaluation and implementation: two regeneration programmes" observed that there is a difference between the two approaches to evaluation

employed in the two cases, which was likely to reflect contrasting beliefs about the nature and process of implementation. Implementation research indicates that while a process of evaluating progress against a set of specific objectives clearly has legitimacy in a public sector environment, it is likely to be inconclusive or even counterproductive. This is due to the inevitability of policy evolution, the multiple reformations of policy at the micro level, and the constraints engendered by norms of appropriateness in the wider policy environment. The current study looked at a holistic evaluation of Strategic Leadership Development Programme in the Public Service Commission for effective service delivery unlike Hordern's study which cantered on evaluation and implementation.

Skytt, Ljunggren, Engström and Carlsson, (2011) conducted a study on preparing nurses and nurse managers for roles as leaders and manager in leadership development and organisational knowledge. The main aim of the study was to investigate if two groups of nurse managers who were trained in two different leadership development programmes were able to observe improvements in skills and knowledge on interpersonal relationships and team management compared to participants in a comparison group. The study used interviews to describe managers' aspirations and experiences on the programme and a total of 28 first-line nurse managers were engaged in the training programme, 14 of them were engaged in a self-development programme, and 14 in a comparison group. The results of the study showed that the programmes met many of the participant's expectations. Participants perceived significant improvements in organisational knowledge following the training programme. The current study looked at effectiveness of Strategic Leadership Development Programme and was anchored on Kirkpatricks evaluation model unlike the work of Carlsson et al.

Swensen, Gorringe,Caviness and Peters (2016) conducted a research on leadership by design: intentional organisation development of physician leaders mayo clinic United States a qualitative case study. From the results it was concluded that organisation culture and design are important foundations of leadership development. Leadership development cannot be separated from the context and culture of organisational design. Mayo Clinic's organisational and governance systems are designed to develop culturally aligned leaders, build social capital, grow employee engagement, foster collaboration, nurture collegiality and engender trust. An effective organisation aligns its mission and the functions of leadership development. This study was about leadership development and organisational design, but the current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

Pineda, (2010) conducted a review on evaluation of trainings in organisations. The study compared previous evaluation models and the modifications they have gone through in practice. Results of revealed that instructional aspects permits trainers improve quality of the programme and address any weaknesses there in which has an impact on learning and transfer of knowledge. This study was a conceptual done in Spain and it informed on improvements in training for quality services. This study was about a review of evaluation of trainings in organisations but, the current study was an evaluation of the Strategic Leadership Development Programme and for effective service delivery in the Public Service Commission of Kenya.

Gordon and Gordon (2017) conducted a research on the role of volunteer organisations in leadership skill development. A qualitative study incorporating a phenomenological design was utilized to interview 30 past presidents of two volunteer organisations in Florida, Junior League and the Masonic Fraternity. The goal was to explore the participants' thoughts and experiences related to transferable leadership skill development. Results indicated that leadership roles in volunteer organisations is ideal

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for testing, learning and evaluation of leadership skills. These skill sets can then be transferred and applied to different corporate settings. This study used a phenomenological approach and was centred on volunteer organisations and involved testing methods of leadership development. The current study used a convergent parallel mixed methods approach and was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery.

A presentation on an evaluation of longitudinal , cohort- based, experiential leadership programme for women at Johns Hopkins University by Levine, Fernandez, Bodurtha, Skarupski and Fivush (2015) indicated that specific leadership skills. Comparison of pre- and post-programme self-assessed ratings drawn from 11 leadership skills, it also covered specific negotiation behaviours from three cohorts of leadership programme participants (n=134) the exercise covered the period 2010-2013. The findings also revealed that women reported significant improvements in skills across eleven domains with the exceptions of two domains, public speaking and working in teams, both of which received high scores in the pre-programme assessment (Levine et al., 2015). The greatest improvement in rankings occurred within the domain of negotiation skills.

The study revealed that women had an increase in their negotiation skills, though it was not possible to exactly indicate the number of times women were able to negotiate for their salary as well as space, or promotion following participation in the programme (Levine et al., 2015). The study concluded that the leadership programme for Women Faculty at the Johns Hopkins School of Medicine were able to demonstrate the importance of professional development and the organisational strategies employed to promote diversity and advancement of women. The current study focused on use of Kirkpatrick's four levels of training evaluation for effectiveness of the Strategic Leadership Development Programme in churning both male and

female leaders who will steer the country for posterity and did not focus on women as shown by the study above.

MacPhail, Young and Ibrahim (2015), conducted a workplace interdisciplinary study based on clinical leadership training programme (CLP) with the aim of increasing willingness to take on leadership roles in a large regional health-care centres. In this study an appraisal was conducted on the first two years of CLP using multiple sourced feedback. The study employed a structured questionnaire which utilised closed-ended questions graded using a five-point Likert scale for the 2012 programme participants. Further, the team of participants from the 2011 programme were followed up for one and half years on completion of the programme to ascertain the application of new leadership roles. A reflective period was completed by a senior executive staff who were in support of programme implementation. The findings yielded that Workplace-based CLP was a low-cost and multidisciplinary alternative to externally sourced leadership courses.

Results further, revealed that majority of the participants (93 per cent) indicated that there was willingness from the team to take on a leadership roles. Fewer were willing to lead at the level of department (79 per cent) or organisation (64 per cent). It was observed that 45% of participants from the 2011 leadership programme were on new leadership roles 18 months later. The study noted that top management made positive engagement and improved staff confidence. This was a clinical study meant to encourage health staff to take on leadership roles but the current study looked at evaluation of the Strategic Leadership Development Programme, especially its effectiveness in service delivery, making use of focused group discussions, questionnaires and interviews to gather data.

Edmonstone, (2009) in his post-hoc study evaluating clinical leadership a case study collected and analysed reaction and learning-level data through e-mail questionnaires, document analysis and semi-structured interviews. Findings indicated significant organisational and individual benefits achieved in advanced leadership development in Health Care System in England. This study was done in England and it involved document analysis. The current study was an evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya for effective service delivery in the Kenyan context and applied a mixed methods approach.

Söderhjelm, Larsson, Sandahl, Björklund and Palm (2017) conducted a research on the importance of confidence in leadership role: A qualitative study of the process following two Swedish leadership programmes. The study used a grounded theory inspired approach. The resulted in a model, linking internal psychological and external behavioural aspects, with the central outcome that leaders gained more confidence in their leadership role through theoretical models learned, and reflection. This study looked at one variable of confidence while in leadership development is a broad subject which covers so many other variables. The current study examined so many variables and heavily relied on the human capital theory unlike the grounded theory used by Söderhjelm et al. The environmental context were also different, Spain and Kenya respectively.

Howell (2010) conducted a study on Youth Leadership Development and Sport a master of technology project. Findings revealed that the youth of today need to develop leadership skills in order to enjoy greater success in their lives. By investigating successful programmes and other relevant literature he conducted a feasibility study for a youth leadership development facility. The purpose of this facility was to help youth gain the important life and leadership skills that

will enable them to be successful in the future. This study looked at the youth and leadership development and it was a feasibility study on a sports facility, however the current study looked at evaluation of the Strategic Leadership Development Programme in the Public Service Commission of Kenya.

Winston and Fields (2015) conducted a study on Seeking and measuring the essential behaviour of servant leadership. The study was done in two stages. The first stage, the researcher established a pool of 116 items which was from previously established activities of servant leadership. The researchers then engaged a panel of 23 scholars attending a conference which focused on the study of servant leadership exclusively. The participants were asked to individually rate each item as per the four-point scale where 1 = not useful in servant leaders and 4= contributes strongly to servant leaders. The researchers retained highly rated items. It was revealed that there was a retention of 22 leader's behaviour for further analysis. Findings indicated that ten-item scale accounts for 75 percent of the variance with a scale reliability α=0.96. Further, it was noted that discriminant validity was established through confirmatory analysis of leader effectiveness and transformational leadership's dimensions of transactional leadership, and multi-dimensional servant leadership. This study used behaviour measures of leadership to describe leadership using two stages. The current study was an evaluation of Strategic Leadership Development Programme and adopted a mixed methods approach and did not involve stages in determining behaviour and used behaviour as a level of evaluation in Kirkpatricks model but not as an independent variable for investigation.

Zheng and Muir (2015) conducted a research in leadership development Embracing leadership: a multi-faceted model of leader identity development. This was a grounded theory study. Results indicated that the leader identity development was not a uni-dimensional event

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but, a multi-faceted process that included the three key facets of identity development on expansion on boundaries, interdependences, and purpose. Further, it is the co-evolvement of these three facets and people's broadening understanding of leadership that led to a more salient leader identity. This study was a grounded theory while the current study was an evaluation of Strategic Leadership Development Programme using a parallel convergent mixed methods design.

Burbach, Floress, and Kaufman (2015) carried out an exploratory study which was to determine the extent to which water-related leadership programmes go beyond knowledge-only, event-type workshop programmes to affect leadership development. Specifically, they examined what proportion of water-related leadership programmes are grounded in leadership theory, and followed the McCauley et al. (2010) model of leader development employing developmental experiences with assessment, challenge, and support components (Burbach et al., 2015). Findings yielded that only eight of the 30 water-related leadership development programmes reviewed in the study utilized a theoretical leadership foundation. Thus, most were not grounded in an evidence-based curriculum. Only nine programmes used individual level assessment to provide feedback to participants about their own leadership development during and after the programme. Most programmes were not collecting information regarding participant learning nor were they providing participants feedback to gauge their skill development. Only four programmes were both leadership theory-based and provided feedback to participants about their own leadership development. The vast majority of programmes were not conducting programme evaluation that could provide feedback to programme directors to determine if their programmes were meeting course objectives. The present study examined performance in terms of behaviour

change, service delivery and productivity, so as to determine the effectiveness of the Strategic Leadership Development Programme.

3.10. Summary of Literature Review

From the review of the related theories and the review of related empirical studies in this chapter, critical gaps have been demonstrated which the current evaluation attempted to close. In terms of the effectiveness of the programme, studies by Elonkov, Judge and Wright (2005), Gupta (2007) Schafer (2010), Chou, Lin, Chang, & Chuang (2013), Kachra (2012), Eden, Dov, and Uri Leviatan (2014), Baškarada, Watson, & Cromarty (2017) Cullens, & Waters (2012) Higgs (2013) and McCulla & Degenhardt (2015) and Khamis (2007) were reviewed and the studies indicated that there were both contextual and methodological differences.

On the Satisfaction Levels of Different Stakeholders on SLDP studies by Dexter and Prince (2007) a case study, carried out in the United Kingdom and Draper, Lund and Flisher (2011) a retrospective evaluation of a wilderness-based leadership development programme in Cape Town were reviewed and also showed critical gaps on the contexts and approaches. As well, the studies by Packard and Jones (2015) and that of King and Nesbit (2015) who investigated ways to gain deeper understanding of the evaluation challenge by reporting on insights about the impact of a leadership development programme have demonstrated that methodologies, key findings, conclusions and recommendations were indeed different and left gaps which this evaluation has attempted to close.

The review of empirical studies also covered other themes including on efficiency of the trained leaders in service delivery at the public service that includes, studies by Harris and Leberman (2012) conducted in New Zealand Universities and that of Abrell, Rowold, Weibler ,

and Moenninghoff (2011), Heracleous (2008) Droffelaar, & Jacobs (2017), Ross (2014) Cress, Yamashita, Duarte, & Burns (2010) Kozlowski, Mak & Chao (2016) Elkington, Pearse, Moss, Steege & Martin, (2017) Houghton & DiLiello (2010), Ahlquist, & Levi (2011) Throgmorton, Mitchell, Morley & Snyder (2016) Gundling, Grant and Everhart (2014) as well as that of Seims, Murei, Bragar, Thatte, Kibunga and Cheburet (2012) Asuga, Eacott and Scevak (2015) conducted a study on School leadership preparation and that by Ngure and Njiru, (2013) in Kenya.

On the challenges facing the implementation of leadership development programmes, there was a review by Gordon, & Yukl, (2014), Rainey, (2013) Hedman, (2016) Hopkins, O'Neil, & Stoller, (2011) Hamill (2011) Megheirkouni, (2016) Jaiswal & Dhar (2017) Krugman, Heggen, Kinney, and Frueh, (2013). Others were Ibarra & Petriglieri (2016), on an understanding of the shortage and insufficiency of women in senior leadership positions and McCauley & McCall (2016) conducted a study on ideas that offer promise, for improving experiential leadership management systems in general. Finally, on improvement of the implementation of training programmes, studies by Bekas (2014), Levine, Fernandez, Bodurtha, Skarupski and Fivush (2015 and MacPhail, Young and Ibrahim (2015) were all critically examined.

This evaluation study was anchored on Kirkpatricks training evaluation model, this was not the case with most of the studies which were reviewed, as most of them were not anchored on specific models. The current study was based on a convergent mixed methods approach design, while most of the studies were case studies some of which were done over a long period of time. Some of the studies were feasibility studies this was not the case with the current study.

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Longitudinal case studies and surveys were also used in other studies, cluster sampling, qualitative methodology and a critical review of literature were also employed.

In a number of the outlined studies, there were critical gaps on contexts, methodologies especially on sampling and instrumentation as well as differences and gaps in key findings, conclusions and recommendations which this study has attempted to address.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter was on the research designs and methodology used to conduct the evaluation study. The chapter included; the designs, target population, sample and description of sampling procedures, description of data collection instruments, description of data collection procedures, description of data analysis procedures and ethical considerations.

4.2 Location

This study was conducted in Nairobi County specifically it involved the staff at the Public Service Commission of Kenya who have been trained in Strategic Leadership Development Programme and a cohort group at the Kenya School of Government undertaking Strategic Leadership Development Programme. Nairobi County is an urban county and it is the capital city of the Republic of Kenya.

4.3 Research Design

This study used a mixed method approach. Specifically, a convergent parallel mixed method design was used. A convergent parallel mixed-methods design is an approach to inquiry that combines both qualitative and quantitative methods concurrently, prioritising both methods almost equally (Creswell & Clark, 2011, and Creswell, 2014). In this case, the quantitative and qualitative methods complement each other, and provide for the triangulation of findings, hence greater validity of the emerging inferences. Whereas the quantitative approach gave a more

general understanding of the issue of the SLDP, the qualitative provided a detailed and in-depth understanding of the same.

The convergent parallel mixed methods design was preferred because the researcher prioritised the methods (qualitative and quantitative) equally and kept the strands independent during data collection and then mixed them during analysis and at the findings during overall interpretation. It was also preferred because it enabled the researcher to compare and relate data collected and analysed easily before interpretations were made (Teddlie and Tashakkori, 2009). In this study, the researcher collected data on the training programme quantitatively and qualitatively from the different targeted population. At the same time, the researcher analysed the data collected using both quantitative and qualitative data analysis techniques and then merged, related and compared the two data sets. Data was then presented using a side by side method as opposed to a joint display method.

4.4 Target Population

The study targeted various segments of the population in all the departments of the Public Service Commission. First, it targeted all the six departments in the Public Service Commission of Kenya which include; Establishment and management consultancy, Selection and recruitment, Human resource management and development, Quality assurance and compliance, Corporate support service and Board unit. Thse departments chosen constitute the Public Service Commission and the directors or senior managers who were interviewed are the heads.

Secondly, it specifically reached the Public Service Commission of Kenya Senior Staff (Directors) and Heads of Departments who have undertaken the Strategic Leadership Development Programme at the Kenya School of Government (KSG). Thirdly, the study also targeted the participants at the KSG who included, coordinators, Instructors and session trainees

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who were on session of the programme at the KSG to elicit their satisfaction and expectations of the programme. Fourth, the study also targeted stakeholders (All staff within the Commission, and public servants from different ministries, departments and Public State Corporations) who are the main clients served by the Public Service Commission Officials who have been trained in SLDP.

