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Strategies for Developing Leadership Development Programs to Meet Organizational Goals

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MBA, Stratford University, 2017

BS, Western Carolina University, 2010

Doctoral Study Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Financial business leaders lack strategies to successfully develop leadership development programs to meet organizational goals. Financial business leaders are concerned that all business organizations struggle with leadership development. Grounded in the substitutes for leadership theory, the purpose of this qualitative case study was to explore strategies financial business leaders use to successfully develop leadership development programs to meet organizational goals. The participants comprised three financial executives located in the southeastern United States who are responsible for leadership development. Data were collected using semistructured interviews and a review of organizational electronic information. Three themes emerged: training, resources, and communications. The key recommendation is for executive financial leaders to implement leadership development programs that are tied to organizational goals and values. The implication for positive social change includes leaders being better trained to lead subordinates, which may lead to a more satisfying work environment, lower employee turnover, and the attraction of talented new employees to help produce community viability.

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Section 1: Foundation of the Study

Organizations collectively lose over $13 billion per year due to failing leadership development programs (LDPs). According to Boatman and Wellins (2011), only 18% of HR managers report that their future leaders are either very strong or strong. Substitutes for leadership, a theory developed by Kerr and Jermier in 1978, has been expanded but has yet to be applied to the effects on LDPs. Considering substitutes for leadership when developing LDPs may improve their efficacy, thus developing more effective leaders.

Background of the Problem

Many organizations insert substitutes for leadership throughout their organization without regard to their LDP. However, LDPs are generally developed to further organizational goals. Aldulaimi (2018) found that leadership development programs increase leaders' performance so that they can fill the gaps within their organization. Standards, methodologies, and bureaucracies are all examples of common substitutes for leadership (Miner, 2011). Substitutes for leadership can cause positive, negative, or neutral results in organizations, and companies apply them in many settings. The common theme of substitutes for leadership no matter the outcome, is that they negate the need for leaders to lead or give direction to subordinates. Miner (2011) stressed the negative impact that substitutes have on organizations. Further, Zaccaro et al. (2000) found that assessing a leader’s abilities is a difficult and time-consuming effort that many avoid. Without understanding the effects of substitutes for leadership, organizations are unable to effectively develop leaders through their LDP.

Problem Statement

Substitutes for ethical leadership such as standards and methodologies may render financial leaders incapable of influencing subordinates' behavior or performance (Mostafa, 2018). According to a study by Couch and Citrin (2018), U.S. companies spend over $13 billion dollars annually on leadership development; yet 81% of organizations admitted they were ineffective at developing leaders. The general business problem is that business leaders are not focusing on effective substitutes for leadership when developing leadership development programs (LDPs) resulting in ineffective leadership. The specific business problem is that some financial business leaders lack strategies to successfully develop leadership development programs to meet organizational goals.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. The targeted population of this study consisted of business leaders in three financial institutions located in the mid-Atlantic region of the United States who have successfully developed leadership development programs to meet organizational goals. The results of this study may contribute to social change by more effectively developing leaders that can take their skills beyond their workplaces and serve in civic and volunteer groups that may also benefit from their effective development.

Nature of the Study

The three research methods available to utilize were qualitative, quantitative, and mixed (Saunders et al., 2015). Qualitative methodology was used in this study because it is used to explore phenomena and to gain a better understanding of phenomena (Reinecke et al., 2016). Administrators and policymakers use applied qualitative research to inform ways to improve policies or practices (Merriam & Tisdell, 2016). In contrast, quantitative researchers use closed-ended questions to characterize variables or examine relationships among variables (Saunders et al., 2015). Quantitative methodology was not appropriate for this study because hypotheses to examine variables' characteristics or relationships will not be tested in this study. Similarly, the mixed method combines qualitative and quantitative methods to explore and examine complex phenomena by studying the relationship variables and by collecting answers to research questions (Fossaluza et al., 2017). Mixed method research was not appropriate because hypotheses were not required to address the proposed study's purpose.