4.5 Sample and Sampling Techniques

According to Kothari (2004) a good sampling design should have minimal sample error, be truly representative, viable, generalizable and systematic bias controlled. This evaluation was modeled along this perspective. The study used a four-stage stratified sampling design. Such a multi-stage sampling approach enables a broader sampling of the population than a single method and therefore greater representativeness of the population in the sample Agresti and Finlay (2009). The sample in the study was generated by both probability and non-probability (purposive) sampling approaches.

i)   First, the study purposively sampled all the six departments in the Public Service Commission of Kenya. Purposive sampling was used in the research for the identification and selection of information-rich cases related to the phenomenon of interest (Creswell,2014). The researcher used purposive sampling to obtain a representative sample by using a adequate method to enable get rich and key information from what he wanted to investigate.

ii)   Secondly, it purposively sampled the Public Service Commission of Kenya Senior Staff (Directors) and Heads of Departments who have undergone through the Strategic Leadership Development Programme at the Kenya School of Government (KSG). This participants helped provide information about the change after the

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training in the programme. They were able to inform the researcher how the programme was useful, and how it has modelled and developed to be efficient and effective in service delivery.

iii) Thirdly, the study sampled the participants at the Kenya School of Government who included, Course Coordinators and session trainees who were on session at the Kenya School of Government (KSG). The Course Coordinators were chosen purposively, this was done so that the researcher could get rich information for the programme from the instructors of the programme. The on session trainees were chosen using simple random sampling to ensure that broad views from participants were considered thus a study rich with information from the right people in the society.

iv) Fourth, the study also sampled stakeholders (All staff within the Commission). The staff from the Commission were sampled using simple random sampling technique which ensured that every participant had a chance to be sampled and at the same time the method is very simple to understand and use. The researcher was given a list and frm the list of staff he assigned numbers randomly and the numbers selected were given questinnaires to give information about the study.

Accordingly, within the six Departments, the study purposively selected Directors (Directors, Deputy Directors and Assistant directors). Additionally, Heads of departments were also purposively sampled to participate in the study, purposeful sampling was used because as per the researcher's judgement they are the senior most staff and ought to have been trained in Strategic Leadership Development Programme. Based on this non-probabilistic sampling, the actual sample categories for the study in this category were as follows:

(i) Directors

(ii) Deputy Directors and Assistant Directors

(iii) Heads of Departments (HODs)

Purposive sampling was employed in the study to pick HODs and other directors who participated in the study. The method involved the researcher selecting all HODs and directors who were given and the hence getting the detailed data from the research. The other staff were sampled randomly because the method enabled every person to have a chance to be sampled and at the same time the method is very simple to understand. The sample generated from this exercise consisted of staff from the KSG, and the Commission departments as follows:

(i) The secretariat staff (285) in the Public Service Commission (30%).

(ii) On-session trainees

(iii) Course co-coordinators at KSG

Table 2

Sampling Matrix

Category	Target population	Sampling procedure	Proposed Sample	Percentage (%)
Departments	6	Purposive	6	100
Directors, D/Directors and Ass. Directors	39	Purposive	39	100
Staff (regular)	285	Simple Random	86	30
Participants at KSG	100	Simple Random	33	30

4.6 Research Instruments

The instruments that the researcher used for the study were the questionnaires for the Strategic Leadership Development Programme participants at the Kenya School of Government and staff of Public Service Commission of Kenya. In this study, qualitative data was collected using interview guides and a Focus Group Discussion guide while quantitative data was collected using the participant's questionnaire. The questionnaire was structured into two sections. Section A dealt with bio data of the participants and section B dealt with evaluation information on Strategic Leadership Development Programme as guided by the evaluation questions. All the participants of the Strategic Leadership Development Programme used the same tool in gathering information. In order to evaluate effectiveness of the Strategic Leadership Development Programme, the instruments captured information from all staff, stakeholders, and heads of various department. The different instruments were utilized to obtain information for triangulation purposes Creswell (2009). Research instruments are valid when the content selected and included in the questionnaire agrees with the variable being investigated Neuman(2008). After the research tools were filled by participants they were checked for consistency and completeness. This was done by experts in evaluation and the supervisors, and it involved checking the objective and the instrument to ensure it is capturing what it ought to capture.

4.6.1 Participant's Questionnaire.

Questionnaire for participants of the Strategic Leadership Development Programme was given out to gather information. This was subdivided as follows, Section one sought for demographic information about participants' sex, designations, years in service and highest professional qualification. Section two sought for information about relevance of the course modules and the content material that is taught. Section three dealt with usefulness of SLDP. Section four dealt with achievements of the objectives of SLDP. Section five dealt with the

review of the perceptions and satsfactions of the participants on the programme and the challenges of the programme. The participants tool was also used by the senior staff at the Public Service Commission of Kenya.

4.6.2 Interview Guide for Supervisors

The instrument covered demographic information of supervisors and their designation. The tool also looked at their duties, challenges experienced and gather information on how training needs assessment are conducted. The instrument also sought to look at the rating of officers who attended the leadership development programme, skills and their role in the development and implementation of the Strategic Leadership Development Programme. The ratings ranged from very good, good, fair and poor. Further, the instrument sought to get information on the success of strategic leadership development programme, the training and non-training needs, the indicators that the programme is successful at the public service commission of Kenya. it also sought to get information what needs have been met by the programme, the failures of strategic leadership development programme and possible solutions.

4.6.3 Interview Guide for Course Coordinators

This instrument sought to explain the crucial role played by the course coordinator. The instrument captured their demographic information, designations and highest professional qualifications of the participant. It reviewed the challenges they face in implementing the programme and how they meet the needs of the course participants. Further, it sought to give information on how the course coordinators feel the course can be improved. Therefore, it addressed the challenges and experiences of the coordinators on the programme.

4.6.4 Content analysis guide

The content analysis guide, was used to capture the availability and un availability of the key components of the programme. The availability of the attendance register, training modules manual, evaluation mark sheets, time tables showing timing and allocation of sessions, the syllabus, the evaluation reports and documents on revision of the programme which indicated how the programme is handled and specifically how it has been reviewed before to show its usefulness in the current state of affairs as regards the strategic leadership development programme.

4.7 Validity and Reliability of Data Collection Instruments
4.7.1 Validity

Mugenda (2008), recommends that validity should be based upon careful analysis of the individual items by several expert judges. The validity of the instruments used in this research was conducted and this ensured that the researcher complied with the formalities and procedures adopted in developing research instruments Onwuegbuzie (2000).

The instruments were anaysed by the researcher's supervisors as experts as well as other experts in research and evaluation who reviewed them and made comments. A total of six experts were used to review and make comments on the tool. They critically assessed the relevance and appropriateness of the items in each instrument and the sequencing, wording and instructions therein. They were pre-tested and the responses from the participants used to improve on the items in the instruments. The pilot study enabled the evaluator to assess the clarity of the items in the instrument so that those items found to be vague are modified to improve the quality of the instrument thus, increasing its validity.

Credibility as an element of validity of qualitative research denotes the extent to which the research approach and findings remain in sync with generally accepted natural laws and phenomenon, standards, and observations Denscombe (2005). Since the study will involve recording the participants experience and insights on the Strategic Leadership Development Programme, the participants were asked to confirm that what was recorded reflects their responses on the items in the instrument of data collection. Credibility was assured by peer review, members checking and reflexivity and saturation.

The validity of qualitative research depends on transferability (Onwuegbuzie, 2000) noted that content validity of the instrument was determined through review by experts in evaluation, where the responses of the subjects were checked against the evaluation questions. According to Punch (2005) validity will ensure that the instrument measures what it is intended to measure effectively. The study defined the target population as well as the sample and its demographic profile and the location of the study. The findings can therefore be transferred to some extent to another training programme with similar characteristics or management cohorts as well as objectives of the programme. It must be appreciated that the application of transferability however remains subjective, and depends on the specific case.

4.7.2 Pilot Study

Before the actual study was done, the researcher conducted a pilot study in the Department of Public Service Management (DPSM) on a sample part of the study population sample with similar characteristics with those in the population to be studied. Department of Public Service Management has similar characteristics as the Public Service Commission of Kenya. The sample was selected purposively. The purpose of the pilot study was to pre-test the

instruments of data collection to enable the researcher improve efficiency as well as ascertain the reliability and validity of the instruments. In addition, this enabled the researcher adjust strategies and approaches to maximise response rate and to familiarise with their administration (Ogula, 2010). Pilot testing instruments guarantees success of the instruments by capturing what the researcher intends to examine so that the research achieves its objectives.

4.7.3 Reliability of Research Instruments

In this study, it was important to ensure that the level of internal consistency with which an instrument measures what it intends to measure (Järvinen, 2001) was established hence reliability was ensured. According to (Mugenda, 2008), in order for the study results to be reliable, the research instrument must yield consistent results or data after repeated trials. Accordingly, the test-retest method was employed to establish the reliability of the instruments for this evaluation. The technique involved administering the same instrument twice to the same pilot group of participants at different times (Kerlinger and Howard, 2006). The challenge with this method is to determine the correct delay period between the two administrations of measure (Gall, Gall and Borg, 2002). This is because if the re-test is administered too soon after the initial test, participants may recall their responses to many of the items which tended to produce artificially high reliability coefficient. On the other hand, if the re-testing is delayed too long there is a good possibility that the participant's ability to answer some items changed, and this may lead to lower reliability coefficient (Mugenda, 2008).

To minimize these challenges, a period of two to four weeks is the most appropriate for most social researchers (Kerlinger and Howard, 2006) and in this case a period of two weeks lapse was adopted. The instruments were administered to the same group in the pilot study twice

within an interval of two weeks. Pearson Product Moment Correlation Coefficient was used to compute the correlation coefficient to establish the reliability of the instruments to be used. A reliability of not less than 0.7 is recommended value of coefficient of consistency (Fraenkel and Wallen, 2003). In this study, the researcher obtained a reliability level of 0.70 which was considered acceptable since instruments with a 0.70 and above are powerful and stable enough.

4.8 Description of Data Collection Procedures

The data for this research was collected from both primary and secondary sources. Primary sources enabled the researcher to get as close as possible to what actually happens during the implementation of the Strategic Leadership Development Programme. Secondary sources that do not have a direct physical relationship with the event being studied, were used. Tashakkari and Teddlie (2003) opined that the value of secondary sources should not be minimised. Interview guides and participants questionnaires were used for data collection. It should be obvious that any research whose aim is to draw conclusions that can apply only to the actual elements or subjects studied were of limited applicability; and this can hardly be the aim of any meaningful research.

The researcher obtained a letter of introduction from the Faculty of Education Department of Post Graduate Studies in Education. The researcher also obtained a research permit from the National Commission for Science and Technology and Innovation (NACOSTI). The researcher also sought permission from Public Service Commission of Kenya which was granted and he proceeded to collect data. The researcher also proceeded to Kenya School of Government and collected data from Strategic Leadership Development Programme participants. In the process, the researcher administered the questionnaires, analyzed the documents and held focus group discussions. The documents to be analyzed included, syllabus

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and the course content in the evaluation process which was done by using a register of programme requirements. Interviews were conducted and recorded by audiometer. Focused group discussions were conducted where the data obtained was organized into themes and recorded by transcription of the discussions.

4.9 Description of Data Analysis Procedures

Analysis of data was done using descriptive statistics. The quantitative data was obtained from questionnaires (closed-ended Items). The qualitative data was obtained from questionnaires (open-ended Items) and interviews and document analysis. The interviews with heads of departments and other staff comprise verbal and narrative descriptions. Once data has been filled in the questionnaire tool it is sorted, cleaned, coded and fed into the computer using the Statistical Package for Social Sciences (SPSS) Version 22.0.

Descriptive statistics were used and they enabled the researcher to describe the aggregation of raw data in numerical terms which are then computed for presentation and analysis (Neuman, 2008). Descriptive statistics employed utilised frequencies and percentages to summarise data. The analysed data was presented in the form of tables and figures. Qualitative data collected by the interviews and focused group discussions were corroborated by developing themes and presented in narration or quoted verbatim. Other qualitative data was analyzed by coding, sorting, categorizing, and presented in tabular form quantitatively.

4.10 Ethical Considerations

The research was based on established ethical considerations that govern research. Stufflebeam and Shinkfield (2007) recommended that a researcher should strive to control bias, prejudice and conflict of interest when conducting research. First, data were obtained from different sources to authenticate the information, Heads of departments provided names of all

officers who have attended Strategic Leadership Development Programme and a group of participant's taking the Strategic Leadership Development. The researcher acknowledged the source of information to avoid plagiarism. This gave credibility to the study.

Creswell (2009) asserts that the researcher must obtain informed consent from all the participants before undertaking the study. The researcher ensured that nobody was coerced to participate in the study. All the participants had the freedom to stop participating any time they felt uncomfortable. The researcher also ensured that confidentiality and anonymity are upheld during the research process by assigning numbers to participants instead of names. This enabled participants to be in control of the disclosure of their identity and their contribution.

Evaluation Standards and principles in programme evaluation work were upheld. This study made use of professional evaluation standards; especially the standards of the American Evaluation Association, UK evaluation society, African Evaluation Association and other relevant bodies for accountability, integrity and efficiency. Specifically, the researcher made use of accuracy standards which were used because they ensured that the evaluation revealed and conveyed technically adequate information about the features that determine the worth of the evaluand.

They ensured that the evaluation produces truthful information which is technically adequate and conclusions and recommendations reflect the analysis of the data. The evaluator also made use of feasibility standards because they would ensure that an evaluation was realistic, prudent, diplomatic and frugal. The evaluator also made use of propriety standards which ensures that an evaluation is conducted legally, ethically and with due regard for the welfare of those involved in the evaluation as well as those affected by its results.

CHAPTER FIVE

ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 Introduction

This Chapter deals with the findings of the study which are presented in tables, graphs, explanations and discussions. The findings are thematically organised following the order of the evaluation questions. The themes included the effectiveness of the SLDP, the satisfaction and perception levels by participants on the SLDP programme, the challenges facing the implementation of the SLDP and how the implementation of the SLDP can be improved.

5.2 Instruments Return Rate

In this study, data were collected from different segments of the target population using a variety of instruments. Predominantly, a questionnaire was used to collect data from senior managers, regular staff, Kenya School of Government Management staff and the on-session staff cohort. The return rate of the instruments administered is presented in Table 3.

Table 3

Instruments Return Rate

Instrument	Targeted No.	Returned	Percentage (%)
Questionnaire for Senior Managers	39	25	64
Questionnaire for On-Session group	45	44	97
Questionnaire for Staff	85	64	75
Interview guide for supervisors	2	2	100
Interview guide for course coordinator	1	1	100

From Table 3 it is observed that, 64% of the questionnaires for Senior Managers were returned while 97% of the questionnaire for On-Session group and 75% of the questionnaire for regular staff were returned. Interviews were conducted with one course coordinator and two supervisors constituting 100% return rate for both groups of participants since all the targeted participants were interviewed. Dillman, Smyth and Christian (2009) have noted that an instrument of a return rate of 60% and above is adequate in guiding research and investigation. This implies that a percentage as 60% and above is reliable and can be relied upon in research.

5.3 Demographic Information of the participants

This section highlights the general characteristics of the different categories of the participants involved in this study. The demographic data that was collected included that of sex, age, education level and working experience of the participants, and is presented in Table 4.

Table 4

Demographic data for Senior Managers, On-Session and Regular Staff participants

Demographics	Senior Managers		On Session Group		Regular Staff	
Sex	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Male	13	52.0	28	63.6	40	63
Female	12	48.0	16	36.4	24	37
Total	**25**	**100.0**	**44**	**100.0**	**64**	**100.0**
Education Level						
Doctoral degree	1	4.0	6	13.6	0	0
Master's degree	21	84.0	36	81.8	13	20.3
Bachelor degree	3	12.0	2	4.5	28	43.8
Others	0	0	0	0	23	35.9
Total	**25**	**100.0**	**44**	**100.0**	**64**	**100.0**
Work Experience						
30 and above	3	12.0	6	13.6	3	4.7
20 - 29 years	5	20.0	20	45.5	6	9.4
11 - 19 years	9	36.0	12	27.3	13	20.4
5 - 10 years	7	28.0	4	9.1	42	65
4 years hand below	1	4.0	2	4.5	0	0
Total	**25**	**100.0**	**44**	**100.0**	**64**	**100.0**
Job Group						
N	7	28.0	16	36.4	9	14.1
P	6	24.0	12	27.2	44	68.7
Q	12	48.0	16	36.4	11	17.1
Total	**25**	**100.0**	**44**	**100.0**	**64**	**100**

Findings in Table 4 indicate that, 52% of the senior management participants were male while the female participants were 48% implying that an almost equal number of male and

female senior management staff who were targeted participated in the study. It is apparent therefore, that there was a gender balance in terms of the views sought in the study. From the same Table, it is clear that 63.6% of the on-session participants were male while 36.4% were female. This could be attributed to the fact that most organisations in the public sector are struggling to attain the gender rule of at least 30% of the employees are of opposite gender. It is also evident that 63% regular staff were male and 37% were female. This implies that apart from the senior staff that have a balanced presentation the other categories of the participants had more male participants at the Commission Secretariat. This suggests that there is gender imbalance in the Commission where the male employees are more than the female, hence a skewed recruitment. This however, does not violate the Kenya Constitution 2010 that advocates not more than one third of an institution should be from the same gender (Kenya Constitution, 2010).

The results for senior managers indicate that the majority (84%) of the participants had attained a Master's degree as their highest level of education; while 12% of the senior managers had a bachelor's degree and only 4% had a doctoral degree. This resonates with the work of Monnapula-Mapesela, 2017 who notes that leadership training to higher levels is very crucial for preparation all round leaders who are well informed for them to provide vision to an organisation. The majority of the senior managers being in possession of a Master's degree qualification is in line with government policy that guides that all policy makers especially those in management positions should possess a Master's degree and above. The requirement for possession of a Masters degree for senior staff upholds the government requirement and the need to ensure that, senior staff in government agencies are able to guide analysis of data to inform decision making. Pertaining the on session group 82% indicated that they have Masters degree,

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14% possess Doctorate degrees and about 5% have achieved Bachelor's degree course. This indicates that most of the participants of the programme have attained a basic degree qualification and above, which is commendable. On the regular staff it was noted that none had undertaken a Doctorate degree programme, however 20% have attained a Master's degree. The table indicates that 44% had attained bachelor's degree and about 36% have got other qualifications. The fact that about 36% of the participants had other qualifications imply that some of the staff have other professional skills which they can apply to enhance effective service delivery. Ledbetter (2016) asserts that diversity in leadership development and improved professional development brings about organisational peace and stability. The data indicates that a majority of staff in the Commission have basic skills which they require and that can enable them to deliver services to the members of the public. The other qualifications include; diplomas, professional certificates and various academic qualifications. This is in tandem with Ahlquist & Levi (2011) who stated that a leader should possess the necessary skills to enable him understand the needs of the organisation. The skills are both academic and professional.

In reference to working experience, 36% of the senior managers have worked for a period of 11–19 years with the Public Service Commission while 28% have worked for 5-10 years and 20% have worked for 20-29 years. This implies that more than half of the senior management staff have worked for the Commission for a considerably long time. In addition, it demonstrates that the Commission has a pool of staff that are experienced and dependable and thus form a reliable asset. It further, implies that the Commission has some aging staff in top management and this can impact operations of the Commission if succession management is not addressed adequately. From the data, 12% of the senior employees have worked for the Commission for 30 years and above. Clayton, 2012 observed that a good leadership development programme should

be able to develop and grow an organisation and assist it in managing succession planning for its human resources. It was also observed that 4% of the participants in senior staff have worked for 4 years and below, this could be construed to mean that a large number of staff from the Commission can retire and affect its operations as senior staff are on contract terms which do not exceed six (6) years. Further, only 4% have worked for the Commission for five years an indication that the commission has not employed large number of employees within the four years. On the same aspect of the years of working, it is clear that, 45.5% of the on-session staff had worked for 20-29 years while 27.3% had worked 11-19 years and 13.6% had worked for 30 years and above. Only 9.1% had worked for 5-10 years and just a few 4.5% had worked for 4 years and below. Table 4 further show that 65.0% of the regular staff had worked for 5-10 years while 20.4% had worked for 11-19 years and 9.4% had worked for 20-29 years. Only 4.7% had worked for over 30 years. It can be observed to mean that majority of the employees in the other institutions have worked for a long time which imply that it is possible they are an aging workforce and hence need to have young people at the helm for ease of succession management. The limited number of staff who have worked for a long time could also imply that it is possible there is limited new recruitment or government has frozen any recruitment may be to control on the wage bill. This is in agreement with the work of Armstrong (2009) who asserts that lower rates of staff turnover imply stability of an organisation and also it implies the organisation is a good employer where staff feel motivated in all the activities that they are engaged in. It could also imply the commission has recruited more middle level officers, because very few have worked more than 11 years in the service.

Findings from the same Table 4 further indicate that 48% of senior managers are in job group Q while 28% are in job group N and 24% are in job group P. However, for those staff on

session 36% were in job group Q while 27% were in job group P and 36% were in job group N. It is also clear from the same table that 68.7% of the regular staff were in job group N and below while 17.1% were in job group P and 14.1% were in job group Q. This shows that the different categories of the participants who participated in this study were evenly distributed in the different job groups which is a true reflection of the staff at the Commission in line with government policy where officers are periodically promoted based on need and availability of vacancies. The evaluation further sought information regarding the effectiveness of the Strategic Leadership Development Programme and the data obtained is presented in the section below.

5.4 Effectiveness of the Strategic Leadership Development Programme

This evaluation study sought to determine how adequate Strategic leadership development programme is for effective transformation of senior managers. This was to help find out from the participants the extent to which the programme enhanced their performance of duties and provision of services to both internal and external clients. The data obtained was analysed and presented as shown in Table 5. *(In the Likert Scales, the scales are as follows: SD stands for strongly disagree, D stands for Disagree, U stands for undecided and A stands for agree while SA stands for strongly disagree).*

Table 5

Whether the Programme Prepared Senior Managers on Leadership Development

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

Table 5 shows that, majority (76%) of the senior managers participants were in agreement with the six different aspects of the SLDP where by 40% agreed that the strategic planning in leadership is an important aspect. In the same vein, 36% strongly agreed to the strategic planning in SLDP this agreement is in agreement with the work of Graça & Passos (2015) who mentioned that planning assists to avoid pitfalls of failure in an organisation. Further he concluded that an organisation which plans for its activities is destined to be successful. This then means that an organisations' growth will be associated with achievement of what has been planned and achieved. It was also noted that 12% strongly disagreed and another 12% were undecided regarding the issue, this observation is consistent with the objectives of leadership development programmes, as postulated by Gupta (2007) who observed that not all which is planned is a basis for success, but training assists to expand the knowledge base for growth. On

this aspect it can generally be observed that majority of the participants agreed that is about 78% overall agreed that the programme prepares them as good managers in planning the organzations activities and programmes. This is in agreement with the work of Naicker & Mestry (2015) who observed that training in planning and management makes researchers do their work more effectively. This observation conclusively informs about the importance of leadership development programmes which empower the could be future leaders to be great planners in the institutions that they work for. It is also clear from the same table that 56% agreed that the transition from manager to leader was effective while 28% of the senior managers strongly agreed that the programme transforms managers into leaders. The fact that almost 84% cumulatively agreed that the programme turns them into strategic leaders show that indeed most of the participants are prepared to leadership this observation is in tandem with the work of Kachra (2012) who observed that strategic leadership development training empowers managers to be effective in service delivery and provision of services to the clients. From the table it is indicated that 8% were undecided, this assertion is also consistent with what (Cole, 2006) observed that leadership training makes managers more effective in service delivery. It was observed that (4%) of the participants disagreed and another 4% strongly disagreed regarding the matter.

On the issue of competencies development it was evident that 40% of the senior management participants strongly agreed that it enabled them in developing leadership competencies, while 28% agreed that it enabled them in developing leadership competencies. This observation agrees with the work of Day et al (2014) who observed that leadership development training programmes prepares and makes the leaders acquire better competencies which assist in decision making in the organisation. It can be concluded that better decisions are

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

It was also observed from the table that 52% of the participants agreed that it enhanced culture and change management, while 28% strongly agreed. This observation is in tandem with the work of Finkelstein et al, (2009) who noted that training in strategic leadership development enables the trainees to understand the importance of leadership development which enables leaders to understand the cultural change context where they operate and therefore promotes understanding of perspectives of all the parties. From the table it was further indicated that 8% of the participants were undecided and another 8% strongly disagreed on whether the programme enhanced culture change and only 4% disagreed to the issue. Finally, 40% of the participants agreed that coaching mentorship and planning were effective in the SLDP, 36% strongly agreed

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to the observation this is in agreement with the work of Boal & Hooijberg (2010) who observed that a leadership development programme employs coaching and mentoring in order to achieve the results of effective service delivery. Further, it was noted that 16% of the participants were undecided and 4% disagreed and another 4% strongly disagreed to the issue. Evidently, it is clear that most of the senior management participants concurred that the Strategic Leadership Development Programme was effective since in all the six items asked majority of the participants 70% in every aspect participants either agreed or strongly agreed to the some aspect regarding the programmes contribution. This observations agrees with the work of Kur and Bunning (2012) who in their action research on leadership development observed that effectiveness of the leadership development programme involves understanding planning, development of competencies and behavioural change at individual and corporate level of an employee. This indeed can be said to be the basis for improved productivity and efficiency and effectiveness of services in the public sector.

5.4.1 Effectiveness of Strategic Leadership Development Programme according to Senior Managers

The first evaluation question that was sought in this study was on the effectiveness of strategic leadership development programme and data was collected and analysed and presented as can be seen in this section starting with Table 6.

Table 6

Achievement of Overall Objectives of the Programme According to Senior Managers

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

Table 6 shows that 40% of the participants agreed that the course enhances synergy among reform initiatives in the public sector and 24% of the senior manager strongly agreed, this agreement is in tandem with the work of DeRue, and Wellman (2009) who asserted that

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leadership development synergy are developed through individual motivation and learning orientation. It was also noted that 24% of the participants were undecided, 8% disagreed and 4% strongly disagreed to this position. From Table 6, it is evident that 48% agreed that they develop the use of strategic thinking in operation of organisations while 32% strongly agreed and 12% were undecided, only 8% disagreed. This observation is in agreement with the work of Zheng and Muir (2015) who observed that leadership development involves strategic thinking and visioning and understanding the self and the purpose of leadership at any level. This then indicate clearly that it is the leaders who provide leadership in the public sector, by visioning what an organisation aspires to achieve at all times.

Table 6 further shows that 48% agreed that the course enables staff develop the attributes, attitudes and competencies for organisational development while 24% strongly agreed, 16% were undecided and 12% disagreed. This is in agreement with what Carroll and Levy (2010) who observed that management and leadership training enhances an employee's capacity to handle greater responsibilities successfully. Further the researchers asserted that leadership development explicated the process during which individuals grapple with prior notions of leadership as an external entity, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence in the leadership domain and indeed this leads to development of competencies.

It was also evident that an equal percentage of 32% of the participants strongly agreed, agreed and were undecided that their leadership had been re-oriented to focus on quality service. The agreement observation is in agreement with the work of Carlsson et al (2011) who also observed that improvement in leadership skills development is linked to quality services offered. It is also clear that 56% agreed that leadership of the Commission applies various concepts and

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tools for improved services while 20% strongly agreed to the same and 16% were undecided and only 8% disagreed to the view. Further, 52% agreed that the course re-orients managers and make them more focused on delivering quality service to customers while 20% strongly agreed, 24% were undecided and 4% strongly disagreed. This observation is in tandem with (Noe, 2011) who asserted that leadership and management training helps people to become more qualified and proficient in doing their jobs as a result of the new skills and competencies they acquire this by extension improves service delivery to the public. This is the reason why training in leadership development programmes is crucial in developing a person who understands the values and the requirements of the society which are necessary for organisational development.

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

(2011) who asserted that leadership of an organisation must be able to own up individual ownership of the responsibilities which concern the individual role that one is performs. Further, this concurs with the work of Direction (2008) who noted that leadership development programme, enables staff to own up responsibilities of the organisation for purposes of increased productivity. It was also noted that 32% of the participants were undecided and only 8% disagreed.

Finally, 52% of the participants agreed that the Commission leadership had developed action plans for all activities and programmes while 36% strongly agreed, this observation is in agreement with the work of Karp (2012) who asserted that leadership development is more on how a leader should form conception of self, and use these in his or her own development and development of the organisation. This observation is in tandem with the work of Eva & Sendjaya (2013) who also observed that leadership development is based on planned activities which are executed positively by the organisation. It was also noted that 8% disagreed and 4% were undecided. In this analysis, it implies that in all the ten (10) aspects investigated in the scale there was a general agreement among the senior managers that the programme had achieved its overall objectives which indicates some significant level of effectiveness of the programme.

5.4.2 The programme is effective in transforming managers into efficient leaders

The evaluation study also sought information on how whether the programme is effective in transforming managers into efficient leaders in the Public Service Commission and the data collected were analysed and presented as can be seen in Table 7.

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Table 7

Effectiveness of programme in transforming managers into efficient leaders

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

As shown in Table 7, the findings revealed that majority (96%) of the participants reported affirmatively that the programme was effective in transforming managers into efficient leaders. The observation is in agreement with the work of Grandy (2013) who observed that leadership development programmes transform and change managers who end up becoming efficient leaders and effective in service delivery in the activities that they are engaged. The table also showed that only 4% of the participants indicated that the programme was not effective in transforming leaders. The positive affirmation resonates well with the work of Adams (2011) who noted that leadership development programmes equip managers with skills to provide vision for the organisation and at the same time enable the managers acquire skills which only educates them but not necessarily make them more effective. The study further sought information regarding the programme effectiveness in key aspects of service delivery areas such as coaching, mentorship and planning. Other areas where information was sought included; equipping staff with leadership skills and in terms of transforming managers into efficient leaders. The data obtained was analysed and is presented in Table 8.

Table 8

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

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

Table 8 indicated that 89.9% of the participants agreed that SLDP is effective in coaching mentoring and planning while 4.0 % were undecided on whether SLDP programme was effective in improving coaching, mentoring and planning skills of staff that were trained in the programme. It is also evident that 95.5% of the participants indicated that leadership development training programme was effective in equipping staff with leadership skills. This is in agreement with what Gupta (2007) observed that an effective training programme exhibits good characteristics of clear objectives, proper reinforcements to improve performance. The researcher also through Document analysis indicated that indeed, there are regular reviews, and reports of evaluation as participants indicate every time the course is mounted, this emphasised how that the programme is effective in transformation of leadership for effective service delivery. Further, it is clear that 86.4% of the participants indicated that the programme is transforming managers into efficient leaders while 13.6% stated that the programme did not

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transform these managers into efficient leaders, this is in agreement with McCulla & Degenhardt (2015) who noted that the programme is effectiveness in transforming a person in leadership preparation. This was emphasized by the course coordinator who asserted that the programme is good in overall strategy. The coordinator of the programme stated that:

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

This evaluation further sought data on the satisfaction and perception levels of the Strategic Leadership Development Programme the data that was obtained is presented in section 5.5.