I considered three qualitative research designs for my proposed study: (a) case study, (b) phenomenological, and (c) ethnographic. Multiple case study design was used in this study to enable studying and comparing results from multiple cases (Yin, 2018). Phenomenological research is used to interpret personal meaning of participants' lived experiences (Saunders et al., 2015). This multiple case study focused on strategies for developing effective leadership development programs, rather than personal meanings of lived experiences; therefore, phenomenological research design was not appropriate for this study. Ottrey et al. (2018) argued that ethnographic design is a qualitative research process for discovering and presenting the knowledge, behaviors, and interpreted experiences of a group's culture. Ethnographic research is the formal method used to gather the cultural knowledge from a social group. Since characterizing a group's culture was not the focus for this study, an ethnographic design was not appropriate for this study.

Research Question

What strategies do financial business leaders use to develop leadership development programs to meet organizational goals?

Interview Questions

1. What policies or procedures did your company use to develop LDP strategies to address meeting organizational goals by reducing leaders' need for continuing employee guidance?

2. Please describe the process of developing your company's LDP.

3. How are leaders in your company trained to successfully meet organizational goals by reducing their need for providing continuing employee guidance?

4. How are employees encouraged to reduce their need for guidance from leaders?

5. What has your organization found valuable for reducing leaders' need for continuing employee guidance?

6. How does your company track LDP training outcomes and employee performance?

7. How did your company change their LDPs to increase their effectiveness in enabling leaders to avoid having to provide continuing employee guidance for meeting organization goals?

8. What else would you like to share concerning leadership development strategies to reduce the need for chronic employee guidance?

Conceptual Framework

The conceptual framework for this study was the substitutes for leadership theory developed by Kerr and Jermier in 1978. Substitutes for leadership are situational factors that neutralize the continuing need for leadership and are woven throughout many organizations (Kerr & Jermier, 1978). Some organizations intentionally insert substitutes for leadership to reduce the dependency employees have on their leader (Kerr & Jermier, 1978) through policies or procedures. Podsakoff et al. (1996) argued that Kerr and Jermier's substitutes for leadership theory is supported by four supporting constructs. First, substitutes for leadership theory was built from House's theoretical bias of the path-goal theory of leadership (House, 1975). Second, why some leaders' behaviors may be effective in some situations, but either noneffective or damaging in other situations, is explained in the substitutes for leadership theory. Third, other than leaders' behavior, an explanation of the factors that influence subordinates' attitudes, behaviors, and perceptions is provided in the substitutes for leadership theory. Fourth, insights into situations that may support the development of beneficial substitutes for leadership to enhance effectiveness of an organization is provided in the substitutes for leadership theory. As applied to this study, substitutes for leadership theory provided a useful lens to explore strategies that some organizations used to improve their LDPs for enabling participants to meet organizations' goals without the need for leaders' continuing guidance.

Operational Definitions

Leadership development program (LDP): Personalized training and development focused on an organization's vision, mission, and strategic plan to ensure employees are successful in current and future leadership positions (Holt et al., 2018).

Leadership Trait Questionnaire (LTQ): A questionnaire is used to measure personal characteristics of leadership (Northouse, 2016).

Path-goal theory: The technique where leaders motivate subordinates to accomplish goals by enhancing follower performance and satisfaction (Evans, 1970).

Substitutes for leadership: Standards, methodologies, or bureaucracies that can render leader's incapable of influencing subordinates' behavior or performance (Mostafa, 2018).

Transactional leader: A leader who focuses on the exchanges that occur between them and their subordinates such as reward systems (Northouse, 2016).

Transformational leader: A leader that goes beyond traditional leadership models by including development of subordinates, while placing strong emphasis on morals and ethics (Northouse, 2016).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are facts that either have not been or cannot be verified that may affect how the researcher interprets the data (Armstrong & Kepler, 2018). In this study, three assumptions were identified. The first assumption was that all participants in the study will be truthful in the answers that they provide to the interview questions. The second assumption was that the organizations studied have implemented a program for substitutes for leadership. The third assumption was that substitutes for leadership effect leaders' ability to lead.

Limitations

According to Yin (2017), limitations are factors that are beyond the control of the researcher. There are three limitations to this study. The first limitation is the sample size of the study will be limited based on the number of organizational managers available. The second limitation is scheduling interviews with participants may be difficult. The third limitation is participants may be reluctant to speak negatively about their organization.

Delimitations

Delimitations give boundaries, structure, and scope to the research (Yin, 2017). Moreover, data, conceptual framework, and methodology may contribute to restricting applicability of the research. Delimitations must be preset so that the data selected and grouped fits the model of the problem or phenomenon studied (Diefenbach, 2009). There are two delimitations in this study. The first delimitation is only participants from organizations in the mid-Atlantic and southern regions of the United States will be included in this study. The second delimitation is the study includes only managers in financial organizations involved with LDPs.

Significance of the Study

Contribution to Business Practice

With over 68% of employees considered unengaged at work, organizations are under extreme pressure to develop leaders (Adkins, 2015). According to Chartered Institute of Personnel and Development (2016), the lack of engagement may be due to only 35% of employees feeling inspired by their employers. This disengagement costs U.S. corporations $350 billion annually (Osborne & Hammoud, 2017). Kahn (1992) argued that the more engaged employees are at work, the better they perform tasks, thereby avoiding the cost associated with disengaged employees. Businesses with the highest employee engagement are 17% more productive and 21% more profitable than those with the lowest employee engagement (Gallup, 2017). Holt et al. (2018) concluded LDPs should be the link between theory and experiences to practical applications to benefit organizations. My study's findings may be significant to business practice in an area described by King and Nesbit (2015) as how to better align LDPs with corporate strategies, learning objectives, program design, and evaluation. The study's results may provide cost savings strategies for developing and implementing effective LDPs that reduce the need for leadership guidance to achieve an organizations' goals.

Implications for Positive Social Change

LDPs are used to develop leaders through the long-term process of social change by focusing on collaboration, service-orientation, and values-based processes (Read et al., 2016). The results of this study may implicate positive social change through leaders being better trained to lead subordinates, thus providing a more satisfying work environment for both leaders and subordinates. Applying the results of this study may further change the business into a more desirable place to work, thus lowering employee turnover and attracting talented employees. Additionally, as leaders commonly serve in civic and volunteer organizations, they may also use new competencies developed at work in these additional positions. Civic and volunteer organizations could then directly benefit from being led by competent leaders at no additional cost.

A Review of the Professional and Academic Literature

The purpose of this qualitative multiple case study was to explore the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. Topics related to substitutions for leadership theory and LDPs found in books, journals, reports, and peer-reviewed sources are included in this literature review. Sources came from the following databases: ProQuest Central, Academic Sech Complete, SAGE Knowledge, and SAGE Research Methods Online. Several searches were also conducted using the Walden University's library with these keywords and combinations of *leadership, leadership development, leadership development programs, leadership development cost, leadership development failure, leadership theories, evaluating leadership development programs, roles and responsibilities in leadership development, improvement of leadership learning, sustainability in leadership development, the importance of transference, creative and innovative leadership development programs, professional-quality through transformational leadership,* and *participants' needs in leadership development programs.* The literature review includes the substitutes for leadership theory and a discussion of LDPs. I used Walden library's filter as well as Ulrich's Global Series Dictionary to ensure that the articles were peer-reviewed. The literature review contains 80 references; all 80 were peer-reviewed. Of the total, 47 resources were published within 5 years of this dissertation's writing.

Substitutes for Leadership Theory

The purpose of this qualitative multiple case study was to explore the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. The targeted population of this study consisted of business leaders in three financial institutions located in the mid-Atlantic region of the United States who have successfully developed leadership development programs to meet organizational goals. The results of this study may contribute to social change by more effectively developing leaders that take their skills beyond their workplaces and serve in civic and volunteer groups that, in turn, benefit from their effective development.

Standards, methodologies, and bureaucracies are all examples of common substitutes for leadership (Miner, 2011). The substitutes for leadership theory were developed by Kerr and Jermier from the path-goal theory as recognized in Evans (1970) and House (1971). Substitutes for leadership have a detrimental effect on a leader's ability to influence subordinates' behavior or performance (Miner, 2011). Further, if a leader tries to form a structure around such impediments, it would seem redundant or unnecessary (House et al., 1971).