5.5 Satisfaction and Perception Levels of the Strategic Leadership Development Programme

This study further sought information regarding the satisfaction and perception levels of Strategic Leadership Development Programme. This component was to determine how the different categories of the participants of the course perceived the programme. Data regarding satisfaction were obtained and analysed and presented in Table 9.

Table 9

Satisfaction Levels of the Strategic Leadership Development Programme according to senior managers

Satisfaction Levels of the SLDP	SDA	D	U	A	SA	Total
Course objectives were clear	2(8%)	1(4%)	1(4%)	13(52%)	7(28%)	25(100%)
Relationship between content and workplace clear	1(4%)	3(12%)	1(4%)	13(52%)	7(28%)	25(100%)
Course well-coordinated	2(8%)		2(8%)	16(64%)	5(20%)	25(100%)
Content well prepared	2(8%)		5(20%)	12(48%)	6(24%)	25(100%)
Working environment encourages leadership development initiatives	2(8%)		5(20%)	12(48%)	6(24%)	25(100%)
Relationship between organisation and course not very clear	6(24%)	7(28%)	7(28%)	4(16%)	1(4%)	25(100%)
Efficient communication of the course material	2(8%)	2(8%)	3(12%)	11(44%)	7(28%)	25(100%)
Course content was very well loaded & grounded	3(12%)	1(4%)	2(8%)	14(56%)	5(20%)	25(100%)
Facilitators should provide course material at the end	4(16%)	4(16%)	1 (4%)	12(48%)	4(16%)	25(100%)
Classes are very large	3(12%)	4(16%)	3(12%)	8(32%)	7(28%)	25(100%)
Expectations of learners were met	(4%)	(4%)	3(12%)	13(52%)	7(28%)	25(100%)
The course is theoretical	6(24%)	5(20%)	3(12%)	6(24%)	5(20%)	25(100%)
Was supported by employer	2(8%)	1(4%)	2(8%)	10(40%)	10(40%)	25(100%)
Course lacks a flow of topics	8(32%)	6(24%)	4(16%)	4(16%)	3(12%)	25(100%)
Course should be taught to all staff in an organization	9(36%)	(4%)	6(24%)	3(12%)	6(24%)	25(100%)

Table 9 shows that, 52% of the senior managers agreed that the course objectives were clear while 28% strongly agreed that objectives were clear, and 8% strongly disagreed that the objectives were clear. The above observation on objectives agrees with (Gupta, 2007) who noted that a good training programme's objectives should be clear designed. It is also evident that 4% disagreed and another 4% were undecided on the issue of whether the relationship between content and workplace were clear. It is also indicated that 52% of the participants agreed that relationship between content and workplace were clear with 28% of them strongly agreeing to the same view, this observation is in agreement with the work of (Narayanan & Zane, 2009) who asserted that leadership development programmes are important in reinforcing the idea that workplace content should be tandem with expectations in the king environment. The Table also shows that 12% disagreed that relationship between content and workplace are clear while an equal percentage of 4% strongly disagreed to the same issue and were undecided respectively.

From the data in Table 9, it is observed that 64% of the senior managers agreed that the programme was well coordinated, a well-coordinated training in strategic leadership programme according to Strand (2014) prepares the participants and improves the rates of absorption in training. It was also observed that 20% of the participants strongly agreed and an equal 8% were undecided and strongly disagreed to that position. There was no respondent who disagreed to that aspect. It is also clear from the same table that 48% of the participants agreed that the programme course content was well prepared while 24% strongly agreed with 20% of them undecided and 8% strongly disagreed to this aspect.

The Table further shows that 48% of the participants agreed that the working environment encourages leadership development initiatives while 24% strongly agreed with 20% of them were undecided and 8% strongly disagreeing to this aspect. This assertion is in

consonant with Joiner & Josephs (2007) who avers that a good working environment can influence development of upcoming leaders. The relationship between the organisation and the course were not very clear, Table 9 shows that 28% of the senior managers were undecided on the argument while another similar percentage (28%) disagreed to that fact and 24% strongly disagreed on this view, this observation indicated that there was a disatsfaction by the participants. It was also clear that 16% agreed to the same and only 4% strongly agreed to the same. On satisfaction level was concerned the senior managers disagreed that the relationship between the organisation and course were not very clear which is a major area of concern because it clearly shows dissatisfaction. This according to Ngure (2013) demonstrates that the needs of the organisation and the needs of the course content should be geared to solve problems which exist in the organisation and hence make the course satisfying. This is the basis for designing particular programmes as it prepares them in order to achieve given objectives and therefore enables promoters to achieve what they intend to achieve at any given time.

Table 9 also shows that 44% of the senior managers agreed that there was efficient communication of the course material while 28% strongly agreed, this is in agreement with the work of McCall (2010) who observed that leadership development programme content should be well organized to enable success of the course. This can be concluded that effective communication of leadership development programmes is an ideal approach in turning round organisational performance and success, it was also observed that 12% of the participants were undecided on the issue. When course material are communicated well then absorption is high and this can be demonstrated by change in behaviour and other learning outcomes as observed by Garvey (2011). This then can be concluded to be the basis for improved results and delivery of services as the results are effectively understood and communicated. An equal figure of 8%

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disagreed and strongly disagreed respectively. From the same table 56% agreed that the course content was very well loaded & grounded while 20% strongly agreed to the same and 12% strongly disagreed, only 8% were undecided and 4% disagreed. This observation is in an indication that the programme has adequate content composition. Regarding whether facilitators should provide course material at the end of the session 48% of the participants agreed to that opinion while 16% strongly agreed this and this is in agreement with Osland, Bird & Oddou (2012) who noted effective content delivery is motivated by an effective programme and course delivery and is an attribution of results to adequate learning materials which leads to improved course delivery. It was also observed that an equal figure (16%) strongly disagreed and disagreed respectively. Only 4% were undecided regarding this issue.

On whether classes were large 32 % agreed while 28% strongly agreed and 16% of the participants disagreed and an equal 12% strongly disagreed and were undecided respectively. This observation on very large classes indicates the level of dissatisfaction level on the matter. On whether the expectations of learners were met, 52% agreed while 28% strongly agreed, and 12% were undecided and 4% disagreed and strongly disagreed respectively. This finding on expectations is in agreement with what Black and Earnest (2009) who noted that a learner's expectations indicates achievements in the learning milestones. In terms of whether the programme course is theoretical 24% of senior managers agreed, and strongly disagreed respectively while 20% strongly agreed and disagreed respectively and 12% were undecided, this imply that training is based on practical empirical demonstration and case studies as explained by Gupta (2007)

The Table further shows that an equal figure (40%) agreed and strongly agreed that the programme was supported by the employer with an equal 8% were undecided and strongly

disagreed respectively. This observation is in tandem with what Khamis (2007) observed that a well-funded training programme, increases achievement and motivates learners. Only 4% disagreed to this aspect. On whether the course lacks a flow of topics, 32% of the senior management participants strongly disagreed while 24% disagreed and 16% were undecided. This observation indicates the level of satisfaction of the participants and is in agreement with the work of McGurk (2010) who asserted that effective training programmes have a flow of content which should be well designed and are seamless.   From the table it was also noted that a figure of (16%) agreed and 12% strongly agreed to the same issue. Finally, on whether the course should be taught to all staff in the commission 36% disagreed while 24% were undecided with a similar figure of 24% strongly agreeing to the issue and only 4% agreed to this issue.

Precisely, in almost all the sections, (15 sections) of the programme, majority of the senior manager participants agreed that they were satisfied with the course with over 65% in nearly all key aspects agreeing and showing satisfaction that the programme course was important and was needed for the intended purpose. This is a positive attitude towards the programme. Further, from the open-ended items administered to the supervisors and head of training at Public Service Commission of Kenya, they stated that:

> The programme has changed with time, the programme is very good and satisfies the needs of the current times and prepares staff for leadership skills development. The programme is good in shaping and preparing staff for leadership since it prepares staff in succession management. It gives staff even junior staff content on how they can be more productive. In fact, the Commission hopes that the programme can be varied to suit all levels of staff since leadership development should start with even the low-level cadres up to the top management. The programme transforms managers to leaders, though management and leadership are complimentary such that there are no leaders who cannot manage an institution and hence influence people and resources through knowledge and skills acquired.

The evaluation investigated the satisfaction levels of the Strategic Leadership Development

Programme according to On Session Staff and the data that were obtained are presented in Table

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Table 10

Satisfaction Levels of the Strategic Leadership Development Programme According to On

Session Staff

Statement	SDA	D	UD	A	SA
	1	2	3	4	5
Enhance synergy among reform initiatives in the public sector.	9%	6%	17%	51%	16%
Develop use of strategic thinking in operation of organisations	4%	6%	29%	48%	12%
Staff to develop the attributes and attitudes and competencies for organisational development.	3%	9%	37%	37%	13%
Leadership has been re-oriented to focus on quality service	3%	3%	28%	50%	16%
Leadership of the Commission applies various concepts and tools for improved services.	6%	6%	28%	45%	14%
Re –orient managers and make them more focused on delivering quality service to customers	6%	6%	37%	37%	13%
New skills are applied which enhance public service delivery	4%	5%	40%	37%	14%
Application of diverse skills to improve performance in the public sector	4%	4%	31%	54%	6%
Have ownership to the organisations duties and responsibilities	3%	3%	29%	53%	11%
Commission leadership has developed action plans for all activities and programmes	3%	6%	30%	52%	8%

From Table 10, it can be noted that 51% of the on-session managers agreed that the programme Enhanced synergy among reform initiatives in the public sector while 17% were undecided and 16% strongly agreed to the same. This observation is in agreement with the work of McGurk (2010) who avers that leadership programmes bring staff together and enhance synergy in an organisation. Only nine percent strongly disagreed that the programme enhanced synergy among reform initiatives in the public sector and 6% disagreed. From the same Table 10 it is 48% of the participants agreed that the programme developed use of strategic thinking in operation of organisation, 29% were undecided while 12% strongly agreed, 6% disagreed and 3% strongly disagreed. This observation is in agreement with Harris and Liberman (2012) who noted that leadership development programmes equip staff with critical decision making in organisations.   Data in Table 10 also indicated that an equal percentage of 37% agreed and another 37% were undecided that the programme helped staff to develop the attributes and attitudes and competencies for organisational development. Further, 13% strongly agreed to this opinion while 9% disagreed and only 3% strongly disagreed on the same view. This observation agrees with Grindle and Hilderbrand (2006) who noted that training activities assist in development of positive attitudes which improve individual performance as a result of transfer of skills and technology.

Data in Table 10 indicates that half (50%) of the on-session participants agreed that the leadership programme has been re-oriented to focus on quality service and that 28% were undecided while 16% strongly support that view. Further an equal percentage (3%) disagreed and strongly disagreed respectively to that fact. This observation is in agreement with what Wanjau, Muiruri and Ayodo (2012) observed in their study on factors affecting provision of service quality in public health that leadership incompetence affected service quality in the

public health sector in Kenya. Also Auka, Bosire and Marten (2013) in their study also noted that all the dimensions of service quality have a positive and significant influence on customer loyalty in retail banking, hence it can be concluded that provision of quality service increases loyalty of customers and further an improvement in services offered to the people. Negi (2009) suggests that customer-perceived service quality has been given increased attention in recent years, due to its specific contribution to business competitiveness and development of an organisation and county. In Kenya quality service is an important aspect in service delivery, a reason the government introduced performance management in the public service to ensure that the public get high quality services from the government (GoK, 2009).

In terms of whether through the programme, leadership of the Commission applies various concepts and tools for improved services, 45% agreed on the same, while 28% were undecided and 14% strongly agreed. It is also clear that an equal 6% of the responded disagreed and strongly disagreed respectively to this aspect. This observation is in agreement with (Armstrong, 2009) who observed that leadership training programmes become more successful when a range of processes and methods that support are employed. This imply that when diverse methods are used they make the participant to become multi-faceted leaders and managers who will steer organisations to growth. This finding resonates very well also with Kraiger and Ford (2007) who noted that leadership development programmes improve service delivery and effectiveness of an organisation which leads to improved productivity and overall performance.

Data as to whether the programme re –orient managers and make them more focused on delivering quality service to customers indicates that an equal percentage (37%) agreed and were undecided on the issue. This observation agrees with (Gupta,2007) who notes that training in leadership development improves service delivery, it is also consistent with the work of Wanjau

et el, (2012) who noted that quality service delivery is an important aspect which directs and transforms organisations and their leadership. Regarding the issue as to whether new skills are applied which enhance public service delivery 41% of the participants were undecided 37% agreed to the aspect and 15% of the participants strongly agreed while an equal figure of 6% of the participants strongly disagreed or disagreed respectively. This observation is in agreement with on whether the programme helps in the application of diverse skills to improve performance in the public sector, 54% agreed to that view while, 31% were undecided, 6% strongly agreed and 4% disagreed and only 3% strongly disagreed, this confirms advances made by the human capital theory of training that an effective training design produces good human capital with value addition to an organisation, as a result of this greater productivity was registered at the place of work (Armstrong, 2004).

Data in Table 10 on whether the programme enables participants have ownership to the organisations duties and responsibilities 53% agreed, 29% were undecided, 11% strongly agreed and an equal 3% disagreed and strongly disagreed. This observation is in agreement with the work of Dysvik and Kuvaas (2008) who noted that application of new skills in an organisation has a close relationship with positive employee outcomes in an organisation. Data in Table 10 shows that the Commission leadership has developed action plans for all activities and programmes 52% agreed, 30% were undecided, 8% strongly agreed, 6% disagreed and 3% strongly disagreed. This is in agreement with the work of (Auka, Bosire and Marten, 2013) who observed that most institutions have got strategic plans and departmental plans which are cascaded to individual plans and they help in prioritising programmes done.

Overall it can be observed that, the satisfaction levels are high when trying to look at the programmes essence in the eyes of the on-session staff. Though significant percentages were

undecided, it can be concluded that the satisfaction level is high and hence. It is clear that indeed on average over 60% of those sampled, in every area of concern of the research were satisfied that the programme is achieving what it was meant to achieve. This is in agreement with Kirkpatricks (2005) that programme evaluation process indicates the successes of the programme. In fact evaluation of a training programme validates the activities which take place.

5.5.1 Perception levels of the SLDP

This study further sought information regarding the perception levels of Strategic Leadership Development Programme. The purpose of this question was to establish how the different categories of the participants of the course perceived the programme so as to determine on areas where the course needed improvements. Data regarding this aspect of the population were obtained and analysed and presented in Table 11.

Table 11

Perception levels on SLDP according to Senior Managers

Perception levels of the SLDP	VS	S	U	D	VD
Invitation procedures	9(38%)	12(48%)	2(8%)	2(8%)	
Orientation and debriefing	8(32%)	14(56%)	3(12%)		
Access to accommodation	4(16%)	17(68%)	3(12%)		1(4%)
Relaxation and entertainment facilities	8(32%)	9(38%)	7(28%)		1(4%)
Access to computers and internet	1(4%)	14(56%)	8(32%)	1(4%)	1(4%)
Facilitators preparedness on content delivery	4(16%)	17(68%)	4(16%)		
Post training debriefing by supervisors	4(16%)	11(44%)	5(20%)	4(16%)	1(4%)
Acceptance of new ideas and change in place of work	4(16%)	11(44%)	7(28%)	3(12%)	
Overall change in behaviour and service delivery	4(16%)	13(52%)	7(28%)	1(4%)	

From Table 11, majority (48%) of the participants were satisfied with the invitation procedures, whereas the minority (8%) were either undecided or dissatisfied. It was observed that 32% were very satisfied and a majority (56%) were satisfied with orientation and debriefing while 3% were undecided. This implies that the management and coordinators understand the need to have a good system of invitation procedure. On orientation and debriefing 32% strongly satisfied with the programme while 56% were satisfied by the programme and 12% of the participants were undecided. This observation agrees with the work of Fragueiro & Thomas (2011) who observed that debriefing and proper orientation in a training programme enables the participants to achieve what is expected in the teaching process. This level of satisfaction indicates that the organisers and the course coordinators are aware that they must meet expectations of the participants, it is important to note that by observing that way it will assist to copy good orientation habits in their individual institutions, since it is a learning process in life.