Proactive personality acts as a substitute in the relationship between ethical leadership, workplace emotions, and organizational citizenship behaviors. Additionally, researchers found that ethical leadership was significantly and negatively related to negative workplace emotions when subordinate proactive personality was low (Velez & Neves, 2018). Velez and Neves (2018) also found a correlation between the leadership theory with workplace emotions and examined employee personal characteristics' moderating effect. Organizations have effective strategies to minimize adverse consequences, specifically by enhancing employees' proactivity, as suggested by Kerr and Jermier (1978). A positive attribute of substitutes for leadership is that organizations can minimize negative employee characteristics (Velez & Neves, 2018). However, the idea that some substitutes can be positive is supported by the literature.

In Muchiri and Cooksey (2011), a self-report questionnaire was used to test and analyze 177 employees using ICLUST analysis and hierarchical multiple regression analysis grounded in leadership theory substitutes. The significant positive effects of some substitutes for leadership on performance outcomes are indicted in the results of the test. The positive effects some substitutes have, specifically on performance, will be noted in this study. Substitutes that have been introduced into organizations to assist managers are also addressed in the literature review; however, substitutes have a significant negative side (Kerr & Jermier, 1978).

Nubold et al. (2013), a study of core self-evaluations (CSE), is centered on transformational leadership theory. Nubold et al. (2013) analyzed how high CSE may represent a substitute for transformational leadership, specifically influencing follower motivation and performance. The researchers also explained how to adapt leaders' behaviors to followers' needs. Researchers indicated that compensation is possible for the lack of leadership abilities, which is consistent with Kerr and Jermier (1978). Additionally, organizations can further develop employees through interventions.

Zaccaro et al. (2000) is a continuance of previously developed complex problem-solving assessments of leaders. As covered in the study, the three characteristics of Army officers are overall skill performance, less complex exercises, and critical problem-solving skills. The results gleaned from Zaccaro et al. (2000) are of particular value because the effort required to assess leaders' abilities and needs is explained. There are reasons why organizations develop substitutes (Miner, 2011). Many times, these substitutes are due to the lack of leadership ability within their organization (Kerr & Jermier, 1978). Other times, organizations develop substitutes to assist leaders in their duties. According to Zaccaro et al. (2000), much work is required to properly assess leaders' abilities before making assumptions about required substitutions.

In Eva et al. (2021), a study was conducted to investigate the relationship between servant leadership and organizational structure. Researchers found that a noticeable relationship did exist between servant leadership behaviors and followers' satisfaction when operating in an organization with lower levels of organizational structure. This study is significant because it details the importance and impact of organizational structure, as detailed in Miner (2011).

Transformational Leadership

Ehrnrooth et al. (2021), studied the investments of high-performance work systems (HPWS) and transformational leadership. According to the study, managers would be more successful at retaining employees if they focused more on HPWS than improving their transformational leadership; however, it is important to note that transformational leadership behaviors become increasingly important when combined with HPWS in some cases (Ehrnrooth et al., 2021). When studied against the literature, it is evident that substitutes as HPWS can be combined with other leadership theories for a positive result consistent with Miner (2011).

Zhu and Bao (2017) studied the center on transformational leadership, both individual and group focused, seeking to understand if individual-focused or group-focused transformational leadership were ether a substitute or compliment to leadership. The relationship was found to differ between mature and new organizations. In newer organizations, it was said that transformational leadership was more important than strategic decisions and daily management. Additionally, organic and mechanistic structures can also determine the effects of both individual and group-focused transformational leadership. Researchers could use Zhu and Bao (2017), combined with Ehrnrooth et al. (2021), to further determine the value of an increased use of transformational leadership in both individual and group settings.

Ethical Leadership

Koopman et al. (2019) discussed ethical leadership as a substitute. In this study, researchers sought out ways to better understand why employees perceived that they were treated fairly by their supervisor. The more ethical the supervisor was, as perceived by subordinates, the less their actions were viewed as judgmental, as suggested in the findings (Koopman et al., 2019). It was concluded that ethical leadership substitutes the supervisor's justice enactment. This is consistent with Velez and Neves (2017) and shows a positive substitute for leadership.

Pieterse et al., (2019) studied the attempt to better understand the role authority differentiation has on team members of an organization. Prior to this study, the literature remained inconsistent regarding the effectiveness of low authority differentiation, or self-managing teams; however, this study showed that self-management is only beneficial when the members share the same goal orientation. When teams differed in goal orientation, it was found that high authority differentiation, or having a hierarchical leader was more beneficial. This information would suggest that management style of a team can be a substitute for leadership. It would be beneficial to organizations to use Pieterse et al. (2019) with Zhu and Bao (2017) to better understand the scope of role authority in different settings and the effect on the population.

Stein and Min's (2019) study sought to determine if an organization's high-commitment human resource management (HRM) strategy could substitute for the effect of servant leadership in promoting employees' affective commitment, psychological empowerment, and retention. Findings included that high-commitment HRM strategics and servant leadership could substitute for each other. Practitioners can benefit from the understanding that if their organization cannot afford a high-commitment HRM, investing in developing servant leadership skills can be both beneficial and practical. This is like the findings of Ehrnrooth et al. (2021) where an organization can choose between a substitute, HPWS or HRM, and then train leaders to a specific leadership theory.

The purpose of Sok et al. (2018) was to determine if transformational leadership is always beneficial in frontline service employees. Researchers were able to determine that the role of the leader is not always affective in all situations. Frontline service employees with high levels of enjoyment and customer service ability were determined to rely on supervisors less for guidance and support. Organizations in this situation could benefit from understanding Sok et al. (2018) and applying studies from Ehrnrooth et al. (2021) and Stein and Min (2019) in leadership development.

There have been many claims in the literature regarding what can be perceived as a substitute for leadership. Guerrero et al. (2018) claimed that customer positive feedback can substitute for managers' transformational leadership. The researchers claimed that this substitute can have a positive impact on employees' motivational state. What was not discussed was the negative side, such as if the positive feedback was not an accurate summation of employees' performance. This differs from much of the literature and how Kerr and Jermier (1978) described substitutes for leadership because it is outside of the organization.

In Kroon et al. (2017), the researchers were able to determine that mindfulness can compensate for low levels of transformational leadership. This compensation, as described by Kroon et al. (2017) acts as a substitute for leadership, especially when fostering intrinsic motivation, and in turn, extra-role performance, which is in line with Kerr and Jermier (1978) and Miner (2011). Leadership development programs can use this information to further develop mindfulness in leaders, creating a more positive environment when transformational leadership is less likely, just as above with Ehrnrooth et al. (2021) and Sok et al. (2018).

In Velez and Neves (2017), researchers applied the substitutes for leadership (Kerr & Jermier, 1978) theory to ethical leadership to study if the effects of followers' attributes would either enhance or minimize the influence of ethical leadership. The study provided that ethical leadership reduces employee negative emotions and promotes employee positive emotions. The study also provided an additional substitute for leadership, employee proactive personality, to the list of leadership substitutes found in the literature by Evans (1970), House (1971), and Miner (2011).

Evaluating Leadership Development Programs

King and Nesbit (2015) provided insight into evaluating the impact of leadership development programs. This goes further than Ehrnrooth et al. (2021), Sok et al. (2018), and builds on Kerr and Jermier (1978) through evaluation. The focus of the study was a post-training analysis of learning and comparing it to traditional evaluation analysis. According to King and Nesbit (2015), trends exist in an increase in leadership development programs that focus on developing leaders who already demonstrate behaviors and abilities to succeed in varying environments. However, it is imperative to understand the evaluation criteria on the impact businesses require from their leadership development programs.

King and Nesbit (2015) included two stages: (1) a traditional evaluation of the leadership development program and (2) 30 semi structured interviews comparing participants' experience, environment, and approach to the challenge. Producing the research in the two stages allows one to evaluate both techniques' strengths and weaknesses. King and Nesbit (2015) found that the traditional evaluation provided less detail, which has led to dissatisfaction with the outcomes. An example of such an assessment is the Kirkpatrick Evaluation Model (Kirkpatrick & Kirkpatrick, 2008). The Kirkpatrick and similar models' weaknesses are they generally measure knowledge transfer to employees versus the impacts of leadership development programs.

King and Nesbit (2015) is a study of leadership development based on the interviews focused on experience, environment, and approach to the challenge versus the traditional process of simple evaluation. This evaluation method of leadership development focuses on qualitative methodologies of critical incidents of learning and the impact of context on learning. Researchers then compared the results to a more typical immediate quantitative evaluation.