On the accommodation provided, 16% were very satisfied, while 56% were satisfied on that aspect. 12% were undecided on the aspect only 4% were dissatisfied with the aspect of accommodation. Regarding relaxation and entertainment facilities 32% were very satisfied and 38% were satisfied 28% were undecided on the aspect and only 4% of the participants were dissatisfied. This observation is in agreement with research by Kargar, Flor, Choreishi, Monir, Ajilchi, Bita, Noohi, and Shahnaz (2013) which revealed that relaxation in training is a useful technique that not only reduces anxiety but also improves working memory capacity and academic performance for students. On access to computers and internet 4% were very satisfied and 56% were satisfied about the aspect 32% of the participants were undecided and an equal figure of 4% were dissatisfied or strongly dissatisfied. This imply that majority of the

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participants were able to browse internet and get both latest news and check even the e- mails, this is consonant with reality in the current society set up. This is again in agreement who asserts that Internet can motivate the students, make teaching more fun, and allows for variation in teaching (Gray,2007). Knowledge of internet use is very important for any individual in this century.

Regarding facilitators preparedness on content delivery, 16% were very satisfied, 68% were satisfied on the aspect. This resonates well with the work of Caldwell, et el (2015) who asserted that one of the characteristics of virtuous leadership is level of preparedness to train others below to deliver. It was further, noted that 16% of the participants were undecided on the aspect. The way a teacher or trainer packages his content and delivers it to the class is important since it shows the trainer took time to prepare for the work, since level of preparedness influences how the participants will understand the message put across. On post training debriefing by coordinators it was observed that 16% of the participants were very satisfied while 44% were satisfied on the issue, this was in agreement with Kirkpatrick (2005) who observed that post training evaluation provides feedback on the training programme. It was observed that 20% of the participants were undecided and 16% dissatisfied about the aspect while only 4% of the participants were very dissatisfied on the aspect. Post training debriefing is a synoptic summary of what the entire training was all about, and this is in a way trying to evaluate how delivery of content was done.

Regarding acceptance of new ideas and change in the work place, 16% were very satisfied and 44% were satisfied. This is in tandem with the work of Kantabutra & Saratun (2013) who asserted that leadership development is one process which facilitates acceptance of new ideas into an organisation. This decisively is entrenching innovation and creativity and new

ideas to the organisation. It was also noted that about 28% of the participants were undecided and 12% of the participants were dissatisfied. This imply that the learners were able to pick some content which changes their working environment as well it shows that it was adequately done such that change in behaviour to assimilate the new ideas was almost immediately. This is in agreement with Cole and Southworth (2005) who observed that training brings about acceptance of new ideas in the employees of an organisation. On overall change in behaviour 16% were very satisfied and 52% were satisfied, 28% of the participants were undecided and only 4% were dissatisfied. This was well corroborated from the open-ended items obtained from the interviews with the supervisors in the Commission who stated that;

> The objectives of the Strategic Leadership Development Programme were met and they are well addressed. An indicator of programme success cannot be consciously discerned, but it is noted that through leadership training the programme has assisted to develop people, it is possible that you can notice those who have gone through the programme do things differently. They indeed exhibit maturity and high levels of mentorship and development to lower cadres and this is linked to leadership development training programme.

 Apart from the data obtained from the senior managers, data regarding the perceptions of regular staff in terms of how they regarded the Strategic Leadership Development Programme and the information that was obtained was analysed and presented as shown in Table 12.

Table 12

Perceptions on Senior Staff by Regular Staff

Statement	SDA	D	UD	A	SA
	1	**2**	**3**	**4**	**5**
There are significant change in services by supervisors after SLDP training	7%	9%	26%	39%	19%
There is a change in the way services are provided	4%	7%	31%	42%	16%
Services have improved tremendously in the office	6%	4%	34%	34%	22%
Senior staff may need some retraining in leadership	4%	6%	29%	38%	23%
Senior staff have learnt new skills in leadership since they last attended the training.	4%	3%	32%	36%	25%

Table 12 shows that the perceptions on regular staff on their seniors indicate that 56% noted they have been served better than last time especially after undergoing SLDP training this observation is in agreement with the work of Kirkpatrick (2005), Gupta (2007) and Armstrong (2009) who agree that training which brings change in service provision is a success. It was noted that 39% of those sampled agreed and 19% strongly agreed that there are significant change in services by supervisors after SLDP training. It was further noted that 26% of the participants were undecided and 9% disagreed and 7% strongly disagreed. Fifty eight percent of those sampled also did indicate that there is a change in the way services are provided 31% were undecided and 10% disagreed. This observation is in agreement with Oshagbemi, & Gill (2009) and Cole (2006) who said that after training staff acquire new skills and many change the way they provide their services. This can then be concluded that leadership development brings about change in behaviour. It was observed that 56% indicated that services have improved tremendously. This is in agreement with the work of Cole and Southworth (2005) who noted that

training improves service delivery and productivity. It is observed from table 12 that 61% indicated that senior staff may need some retraining in leadership which is a strong indication that indeed, a leadership training programme will make them more focused and result oriented. Further table 12 shows that a total of 61% indicated that senior staff have learnt new skills in leadership since they last attended the training in leadership. This can be summed up to mean that the true positive outcome of attending training is greatly attributed to change in behaviour, innovation, creativity and productivity in an organisation.

5.6 Efficiency of trained leaders on the Strategic Leadership Development Programme

The evaluation also sought information on the efficiency of trained leaders on the Strategic Leadership Development Programme and one of the issues sought was to establish on the frequency use of skills learnt from the programme. The data obtained regarding this issue from the senior managers is presented in Figure 2.
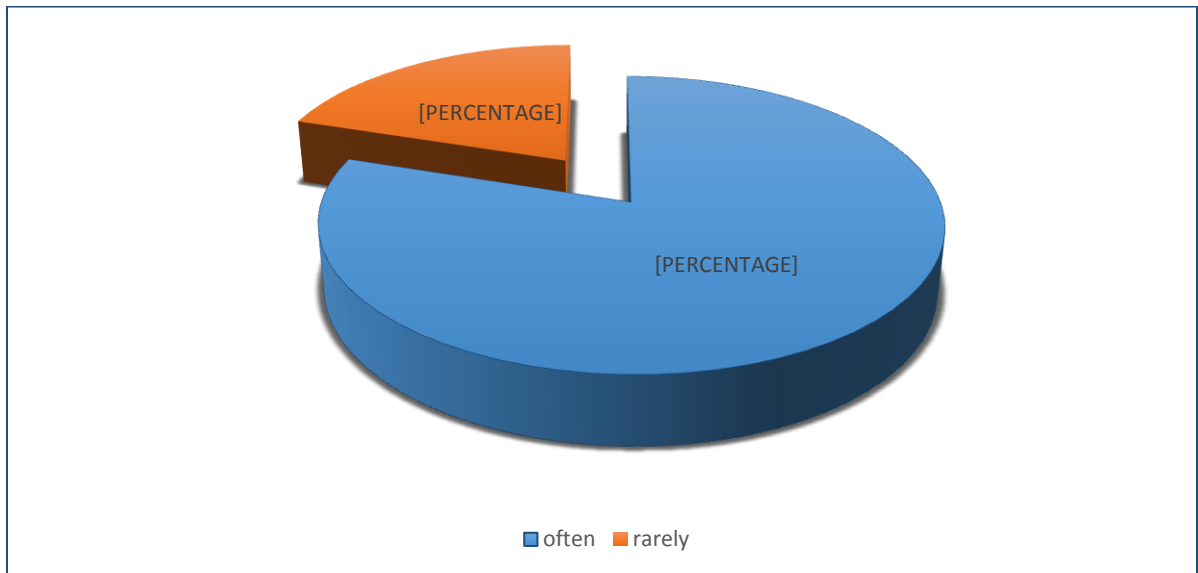
*Figure 2:* **Frequency use of skills learnt from SLDP**

Figure 2 shows that, majority (80%) of the manager participants who had been trained in the SLDP used their skills often while 20% indicated that they rarely used the skills learned in the programme which implies that majority of the managers who attended the training benefited and this enhanced their efficiency and effectiveness at the work place. This observation concurs with Gupta (2007) assertions on characteristics of ideal training, which indicate that good training should have clear scope and objectives, proper reinforcements, role specific, planned well and transparent to all employees. The observation also agrees with what Elonkov et al (2005) observations on leadership behaviour after the training in leadership where they develop attributes of clarity of purpose, brevity, future orientation and ability to inspire. The study also sought information on whether the Strategic Leadership Development Training programme was efficient in equipping staff with leadership skills and the data obtained on this is presented in Figure 3.
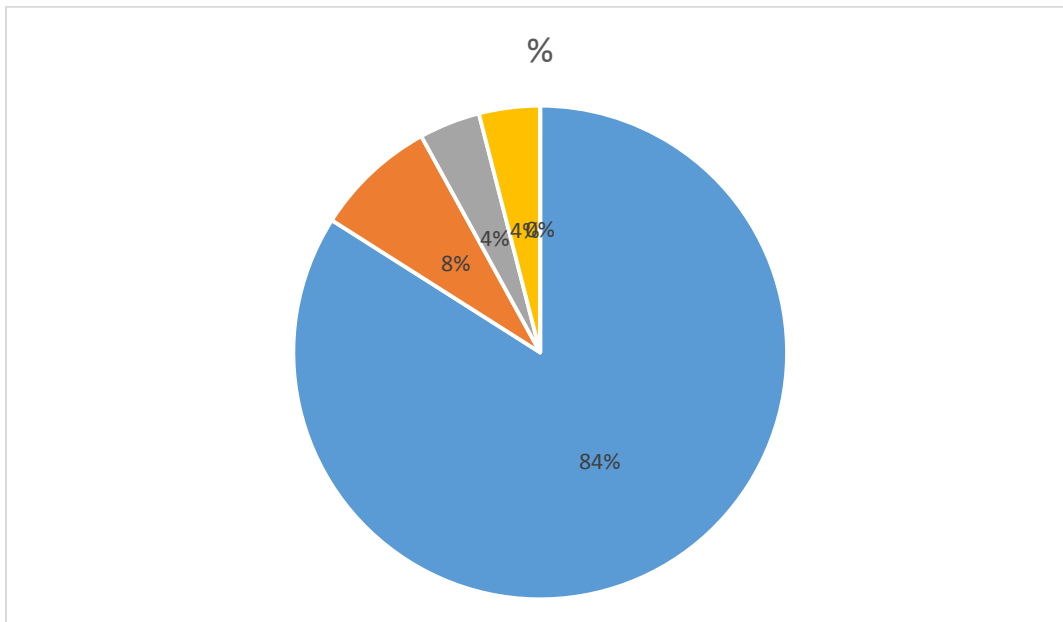
Figure 3: **Leadership development programmes are effective in preparing staff leadership skills**

According to Figure 3, the findings revealed that majority (84%) of the participants agreed and affirmed that leadership development training programmes are effective in equipping staff with leadership skills while 8.0% stated otherwise, 4% were undecided and another 4% strongly agreed that the programme is effective in equipping leaders skills to managers. This implies that the programme equipped the management staff with leadership skills that were necessary for delivering the services to the public. This observation is in agreement with the work of McCulla and Degnehardt (2015) who assert that action learning in leadership development programme enables one to be productive in the workplace which is a principal of good practice in leadership preparation. This finding also is in agreement with Dexter and Prince (2007) who noted that effective training in leadership development programme had a great impact on middle level managers who become more focused and results oriented after attending a leadership development training programme. This could be because leadership development benefits the middle level managers to focus on what must be done in order to be effective in service delivery in the public sector, further it as observed that it is possible to arrive at such high achievement levels as it was the case with City Council organisations. The study also sought data on the acceptance of new ideas and change in place of work and the responses obtained from the on-session staff were analysed and presented in Figure 4.
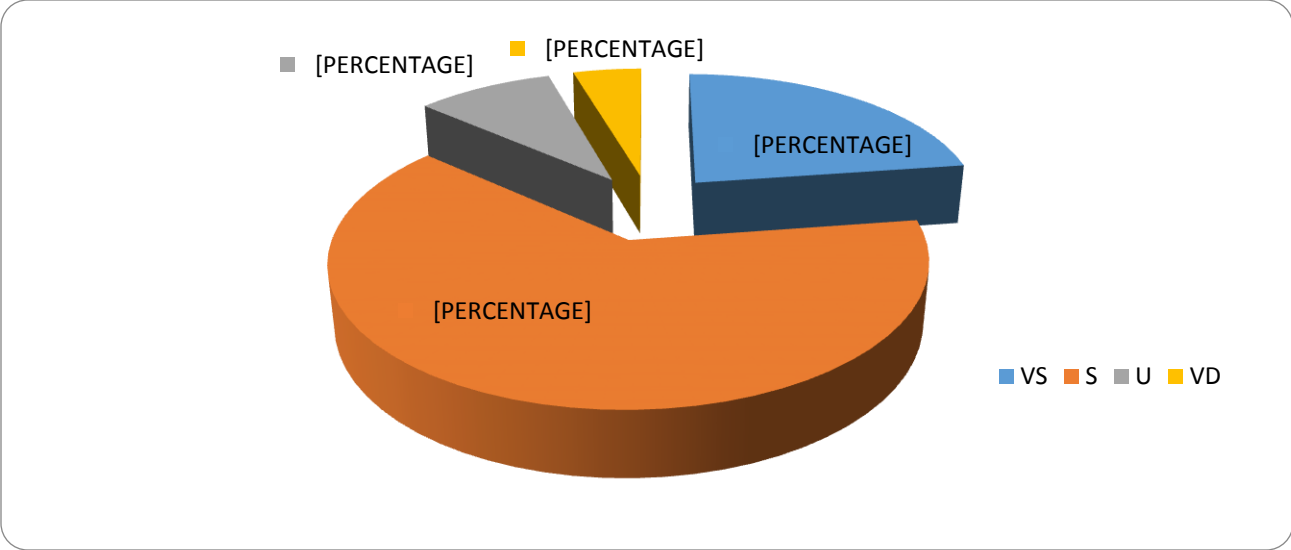
Figure 4: **Acceptance of new ideas and change in place of work**

Note: In this figure VS stands for very satisfied, S stands for satisfied U stands for undecided and VD stands for Very dissatisfied.

According to Figure 3, and in regard to the acceptance of new ideas and change in place of work 22.7% of the participants were very satisfied while 63.6% were satisfied that on acceptance of new ideas in the place of work. This is a clear demonstration that indeed there is change in behaviour as postulated by Kirkpatrick (2005) that after undergoing a training the new ideas learnt

bring about a change in behaviour . It was also noted that 9.1% of the participants were undecided and 4.5% were very dissatisfied on acceptance of new ideas and changes in the work place. In terms of overall change in behaviour and service delivery, the data that were obtained were analysed and presented in Figure 5.