Maheshwari and Yadav (2018) was a study that explored leadership development strategies. Even though both business strategies and the literature supports leadership development programs, there is a lack of leadership development strategy. According to the authors, there was a lack of business alignment, leadership support, learning opportunities, and individual aspiration fulfillment that has been understated.

To address the lack of strategy in leadership development, Maheshwari and Yadav (2018) stated that there is a six-step approach for establishing strategic leadership development: articulation of leadership context; alignment of business strategy, assessment of individual readiness; adaptable organization environment; aspiration alignment; and agile HR processes. Masheshwari and Yadav (2018) could be used with research from King and Nesbit (2015) to understand if the claims were effective.

Successful Leadership Development Programs

The purpose of Longenecker and Insch's (2018) study is to identify the specific engagement of senior leaders to ensure successful leadership development. Billions of dollars are spent annually on leadership development programs, but little was available on senior leaders' role in supporting these efforts (Longenecker & Insch, 2018). Longenecker and Insch's (2018) research adds to the current literature due to the unique perspective of those professionals that build leadership development programs. Additionally, understanding the roles needed to ensure successful leadership development, especially with the caveat of limited resources, is assisted in this study.

Longenecker and Insch (2018) was a qualitative study that contained structured focus groups with over 250 executives, HR leaders, and talent managers from over 30 global organizations. Each participant was responsible for leadership development in their respective organization. This expansive and diverse subject pool is a strength for this study. However, a weakness is that the participants joined groups to refine their answers when asked questions individually. According to Longenecker and Insch (2018), leadership development was the sole factor, and individuals committed to improving this discipline to improve the organization. The findings included several vital behaviors that support leadership development: (1) commitment to the process; (2) identification of needed actions; (3) financial support; (4) understanding of the organization's leadership development process; (5) staffing and technology needs; (6)

creating a climate of continuous learning; and (7) role modeling. Again, an organization could use Longenecker and Insch (2018) alongside King and Nesbit (2015) to test efficacy of the proposed solution.

Much like King and Nesbit (2015), Stillman et al. (2018) is focused on a talent development program to improve leadership knowledge. Stillman et al. (2018) was a comprehensive leadership assessment with a one-to-one debrief and quantitative and qualitative feedback solicited for improvement opportunities. This assessment included a 34-item questionnaire to develop a tool named the Leadership Vital Signs assessment for analysis.

According to Aldulaimi (2018), leadership development programs will increase leaders' performance, filling the gaps within their organization. The test's 32 participants were from Aramco, a Saudi petroleum company, and represented different departments. Leadership development programs were increasingly effective when the organization purposefully selected and supported participants through all programs.

In Aldulaimi (2018), the researcher used the expectancy theory (Vroom, 1964) to provide a foundation for the study. In the expectancy theory, Vroom explained four assumptions: a) expectation about the needs, motivations, and experience of the participants; b) the participants relied on a conscious choice; c) desires from the organization (e.g., salary, advancement, and challenge); and d) the participants chose between alternatives to optimize their potential outcome. Employees assume that those who participate in leadership development programs will be promoted to leadership positions and fill gaps. Applying King and Nesbit (2015) to Aldulaimi (2018) would give an organization a clearer picture if the approach detailed in the study would be effective in their specific context.

In Miner (2011), the researcher studied the detriment substitutes for leadership have on the leader’s ability to influence subordinates' behavior or performance. Standards, methodologies, and bureaucracies were all examples of common substitutes for leadership. Miner further discussed the empirical theory and specifically how substitutes for leadership were derived from the path-goal theory Evans (1970) and, further by House (1971). Furthermore, Miner confirms House et al. (1971) that if a leader tried to form a structure around such impediments, it would seem redundant or unnecessary. According to Miner (2011), this type of testing is tied to expectancy theory and is a conscious variety. Miner (2011) also described how substitutes of leadership like employees the unconscious. Both conscious and unconscious constructs shape the theory (Miner, 2011).

Holtzhausen, (2019) is a study from South Africa that detailed the use of a mixture of leadership development interventions as vital in preparing leaders. When using diverse, complex and volatile environments, leaders are better prepared to handle multifaceted contextual issues. Further, this study showed that both human and social capital improvements are manageable through better developmental initiatives and appropriate programs. Researchers recognized six themes as beneficial; meaningfulness, networking; change in leadership skill set; changed outlook of South Africa; experiential learning; and cross-sectoral collaboration. This builds on the concepts of Kerr and Jermier (1978) and is consistent with similar studies.

Streeton et al. (2021) was a study that attempted to understand better vertical leadership development in the National Health Service (NHS) using the Improving Global Health (IGH) program. According to the researchers, there are many opportunities and programs for the growth of NHS employees. What made the IGH successful was how the program used multi-disciplinary groups of workers to learn leadership theory and then apply the theory in a global health system. Besides the structure, overseas placement, intensive induction, mentorships, and the encouragement to reflect were all acknowledged as critical in the leadership growth of the participants. Researchers provided evidence that supported the program's ability to grow participants' leadership abilities both vertically and horizontally. Streeton et al. (2021) is further strengthened with Longenecker and Insch's (2018) findings of 7 factors that supports leadership development.

Houchens et al. (2021) was a study of the Fueling Leadership in Yourself (FLY) leadership development program. The program focused on identifying critical techniques and behaviors and included all employees in a healthcare system. Researchers found that intermittent leadership development sessions facilitated by content experts thought experiential learning was effective in learning, satisfaction, and skills used in daily practice. This study is critical because the researchers intentionally remove the silos of specific leadership development programs by including different fields. Houchens et al. (2021) and Streeton et al. (2021) both provide that there is value in diversity in a leadership development program.

Just as described in Streeton et al. (2021) and Houchens et al. (2021) the study Wallace et al. (2020) used multiple perspectives to develop a leader and leadership development learning criteria classification system. The goal was to provide practitioners with the support to design and evaluate the effectiveness of leader education and development. Using a test as in King and Nesbit (2015), organizations could better understand if the perceived success found in Wallace et al. (2020) is factual.

Leadership Development and Sustainability

There is a direct correlation between human resource quality and sustainability (Szczepańske-Woszczyna & Kurowska-Pysz, 2016). Szczepańske-Woszczyna and Kurowska-Pysz (2016) was conducted in Poland and was limited geographically and weak. However, the unique history of Poland may suggest differently. The concept of sustainability is only about 30 years old in Poland, which provides a more condensed population and time for the study (Szczepańske-Woszczyna & Kurowska-Pysz, 2016). From the literature, Szczepańske-Woszczyna and Kurowska-Pysz (2016) were consistent with studies that embraced sustainability for much more extended periods. Additionally, the shorter time would prove very relevant given the profound changes in technology, theory, and practices in recent history, proving to be a strength in the study.

Szczepańske-Woszczyna and Kurowska-Pysz (2016) focused on managers and employees of organizations with sustainability as the goal. Szczepańske-Woszczyna and Kurowska-Pysz (2016) found leadership development is a critical element in organizations' sustainability. Focus on the quality of employees will ultimately lead to leadership development programs and when viewed with Longenecker and Insch's (2018) additional value can be placed when senior leaders are seen as driving the change.

Morris et al. (2020) described the nursing field as being unprepared for succession planning. Further, researchers found others commonly saw nurses in new leadership roles as unprepared for their new roles. Morris et al. (2020) described an apparent lack of succession planning within nursing. Additionally, there were significant gaps in nurse leadership even though evidence indicated constant turnover and vacancies in nurse leadership positions. Morris et al. (2020) found that improving the identification, selection, and enrollment process for emerging nurse leaders may improve the development of leaders. Studies as Houchens et al. (2021), Streeton et al. (2021), and Wallace et al. (2020) can all be used to strengthen Morris et al. (2020), not only because they are all in the medical fields, but also because they provide a clear improvement to leadership development programs based on a multi-disciplined approach.

Investing in Leadership Development Programs

The purpose of Khalili (2017) was to use a quantitative approach to develop and validate the creativity and innovativeness of leadership behavior. Khalili (2017) described the five leadership theories; transformational leadership, change-oriented leadership, innovation champion, leader-member exchange, and authentic leadership.