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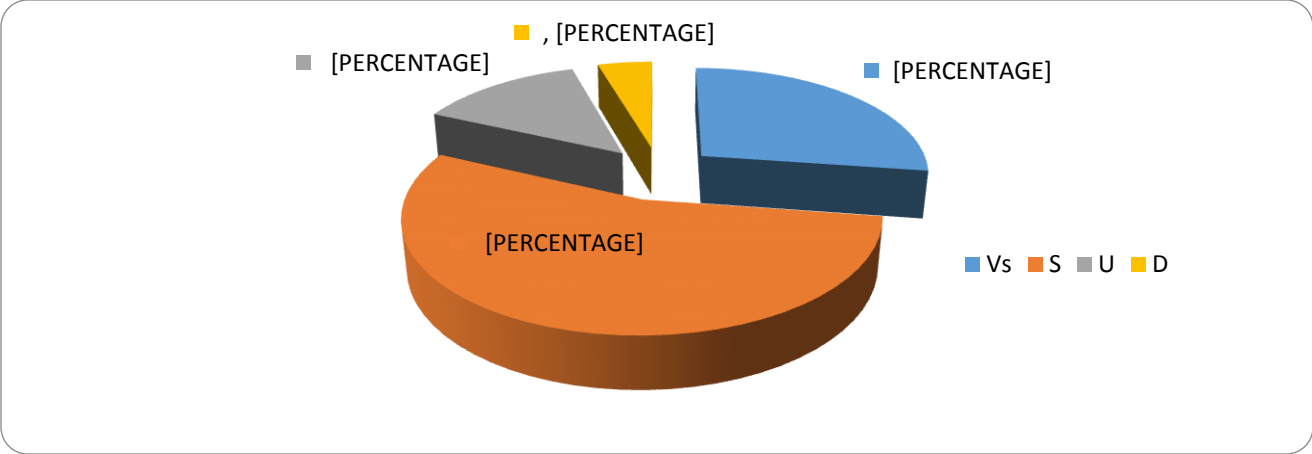
Figure 5: **Overall change in behaviour and service delivery**

Note: VS stands for very satisfied, S stands for satisfied, U undecided and D stands for dissatisfied

From Figure 5 it is clear that, 27% of the on-session staff were very satisfied with the overall change in behaviour and service delivery while 55% were satisfied with the overall change in behaviour and service delivery. This observation is in agreement with the work of Tkaczyk (2014) who asserts that leadership development programmes enable participants change behaviour and it is the basis on which a participant is evaluated as having changed the way of doing things. It can also be noted that 13.6% were undecided on this matter and 4% were dissatisfied with overall change in behaviour and service delivery by those trained in the programme. This finding reveals that indeed after the training there is change in the way things are done especially service delivery this is in consonant with, Armstrong (2009), and Ngure and Njiru (2013) who observed that an effective training programme brings about change in behaviour which also improves service delivery. The findings also resonate well with the work of Kirkpatricks (2005) who in his evaluation model avers that training brings about learning of new ideas and results in change of behaviour and service delivery. Data were also sought on

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whether SLDP allows staff to develop the attributes, attitudes & competencies for organisational development. The information that was obtained is presented in Table 13.

Table 13

Efficiency of the SLDP in Transforming Leadership according to on session staff

Statement On SLDP	SD	D	U	A	SA
	F %	F %	F %	F %	F %
Allows staff to develop attributes, attitudes & competencies for organisational development	-	2 (4.5)	4 (9.1)	20 (45.5)	18 (40.9)
Leadership of Commission has been re-oriented to focus on quality service	2(4.5)	2(4.5)	8 (18.2)	14(31.8)	18(40.9)
Leadership of the Commission applies various concepts and tools for improved Services	2(4.5)	-	8(18.2)	24(54.5)	10(22.7)
Re-orients managers and makes them more focused delivering quality service to Customers	-	-	4 (9.1)	16(36.4)	24(54.5)
New skills in SLDP are applied which enhance public service delivery		2 (4.5)	6(13.6)	14(31.8)	22(50)
Application of diverse skills in SLDP improves performance in the public sector	-	-	6(13.6)	16(36.4)	22(50)
Enables staff ownership to the organisations' duties and responsibilities		2(4.5)	6(13.6)	22(50)	14(31.8)
Commission leadership has developed action plans for all activities and Programmes	2(4.5)	2(4.5)	12(27.3)	16(36.4)	12(27.3)

As shown in Table 13 and in regard to whether SLDP allows staff to develop the attributes, attitudes & competencies for organisational development, 45% agreed that the programme does while 40% of the senior managers participants strongly agreed that SLDP allows staff to develop the attributes competencies for organisational development, this agreement is in tandem with the work of Erbe, and Korinek (2013) who in his work noted that

strategic leadership development programmes enables participants to acquire attributes, attitudes and competencies which will enable them to deliver and be effective in service delivery. It was also observed that 9.1 % of the participants were undecided on the matter while 4.5% of the participants indicated that they disagreed. This implies that what has been learnt during the leadership development trainings makes staff more productive and focused and it is in agreement with Armstrong (2006) who asserts that training sharpens human skills and that it is through training that staff develop attributes attitudes and competencies for organisational development hence becoming better leaders and managers.

It is also evident that, 40% of the participants strongly agreed that leadership has been re-oriented to focus on quality service while 31.8% of the participants agreed that leadership has been re-oriented to focus on quality service, this agrees with Joiner (2018) who agrees that training programmes focus on improvement of quality of services and this was not different from the strategic leadership development programme. It was also noted that 18% of the participants were undecided, 4.5% disagreed and another 4.5% strongly disagreed. This implies that a cumulative 71.8% affirmed that leadership has been re-oriented to focus on quality service and a small group of the on-session staff disagreed to this fact. This observation concurs with Schalkwyk (2011) who observed that there is a strong positive linear correlation between the leadership practices of managers and principals and service quality at their institutions since such manager's focus on quality services all the time.

Further, it was noted that 54.5% of the on-session staff agreed that leadership of the Commission applies various concepts and tools for improved services while 22.7% strongly agreed that leadership of the Commission applies various concepts and tools for improved services and 18.2% were undecided and only 4.5% strongly disagreed. This means that the

Commission uses skills, tools and technology which makes work flow easy and therefore an improvement in the levels of service delivery in the institution. This observation is in agreement with Fretwell (2003) who said that training stimulates production and improves employee by use of optimum resources, and tools which foster productivity. The finding also agrees with Cole (2006) who observed that training improves productive behaviour in an organisation.

It is observed in Table 13 that 54.5% of the participants strongly agreed that Strategic Leadership Development Programme re-orients managers and makes them more focused on delivering quality service to customers while 36% agreed that it re-orients managers and makes them more focused on delivering quality service to customers. It was also noted that 9.1% of the participants were undecided. It means that majority of the on-session participants agreed that SLDP re-orients managers and makes them more focused on delivering quality service to customers and only a few thought otherwise. This is important because quality service delivery is the hallmark of public service to customers who are the members of the public. The observation is consistent with Staley, (2008) and Armstrong (2009) who observed that a training programme's outcomes re orients participants to focus on objectives with the aim of finding out the extent to which the training process has focused on delivery of services. This evaluation also made inquiry on whether through the programme new skills in SLDP are applied which enhance public service delivery.

It is clear from Table 13 that 50% of the participants strongly agreed that new skills in SLDP are applied which enhances public service delivery, while 31.8% agreed and 13.6% were undecided and only 4.5% disagreed on this issue. It is important to apply skills learnt in class to the work environment as they help in service delivery, application also imply that there was change in behaviour as a result of the training. It is clear as shown in Table 13 that 50% of the

participants strongly agreed that the application of diverse skills in SLDP improves performance in the public sector, while 36.4% agreed and 13.6% were undecided on this issue. This is in agreement with Abrell, et al, (2011) who observed that development of transformational leadership improved overall productivity in an institution.

Table 13 further shows that 50% of the participants agreed SLDP enables ownership of the organisational duties and responsibilities while 31.8% of the participants strongly agreed to the same and 13.6% were undecided and only 4.5% disagreed to this fact. Finally, the evaluation study inquired on whether the Commission leadership has developed action plans for all activities and programmes, Table 13 shows that 36.4% of the participants agreed that the Commission leadership has developed action plans for all activities and programmes, while an 27.3% strongly agreed and another 27.3% were undecided on the same issue and an equal response of 4.5% disagreed and strongly disagreed on this issue, this observation is consistent with what Parkard and Jones (2015) observed that programme participants improve their performance when involved in various activities and programmes. On the issue of whether the Commission leadership has developed action plans for all activities and programmes, majority (63.7%) agreed to this and about (36%) of the participants were reserved regarding this issue. This observation is consonant with Grindle and Hilderbrand (2006) who observed that training activities improve individual performance as a result of skill and technology transfer. Based on the content analysis guide, it was realized that attendance registers were available , training modules manual were available, evaluation mark sheets were available, time tables showing timing and allocation of sessions were available, the syllabus was available, the evaluation documents and reports on revision of the programme reports were all available an indication that that the programme was being implemented and run well as per expectation of a programme

(Ogula, 2010). This was an indicator that the programme is adequately implemented to transform senior managers of the commission.

The evaluation also looked at the challenges facing the SLDP implementation and the data regarding this are presented in section 5.7 which follows next.

5.7 Challenges facing SLDP implementation

This study sought to determine the challenges facing the implementation of the Strategic Leadership Development Programme. Data regarding this were obtained using a qualitative open-ended item within the questionnaire. The information obtained were analysed and presented in Table14.

Table 14

Challenges facing SLDP implementation According to Senior Managers and On Session Staff

Statement	Senior Managers		On-Session Staff	
	Freq	%	Freq	%
Inadequate time for programme implementation	10	29.4	12	20.7
Little exposure of facilitators to public service practice	2	5.8	4	6.9
Over-emphasis on leadership skills in comparison to followers, group dynamics and team applications	4	11.7	6	10.3
Very large class causing poor teacher-student interaction	3	8.8	4	6.9
Few resource persons making the course monotonous	3	8.8	8	13.8
Facilitators did not check for grasping of content by participants	1	2.9	4	6.9
No response	2	5.8	6	10.3
Lack of support from organisation	1	2.9	3	5.2
Training material not current	1	2.9	2	3.4
Lack of enough training material	1	2.9	2	3.4
Issues related to power point presentation	1	2.9	2.	3.4
Environment and work place pressures	1	2.9	2	3.4
Those trained become so busy after training	1	2.9	2	3.4
Attending the course for promotion only	1	2.9	1	1.7
Some lecturers do not have masterly of content	1	2.9	-	-
No attitude change after training	1	2.9	-	-

It is clear from Table 14 that, 29.4% of the participants stated that inadequate time for programme implementation was a major challenge facing programme implementation. From the same Table, 12% of the participants reported that over-emphasis on leadership skills in comparison to followers, group dynamics and team applications was also a challenge. An equal 8.8% reported that there were very large classes causing poor teacher-student interaction and few resource persons making the course monotonous. This observation concurs with what Okotoni & Erero (2005) asserted that resource challenges exist and they assist in strengthening partnerships for resource mobilisation to achieve goals of the programme. This is also in agreement with (Hannun and Craig,2008) who noted that evaluation of leadership development activities faces specific challenges which need multilevel evaluation criteria and multiple methods for data collection are lacking, hence need for an examination of individual development over time. It is also evident that 5.8% of the participants indicated that there was little exposure of facilitators to public service practice and a similar percentage did not have any challenge with the programme as it is. About three percent of the participants noted that not all senior personnel were trained in SLDP the rest others indicated that there was lack of support from the organisation, this observations were in agreement with the observations by course coordinators KSG who said:

> Most of the participants indicated that the government agencies they work for were not concern about their bright. The organisations do not care whether one undertakes the programme or not as long as one is on duty doing activities he/she is supposed to do. Some organisations don't give the top leadership the opportunity to attend any course for personal growth and development.

Other participants representing three percent also mentioned that where they are working, training material were not adequate, others said that they had challenges related with power point presentation, environment and work place pressures, those trained become so busy after training, attending the course for promotion, some lecturers do not have masterly of content and finally

another 3% indicated that there is no attitude change after training. It is evident that quite a number of senior management participants indicated that it is possible there are issues and challenges which can be addressed to make the programme better. This observation on challenges is in agreement with the work of Busari (2013) who asserts that leadership development challenges in the health sector are related to lack of requisite competencies, learning materials, presentation skills. It is important to note that every programme has challenges but as they are addressed from time to time they make the programme much better.

From the same Table 14 it was clear that 20.7% of the On-Session Staff stated that inadequate time for programme implementation, 10.3 % indicated over- emphasis on leadership skills in comparison to followers, group dynamics and team dynamics in the organisation. Almost 6.9% indicated little exposure of the facilitators, another 6.9% indicated facilitators not checking for grasping of content by participants, and 6.9% responded that there was little exposure of public service participants. About 13% indicated that there are very large classes as indicated by supervisors at the Commission. About 5.2% indicated that there is lack of support from organisation. 3.4% indicated that training materials were not current or lack of enough training material. This is in agreement with Kolb and Kolb (2009) who noted need for adequate subject content to change behaviour of the learner. A similar 3.4% also indicated that environmental workplace pressures, and those trained becoming so busy after the training. Finally 1.7% indicated that it was a challenge since it was for promotion only. This can be directly related with the observation by human resource supervisor and head of training at the Commission who noted that:

There is a problem of people skills, as much as people are doing their work very well at times some directors lack people skills on how to deal with those who work under them in their place of work. This, has led people to develop good strategic plans but they are not people centered to improve performance. The course coordinators at the KSG did indicate that some people in leadership are not ripe enough. Some professionals are not conversant with management skills hence they are not in tandem with other managers and some leaders had never attended the programme and are not interested in the course.

5.8 Possible solutions to the challenges

The study also aimed to address the possible solutions to the challenges facing the implementation of SLDP. Data regarding this issue were also obtained using a qualitative open-ended item within the questionnaire. The data obtained is analysed and presented in Table 15 next.

Table 15

Possible solutions to challenges facing SLDP implementation

Statement	Senior Managers		On Staff	Session
	Freq	%	Freq	
Appropriate time allocation for programme implementation	10	40.0	4	10.26
Recruitment of facilitators with practical experience in their areas of specialty	2	8.0	8	20.52
More emphasis on groups and team objectives	7	28.0	6	15.38
Limit class size to 20 students maximum	2	8.0	2	5.12
Ensure mandatory SLDP training for all senior personnel	1	4.0	4	10.26
Carry assessments for participants' grasp of content taught	3	12.0	6	15.38
Government to allocate more training funds	-	-	1	2.56
Remove course break for continuity	-	-	1	2.56
Make programme part of orientation and induction course for senior managers	-	-	3	7.69
Sensitize P,Ss and top management on importance of the programme	-	-	1	2.56
Shorten the course	-	-	2	5.12
Conduct case studies			1	2.56

As shown in Table 15, majority of the participants (40%) suggested that appropriate time allocation for programme implementation would address the challenge of inappropriate time coverage of the SLDP programme. This observation is in agreement with the work of Gupta (2007) who also noted that adequate time allocation, enables the course coordinators to cover the subject content. Twenty eight percent of the participants suggested more emphasis on groups and team objectives, while 12% suggested individual assessments for participants grasping of content taught. Eight percent of participants suggested recruitment of facilitators with practical

experience in their areas of specialty and a limit class size of 20 student's maximum while (4%) suggested mandatory SLDP training for all senior personnel.

As shown in Table 15 it was observed that 10.26% of the participants indicated appropriate allocation of time for programme implementation, 20.52% indicated recruitment of facilitators with practical experience in their areas of specialty. This is in agreement with the work of Okotoni and Erero (2003) who observed that qualified instructors assist to make the programme appropriate. Fifteen percent of the participants indicated putting more emphasis on groups and team objectives, 5.26% indicated need to limit class size to 20 students maximum, 15.38% indicated need to have individual assessment for participants grasping of content taught. Table 15 shows that participants indicated that government allocates more funds for training (2.56% while others indicated that the programme be made part of the induction and orientation course for senior managers (7.69%). Equally about 5.26% indicated that the programme should be shortened. These observations are in sync with what programme coordinator at KSG observed that;

> We have a definite selection criteria on those who have attended the programme. We have developed an upgraded programme for the Principal Secretaries. We have also tried to lobby the government to note the importance of training in the Public Service in Kenya and allocate more funds. We have developed a culture change programme in the Strategic Leadership Development Programme. The programme has included other areas into the curriculum for instance, integrity has been included, managing counties, conflict skills management and resolution, negotiation skills training, security training, use of experts in subject matter, resource mobilisation and environmental governance issues have been included in the reviewed curriculum and made the course a mandatory promotion course to leadership levels.

5.9 Measures that need to be taken to improve the SLDP Programme in order to produce the Best Leaders

Finally, this evaluation sought to determine the measures taken to improve the SLDP programme in order to produce the best leaders and the data obtained from different categories including the senior managers, on-session staff and the regular staff was analysed and presented in Table 16.

Table 16

Measures taken to improve the Programme

Measures According to Regular staff	Frequency	Percentage (%)
Ensuring the right teaching materials for the programme	7	10.9
Keep attending classes on leadership continuously	10	15.6
attitude change and training in personnel management	20	31.3
the programme should be work-based and examinable	11	17.2
Consider all staff to attend the programme	16	25.0
Measures According to Senior managers		
Conduct a 1 year trial period to effect changes input	2	8.0
Extend the duration of the course to 8 weeks	4	16.0
Have different facilitators for diversity of ideas and presentation	6	24.0
Integration of the programme as a pre-service course for public service graduate entrants	3	12.0
Organise recap classes on a quarterly post-training basis	10	40.0
Measures According to on-session staff		
Have different facilitators for diversity of ideas and presentation	20	45.5
Integration of the programme as a pre-service course for public service graduate entrants	2	4.5
Organise recap classes on a quarterly post-training basis	16	36.4
Course should be left the same (No improvement on the Course)	6	13.6

From Table 16, it can be observed that 11% of the regular staff stated the need to ensure that the right teaching materials for the programme were in place while 15% were of the opinion that keep attending classes leadership continuously improved the programme. Further, 31% indicated that attitude change and training in personnel management and 17% said the programme should be work based and examinable as 25% indicated the need to consider all staff to attend the programme. The suggested measures are in tandem with the existing requirements that programme improvement requires review of content as per the changes and demands of society and the emerging developments (Ogula, 2010).

Table 16 also shows that in regard to the measures to be taken to improve the SLDP it is clear that, 40% of the respondents reported that, organise recap classes on a quarterly post-training basis. Recap of what has been learnt is important element because it assists a learner to recall what was learnt hence understanding what was learnt. This observation concurs with Howell (2010) who avers that revisiting what has been learnt so that the subject content is learnt again to improve on this aspect. It is also observed that 16% of the senior manager respondents reported that the duration of the course be extended to 8 weeks and 12% of them stated integration of the programme as a pre-service course for public service graduate entrants. A few 8% of the managers stated that, a 1 year trial period to effect changes input be conducted. The proposals are in agreement with Hotho, and Dowling, (2010) who indicated that review can include extension of time if more content is included into a programme.

In Table 16 and in response to measures to be taken to improve the programme, 45% of the on-session respondents indicated that there is need to have diversity of ideas from different facilitators. This observation is in agreement with the Gupta (2007) who observed that diversity in teaching techniques makes the learning interesting and keeps learners focused all the time.

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Also, it was indicated that 36% need to organise recap classes on a quarterly post-training basis. 5% indicated need to integrate the programme as a pre-service course for public service graduates' entrants. This observation concurs with what Harris and Leberman (2012) who noted that leadership development, through on job training (in service) improves ones, self-confidence and networking skills. Thirteen percent of the respondents indicated nothing new should be added or be applicable as the content is adequate. Before conclusion of the evaluation process, the study inquired on other suggestions on how the course can be improved further especially on the courses that can be included and any new areas to in cooperate into the programme to make it more effective. The data on this is presented in section 5.10.

5.10 Suggestions on other Courses to be included in SLDP

Finally, so as to recommend on the sections that should be included in the programme, the different categories of participants provided different suggestions and the information obtained is provided in Table 17.

Table 17

Suggestions on other Courses to be included in SLDP

Statement	Senior Managers		On-Session Staff		Regular Staff	
	Freq	%	Freq	%	Freq	%
Internship programmes in the private sector and other counties for exposure	2	8.0	2	4.5	-	-
Coaching, & mentoring for middle strategic level managers	4	16.0	2	4.5	-	-
Leadership and team development	13	52.0	14	31.8	-	-
Stress management	-	-	4	9.1	-	-
negotiation & resource mobilisation skills	5	20.0	10	22.7	-	-
Budgeting	1	4.0	-	-	-	-
Executive course for high performing leaders	-	-	8	18.2	-	-
Occupational health & safety	-	-	4	9.1	-	-
Communication skills between junior & senior staff	-	-	-	-	11	17.2
Guidance & Counselling skills	-	-	-	-	17	26.6
Records management course	-	-	-	-	6	9.4
ISO certification	-	-	-	-	15	23.4

As shown in Table 17, the findings revealed the courses suggested on leadership skills development by the on session staff (participants), majority of the participants (31.8%) reported that leadership and team development was vital. Team development and networking is very important in an organisation, this networking promotes group dynamics which makes an organisation to be productive and efficient. The observation is consonant with Harris and

Leberman (2012) who also observed that leadership development brings about improved networking, self-confidence and service delivery. Twenty percent cited negotiation and resource mobilization skills, this is very important because it helps an institution to plan and put together resources for growth of the organisation. This is in agreement with Khiliji and Wang (2006) who observed that planning and resource mobilization improves productivity of an organisation. This was followed by 16% stating coaching and mentoring for middle strategic level managers, followed by 8% with internship programmes in the private sector and other counties for exposure. Internship has been hailed in government as it assists young graduates to get job due to experience earned when working as interns. The minority 4% suggested budgeting. Table 17 further shows that 9% of the on-session staff recommended occupational health and safety, 18% indicated executive course for performing leaders, 22% indicated negotiation skills, 9% indicated stress management, 31% indicated leadership team development, 4.5% indicated coaching and mentorship and another 4.5% indicated internship programmes.

Table 17 also shows that, 17.2 % of the regular staff participants indicated the courses on communication skills between unior and senior staff, 26.6% indicated courses in guidance and counselling, this is in agreement with Arsenault (2007), who observed that individual coaching sessions should be part of academic and leadership development programmes to help participants sort issues which affect them as leaders. Nine point four percent indicated courses in records management and 23.4% indicated courses in ISO certification.

CHAPTER SIX

SUMMARY, DEDUCTIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents summary, conclusions and recommendations based on the findings of the evaluation questions. The evaluation findings were presented according to the order of the evaluation questions. The key findings of this evaluation were on the effectiveness of the SLDP, the satisfaction and perception levels by participants on the SLDP programme, the challenges facing the implementation of the SLDP and how implementers can improve the implementation of the SLDP. Based on these findings, a summary, conclusions and recommendations are provided in the following sections.

6.2 Summary

The main purpose of this study was to establish the effectiveness of the Strategic Leadership Development Training Programme in the Public Service Commission of Kenya for effective service delivery. According to the findings, the following summary is presented in line with each of the evaluation questions in the study.

The evaluation was based on Donald Kirkpatricks evaluation model which has got four levels of reaction, learning, behaviour change and results. The evaluation was also anchored on the human capital theory. Reaction refers to the participants reactions to the training programme, and reactions attitudes towards certain components of the programme. Learning refers to what the participants learnt during the training process. Behaviour refers to change or the training

effect on the job behaviour of the participant. Results refers to what the training creates or what affects the society as a result of training, the longterm impact of the training.

The study was anchored on the human capital theory which postulates that the knowledge we acquire makes us change the way we work, the way we communicate, the way we relate and the way we conduct ourself as graduates of a given training. New knowledge makes one change his /her view point , perspective and attitudes and eventually. The Public Service has got a stock of human capital with diverse expertise in all its departments who offer various specialized services which are sought by the wider public sector in Kenya. The findings are explained as per each of the research questions and themes.

The study was done in line with the evaluation questions which were: How adequate is SLDP implemented for effective transformation of senior managers to strategic leaders?, What are the satisfaction and perception of different stakeholders on Strategic Leadership Development Programme training in the Public Service Commission of Kenya?, How efficient are the trained leaders of the Strategic Leadership Development Programme in service delivery at the Public Service Commission of Kenya?, What are the challenges facing the implementation of Strategic Leadership Development Programme?; and How can the implementation of SLDP be improved?

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

Regarding the satisfaction and perception levels by participants on the SLDP programme, majority of the beneficiaries of the programme were satisfied and perceived the programme positively with majority satisfied with the facilitators' preparedness on content delivery, post training debriefing by supervisors and acceptance of new ideas and change in their places of work. Beneficiaries were also satisfied with overall change in behaviour and service delivery.

On the issue of the challenges facing the implementation of the SLDP 40% of the participants stated that inadequate time for programme implementation was a major challenge facing programme implementation and that over-emphasis on leadership skills in comparison to followers, group dynamics and team applications was also a challenge. Few reported that there were very large classes causing poor teacher-student interaction and few resource persons making the course monotonous. Generally, lack of adequate time for programme implementation was the main challenge facing programme implementation.

Findings on how implementers can improve the implementation of the SLDP can be summarised as, although the programme is effective and efficient and that the beneficiaries are satisfied with the programme, some new courses should be included in the programme such as the coaching and mentoring for middle managers, negotiation and resource mobilisation skills, budgeting, executive courses for high performing leaders, occupational health and safety, communication skills, records management, guidance and counselling, attachments out of Nairobi to other county service boards for government staff as ISO certification courses.

6.3 Conclusions

Based on the findings of this evaluation, that aimed to establish the effectiveness of the Strategic Leadership Development Programme, the following conclusions were drawn in accordance to the evaluation questions of the study.

It can be concluded that, the programme was effective in transforming managers into efficient leaders. Thus, the programme is generally effective with some minimum adjustments required. Regarding the satisfaction and perception levels by participants on the SLDP programme, it can be concluded that, most of the beneficiaries of the programme were satisfied and perceived the programme positively, and were also satisfied with the training especially with the debriefing by supervisors and acceptance of new ideas and change in their places of work and that beneficiaries were also satisfied with overall change in behaviour and service delivery. This satisfaction indicates that the programme is acceptable to a large number of employees.

Participants raised several challenges facing the SLDP programme as follows: lack of adequate time for programme implementation was the main challenge facing programme implementation other challenges included, little exposure of facilitators to public service practice, over-emphasis on leadership skills in comparison to followers, group dynamics and team applications, very large class causing poor teacher-student interaction, few resource persons making the course monotonous, facilitators did not check for grasping of content by participants, lack of support from organisation, training material not current, lack of enough training material, issues related to power point presentation, environment and work place pressures, those trained become so busy after training, attending the course for promotion only, some lecturers do not have masterly of content ,no attitude change after training and other participants do not indicate

any response. After analysing the challenges it is concluded that leadership development programmes, lack of time as the main challenge in covering what is expected. Secondly it is concluded that the programme has a challenge of capacity of qualified experts and lecturers. It can also be concluded that since the course is for promotion of senior managers then it is attended as such and not necessarly for behaviour and character change.

From the study the following courses were suggested for inclusion in the programme, they included coaching, & mentoring, leadership, team development, stress management, negotiation & resource mobilisation skills, budgeting, executive course for high performing leaders, occupational health & safety, communication skills, guidance & counseling skills, records management course and total quality management.

Based on the findings and ways to improve the implementation of the SLDP it can be concluded that, although the programme is effective and efficient with high satisfaction levels of the beneficiaries some new courses should be included. The suggested additions in the programme include; current trends of leadership with regard to devolution, attachments out of Nairobi, a course in budgeting for effective plan implementation, Consultancy and HR Audit skills and business process optimisation and talent building.

6.4 Recommendations

From the forgoing and on the basis of the findings of this evaluation and on the conclusions of this evaluation that aimed to establish the effectiveness of the Strategic Leadership Development Programme, the following recommendations can be proposed based on the evaluation questions.

It is recommended from findings in this study that the programme be maintained and sustained through continuous support with only minor adjustments by the Kenya School of Government to make it effective. It is recommended that the Public Service Commission continuously motivation and support participants of the SLDP programme. Indeed, most of the beneficiaries of the programme were satisfied and perceived the programme positively, and were also satisfied with the training especially with the debriefing by supervisors and acceptance of new ideas and change in their places of work. The public service Commission of Kenya can be encouraged to enhance change in behaviour on trainings to enhance service delivery.

It is recommended to Kenya School of Government that the challenges facing the implementation of the SLDP be addressed through strategic and participatory mechanisms. For example, lack of adequate time for programme implementation was noted as the main challenge facing programme implementation since 40% of the participants stated that this was a major challenge. This challenge may be addressed through proper schedules, timetabling and roosters being made available to enable those scheduled to attend the training have sufficient time for the training. The Public Service Commission staff should be mentored to take up duties through delegation to cover for their seniors to allow them go for the programme.

It is recommended to Kenya School of Government that a reduction of class sizes and recruitment of more qualified facilitators. The area of leadership development in Kenya has got sufficient expertise that can be sourced from universities and other tertiary institutions.

Finally, it is recommended Kenya School of Government improves on implementation of SLDP in areas identified such as the additional courses identified for inclusion like the current trends of leadership with regard to devolution. Further,consideration be made to incorporate

attachments out of Nairobi in other County Service Boards for government employees. Need to include budgeting for effective plan implementation and inclusion in the programme. Further, the inclusion, guidance and counselling, coaching and mentoring, business process optimisation and talent building which are envisioned to enrich the programme.

6.5 Areas for future research

This evaluation was to establish the effectiveness of the Strategic Leadership Development Programme and realistically, a single study cannot cover the entire spectra of a programme such as this. Therefore, arising from this study, future researchers may conduct research in the following outlined areas.

i. An experimental research or a causal comparative study be carried out to compare the service delivery and job performance of those managers who have attended the SLDP and those who have not.

ii. Further research also be conducted on the impact of cascading the programme so that those who have been trained can cascade the programme into other departments and sections of government especially in key departments where managers may not have the opportunity to attend the programme.

iii. In addition, research also be conducted on the possibility of cascading the programme into other departments and agencies in the private sector.

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Appendix I: QUESTIONNAIRE FOR PARTICIPANTS/ SENIOR MANAGERS AND ON-SESSION STAFF

HEZRON NYAGAKA NYAMWEGA

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NAIROBI KENYA

Introduction

The purpose of this evaluation study is to assess effective Leadership Development Programme is implemented. The evaluation forms part of the requirements for the award of a Doctor of Philosophy (PhD) Degree programme at the Catholic University of Eastern Africa. Accordingly, the information you will provide is for research purposes only. Feel free to answer all the questions in this questionnaire. The information you provide will be treated with highest level of confidentiality possible. Read all the questions and fill in or tick the appropriate answer.

SECTION A: Demographic Information

1. Sex   male [ ]   female [   ]
2. Designation …………………………………….
3. Job group   N   [ ]   P   [ ]   Q   [ ]
4. Number of years worked with Public Service Commission

30 Years and above	
20- 29 Years	
11-19 Years	
5-10 Years	
4 Years and below	

5. Highest educational qualification

Doctoral degree   [ ]

Master degree   [ ]

Bachelor degree   [ ]

Diploma   [ ]

Others   [ ]

6. Do you perform duties requiring you to have leadership skills

Yes   [ ]   No   [ ]

7. Kindly explain your answer in (No 6).

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8. What are the challenges associated with the

duties……………………………………………………………………………………

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9. Which courses have you attended on leadership skills

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SECTION B: Effectiveness of SLDP Course

10. Did the following courses prepare you in leadership development? Tick your appropriate

response. SA stands for strongly agree, A stands for agree, DS stands for disagree, SDA

stands for strongly disagree and U stands for undecided.

	SA	A	DS	SDA	U
1. Strategic planning in leadership					
2. Transition from manager to a leader					
3. Developing leadership competencies					
4. Leadership for performance improvement					
5. Culture and change management					
6. Coaching, mentorship and planning					

11. What other courses can you suggest on leadership skills development

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12. Were the following achievement of objectives of the SLDP programme achieved, stating

how you concur by ticking the appropriate response?   SA stands for strongly agree, A

stands for agree, DS stands for disagree, SDA stands for strongly disagree and U stands

for undecided

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	SA	A	DS	SDI	U
1. Enhance synergy among reform initiatives in the public sector.					
2. Develop use of strategic thinking in operation of organisations					
3. Make participants develop the attributes and attitudes and competencies they need to develop organisations					
4. Re –orient managers and make them more focused on delivering quality service to customers					
5. Application of various techniques to improve performance in the public sector					
6. Develop a sense of ownership to the organisations duties and responsibilities					
7. New skills are applied which enhance public service delivery					
8. Application of diverse skills to improve performance in the public sector					
9. Have ownership to the organisations duties and responsibilities					
10. Commission leadership has developed action plans for all activities and programmes					

SECTION C: Satisfaction and Perceptions on SLDP

13. i). Satisfaction on Leadership Development Programme

Satisfaction	SDA	D	U	A	SA
1. Course objectives were clear					
2. Relationship between content and workplace clear					
3. Course well-coordinated					
4. Content well prepared					
5. Working environment encourages leadership development initiatives					
6. Relationship between organisation and course not very clear					
7. Efficient communication of course material					
8. Course content was very well loaded and grounded					
9. Facilitators provided course material at the end					

	VS	S	U	D	VD
10. Classes are large					
11. Expectations of learners were met					
12. The course is theoretical					
13. The participants were supported by employer					
14. Some participants do not need the course					
15. Course lacks a flow of topics					
16. Course should be taught to all staff in an organisation					

ii). Perceptions of SLDP

Please indicate level of satisfaction with the following by selecting; VS=Very Satisfied S=Satisfied U=Undecided D=Dissatisfied and VD= Very Dissatisfied

Perceptions	VS	S	U	D	VD
1. Invitation procedures					
2. Orientation and debriefing					
3. Accommodation provided					
4. Relaxation and entertainment facilities					
5. Access to computers and internet					
6. Facilitators preparedness on content delivery					
7. Post training debriefing by supervisors					
8. Acceptance of new ideas and change in place of work					
9. Overall change in behaviour and service delivery					

SECTION D: Challenges Faced on Implementation of Sldp and Solutions

14. Are the skills learnt from strategic leadership development programme used often and

effeciently?

Often [ ] rare [ ] never [ ]

15. Leadership development training programmes are effective in preparing leadership skills

Yes [ ] No [ ]

16. What are strategic leadership developments programmes challenges that may have hindered overall success of the programme?

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17. Suggest possible solutions to the challenges

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18. What specific aspects of the programme need to be improved…………………………………………………………………………………………

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Thank you for your time!

APPENDIX II: QUESTIONNAIRE FOR REGULAR STAFF ON SENIOR STAFF WHO HAVE ATTENDED SLDP COURSE

Hezron Nyagaka Nyamwega

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Nairobi Kenya

Introduction

The purpose of this evaluation study is to assess how effective Leadership Development Programme is implemented. The evaluation forms part of the requirements for the award of a Doctor of Philosophy (PhD) Degree programme at the Catholic University of Eastern Africa. Accordingly, the information you will provide is for research purposes only. Feel free to answer all the questions in this questionnaire. The information you provide will be treated with highest level of confidentiality possible. Read all the questions and fill in or tick the appropriate answer.

SECTION A: Demographic Information

1. Sex   Male   [ ]   Female   [ ]

2. Designation ………………………………………….

3. Grade………………………………………………….

4. Number of years worked with Public Service Commission.

30 &	
20- 29 Years	
11-19 Years	
5-10 Years	
4 & below	

5. Highest educational qualification

Doctoral degree   [ ]

Master degree   [ ]

Bachelor degree   [ ]

Diploma   [ ]

Others   [ ]

6. Are you aware if your senior colleagues attend or have attended SLDP course?

       Agree [ ]   Disagree   [ ]

7. What other courses can you suggest on leadership skills development for senior staff

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8. Are operations of the Commission handled strategically?

       Agree [ ]   Disagree   [ ]

9. **i).** *In a scale of 1-5, where 1= SDA (Strongly Disagree) 2=D(Disagree), 3= UD (Undecided) 4= A (Agree), 5=SA (Strongly Agree): Tick your appropriate response on your perceptions on your supervisors.*

Statement	SDA	D	UD	A	SA
	1	2	3	4	5
1. Were you served better than the last time you were served by your supervisors after undergoing strategic leadership programme					
2. There is change in the way services are provided					
3. The services have improved tremendously					
4. Senior staff may need some retraining in leadership					
5. Senior staff have learnt new skills in leadership since they last attended the training.					

ii). Perceptions of SLDP

Please indicate level of perceptions with the following by selecting; VS=Very Satisfied S=Satisfied U=Undecided D=Dissatisfied and VD= Very Dissatisfied

Perceptions	VS	S	U	D	VD
1. Kind of services received					
2. Courtesy of the senior staff when providing services					
3. Overall change in behaviour and service delivery					

10. What are some of the challenges senior staff (leaders) face in providing quality service to you
?……………………………………………………………………………………………
…………………………………………………………………………………………………

11. Suggest possible solutions to the challenges
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

12. What measures do you think can be taken to improve the SLD programme so that it can produce the best
leaders…………………………………………………………………………………………
…………………………………………………………………………………………………

13. Give any other suggestions regarding leadership training programme for senior staff
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

Thank you for your time!

Appendix III: INTERVIEW GUIDE FOR SUPERVISORS OF PUBLIC SERVICE COMMISSION

HEZRON NYAGAKA NYAMWEGA

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NAIROBI KENYA

Name of interviewer…………………………………………………………………

Name of interviewee…………………………………………………………………

Designation ……………………………………………………………………………

Date and time of interview…………………………………………………………

Station ………………………………………………………………………………..

1.   What are your duties in this Commission?

2.   How do you identify leadership competencies?

3.   How do you identify leadership needs of senior officers in this commission? What challenges do you face in identification?

4.   How do you address challenges?

5.   What are the main inputs in implementing action plans relating to leadership development

6.   How would you rate officers who have undergone training in strategic leadership development programme? VG= Very Good G=Good F=Fair P=Poor

RATING	VG	G	F	P	REASONS
Increased initiative to workplace					
New concepts transferred to the workplace					
Application of new concepts in work place					
Increased competence					
Positive attitude					
Willing to undertake more responsibilities					
More motivated to work					
Improved performance and results oriented					
Mentoring and coaching others					

7. What is your role in implementation of leadership development?

8. What is the success of leadership development in your organisation?

9. What are the training and non-training needs you have identified in the place of work?

10. What are the indicators that the programme is successful to PSCK?

11. What needs have been made by this programme?

12. What are the failures of the strategic leadership development programmes?

13. Suggest possible solutions to 12 above?

Thank you for your time to answer the questions!

Appendix IV: INTERVIEW GUIDE FOR COURSE COORDINATORS

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NAIROBI KENYA

Name of interviewer…………………………………………………………………

Name of interviewee…………………………………………………………………

Designation ……………………………………………………………………………

Date and time of interview……………………………………………………………

Station …………………………………………………………………………………..

1. What are your duties in KSG?

2. How do you identify leadership competencies?

3. How do you identify leadership needs of senior officers who come for SLDP? What challenges do you face in identification?

4. How do you address the challenges?

5. What are the main inputs in implementing action plans relating to leadership development?

6. How would you rate officers who have undergone training in Strategic Leadership Development Programme? VG= Very Good G=Good F=Fair P=Poor

RATING	VG	G	F	P	REASONS
Increased initiative at the workplace					
New concepts transferred to the workplace					
Application of new concepts in work place					
Increased competence					
Positive attitude					
Willing to undertake more responsibilities					
More motivated to work					
Improved performance and results oriented					
Mentoring and coaching others					

7. What is your role in implementation of leadership development programme?

8. What is the success of leadership development in KSG so far?

9. What are the indicators that the programme is successful to PSCK?

10. What are the failures of the strategic leadership development programmes?

11. Suggest possible solutions to the failures mentioned in question 10 above.

Thank you for your time to answer the questions!

APPENDIX V: DOCUMENT ANALYSIS REGISTER

HEZRON NYAGAKA NYAMWEGA

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NAIROBI KENYA

 Tick the appropriate observation.

Document	Status		Remarks
	Available	**Not Available**	
Attendance Register			
Training Modules			
Evaluation mark sheets			
Time Table			
Syllabus			
Evaluation documents and reports			
Revision of the programme reports			

Appendix VI: Authorization Letter from NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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2241349,3310571,2219420
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9th Floor, Utalii House
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/61604/14675**

Date:
24th November, 2016

Hezron Nyagaka Nyamwega
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Evaluation of the strategic leadership development training programme in the Public Service Commission of Kenya for effective service delivery,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **23rd November, 2017.**

You are advised to report to **the Chief Executive Officers of the selected Government Agencies, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The Chief Executive Officers
Selected Government Agencies.

The County Commissioner
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MR. HEZRON NYAGAKA NYAMWEGA
of CATHOLIC UNIVERSITY OF EASTERN
AFRICA, 43126-100 nairobi,has been
permitted to conduct research in
Nairobi County

on the topic: EVALUATION OF THE
STRATEGIC LEADERSHIP DEVELOPMENT
TRAINING PROGRAMME IN THE PUBLIC
SERVICE COMMISSION OF KENYA FOR
EFFECTIVE SERVICE DELIVERY

for the period ending:
23rd November,2017

Permit No : NACOSTI/P/16/61604/1
Date Of Issue : 24th November,20
Fee Recieved :ksh 2000

....
**Applicant's
Signature**

....
**Director General
National Commission for Sci
Technology & Innovation**

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Appendix VIII: Research Authorization Letter from The Public Service Commission

PUBLIC SERVICE COMMISSION

Telephone: (020) 2223901
When replying quote
E-mail: psck@publicservice.go.ke
Fax: No. 214791

COMMISSION HOUSE
HARAMBEE AVENUE
P.O. Box 30095 - 00100
NAIROBI

Ref No. PSC/HRM/47/XL1X/58

14th November, 2016

Hezron Nyagaka Nyamwega
P.O. Box 43126-00100
NAIROBI

RE: AUTHORITY TO CONDUCT RESEARCH AT THE PUBLIC SERVICE
          COMMISSION

In reference to your letter dated 7th November, 2016, this is to inform you that
authority is hereby granted for you to carry out the research.

It is noted that the data collected during the research will be treated with
confidentiality and used only for academic purpose.

ALICE A. OTWALA (MRS.). CBS
SECRETARY/CEO
PUBLIC SERVICE COMMISSION

Appendix IX: The Programme Evaluation Standards

Drawn from: The Joint Committee on Standards for Educational Evaluation, James R. Sanders, Chair (ed.): The Program evaluation Standards, 2nd edition. Sage Publication, Thousand Oaks, USA, p.23-24; 63; 81-82,125-126 (see www.wmich.edu/evalctr/jc/)

"Utility Standards

The utility standards are intended to ensure that an evaluation will serve the information needs of intended users.

U1 Stakeholder Identification Persons involved in or affected by the evaluation should be identified, so that their needs can be addressed.

U2 Evaluator Credibility The persons conducting the evaluation should be both trustworthy and competent to perform the evaluation, so that the evaluation findings achieve maximum credibility and acceptance.

U3 Information Scope and Selection Information collected should be broadly selected to address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders

U4 Values Identification The perspectives, procedures, and rationale used to interpret the findings should be carefully described, so that the bases for value judgments are clear.

U5 Report Clarity Evaluation reports should clearly describe the program being evaluated, including its context, and the purposes, procedures, and findings of the evaluation, so that essential information is provided and easily understood.

U6 Report Timeliness and Dissemination Significant interim findings and evaluation reports should be disseminated to intended users, so that they can be used in a timely fashion.

U7 Evaluation Impact Evaluations should be planned, conducted, and reported in ways that encourage follow-through by stakeholders, so that the likelihood that the evaluation will be used is increased."

"Feasibility Standards

The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

F1 Practical Procedures The evaluation procedures should be practical, to keep disruption to a minimum while needed information is obtained.

F2 Political Viability The evaluation should be planned and conducted with anticipation of the different positions of various interest groups, so that their cooperation may be obtained, and so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted or counteracted.

F3 Cost Effectiveness The evaluation should be efficient and produce information of sufficient value, so that the resources expended can be justified."

"Propriety Standards

The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.

P1 Service Orientation Evaluations should be designed to assist organizations to address and effectively serve the needs of the full range of targeted participants.

P2 Formal Agreements Obligations of the formal parties to an evaluation (what is to be done, how, by whom, when) should be agreed to in writing, so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it.

P3 Rights of Human Subjects Evaluations should be designed and conducted to respect and protect the rights and welfare of human subjects.

P4 Human Interactions Evaluators should respect human dignity and worth in their interactions with other persons associated with an evaluation, so that participants are not threatened or harmed.

P5 Complete and Fair Assessment The evaluation should be complete and fair in its examination and recording of strengths and weaknesses of the program being evaluated, so that strengths can be built upon and problem areas addressed.

P6 Disclosure of Findings The formal parties to an evaluation should ensure that the full set of evaluation findings along with pertinent limitations are made accessible to the persons affected by the evaluation and any others with expressed legal rights to receive the results.

P7 Conflict of Interest Conflict of interest should be dealt with openly and honestly, so that it does not compromise the evaluation processes and results.

P8 Fiscal Responsibility The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and otherwise be prudent and ethically responsible, so that expenditures are accounted for and appropriate."

"Accuracy Standards

The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

A1 Program Documentation The program being evaluated should be described and documented clearly and accurately, so that the program is clearly identified.

A2 Context Analysis The context in which the program exists should be examined in enough detail, so that its likely influences on the program can be identified.

A3 Described Purposes and Procedures The purposes and procedures of the evaluation should be monitored and described in enough detail, so that they can be identified and assessed.

A4 Defensible Information Sources The sources of information used in a program evaluation should be described in enough detail, so that the adequacy of the information can be assessed.

A5 Valid Information The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the interpretation arrived at is valid for the intended use.

A6 Reliable Information The information-gathering procedures should be chosen or developed and then implemented so that they will assure that the information obtained is sufficiently reliable for the intended use.

A7 Systematic Information The information collected, processed, and reported in an evaluation should be systematically reviewed, and any errors found should be corrected.

A8 Analysis of Quantitative Information Quantitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.

A9 Analysis of Qualitative Information Qualitative information in an evaluation should be appropriately and systematically analyzed so that evaluation questions are effectively answered.

A10 Justified Conclusions The conclusions reached in an evaluation should be explicitly justified, so that stakeholders can assess them.

A11 Impartial Reporting Reporting procedures should guard against distortion caused by personal feelings and biases of any party to the evaluation, so that evaluation reports fairly reflect the evaluation findings.

A12 Metaevaluation The evaluation itself should be formatively and summatively evaluated against these and other pertinent standards, so that its conduct is appropriately guided and, on completion, stakeholders can closely examine its strengths and weaknesses."

Appendix X: Counties of Kenya

Figure showing map of Kenya and the Counties of Kenya: Source Google Map.