A strength of the study is that 514 respondents held management and non-managing positions (Khalili, 2017). A weakness is that executives not polled for the study could give a more strategic view. The developed 24-item measure proved to be a successful measure of creativity and innovation about leaders' behaviors. Using a post-test analysis, Khalili showed positive and significant influences on creative and innovative leadership behavior (Khalili, 2017).

Based on the research and tool of Khalili (2017), organizations should invest in leadership development. Using creativity and innovation only enriches the leadership development program, and the tool developed can aid in testing effectiveness (Khalili, 2017). This in consistent with Longenecker and Insch (2018) that suggested that the actions senior leaders put toward leadership development has a positive effect on programs.

Virzi (2018) was a study that focused on global leadership development strategies for multinational corporations. Globalization has caused a significant need to expand the capabilities of leaders that go beyond those of local leaders. The author stated that for these leaders to be successful, they must understand the culture. Furthermore, tools such as the Three Lenses, CQ/Experiential Learning Theory, the Global Competency Inventory, and the Mapping-Bridging-Integrating process were beneficial in hiring, training, and assessing leaders. The needs of leadership development program participants are not specific from one culture to the other (Gentry et al., 2014). Further research investigating findings from Virzi (2018) combined with those of Maheshwari and Yadav (2018) could outline a more specific recipe for successful global leadership development strategies

Needs of Leadership Development Program Participants

Researchers in the qualitative study, Gentry et al. (2014), investigated the needs of leadership development programs' participants. Gentry et al. (2014) contained over

700 participants from seven countries (China/Hong Kong, Egypt, India, Singapore, Spain, the United Kingdom, and the United States). Gentry et al. (2014) filled the gap in previously published literature from two fronts: (1) organizations did not take the needs and expectations of participants of leadership development programs; and (2) what the different needs across different countries are. Gentry et al. (2014) methods used for the data collection were through 3rd party vendors collected several weeks before leadership development training. The population included approximately 90 managers from each of the countries tested. The findings provided by Gentry et al. (2014) were that the needs of participants were the same from each of the countries with some minor variations; developing managerial effectiveness, inspiring others, developing employees, managing internal stakeholders and politics, leading a team, and guiding change. One of the weaknesses of the study conducted by Gentry et al. (2014) was that each participant was already going through leadership development training and identified as having high potential within their organization. Secondly, not all participants could use their native language for the survey conducted by Gentry et al. (2014). Losing data due to language barriers is possible.

Leadership development programs are not culturally sensitive (Gentry et al., 2014). Gentry et al. (2014) will benefit future studies by adding that there may not be a need to tailor leadership development programs based on cultures and focus on the participant's specific leadership competencies. This information can save researchers and organizations time and focus efforts on more impactful variables.

Merenda and Martyn (2018) addressed the gap in leadership development in childhood education programs. According to Merenda & Martyn (2018), a difference existed between workers' expectations in the field and what universities and leadership development programs offer. This research is appealing because this may ring true for other fields. Reviewing studies as Houchens et al. (2021), Streeton et al. (2021), and Wallace et al. (2020), and what they offer the nursing field, they could also benefit the childhood education programs as described in Merenda and Martyn (2018).

Researchers in Merenda and Martyn (2018) focused on applying transformational leadership theory to the study's findings. Researchers suggested that the administration invoke positive program change by being attentive to their followers' needs and role models. Merenda and Martyn (2018) suggested three recommendations to fill the gap they identified: redesigning program courses, interactive learning space, and laboratory school. When researchers apply the substitutes for leadership theory to Merenda and Martyn (2018), it is clear that the authors are not suggesting substitutes instead of developing employees to meet their needs. Merenda and Martyn (2018) could have benefit from the data collected in Stein and Min (2019) suggesting that leadership styles could be substituted with effective leadership development programs.

Individuals value specific skills and behaviors (Holt et al., 2018). The findings support that leadership development programs cannot be generic and specific to the organization and individuals' needs. The researchers studied the pharmaceutical company and found essential traits that included; motivating others, appropriate communication, treating subordinates as unique individuals, and encouraging teamwork and collaboration among employees. Furthermore, organizations might benefit by clearly identifying what skills and behaviors are required for their long-term success and incorporating them into their LDPs (Holt et al., 2018). Combining Holt et al. (2018) with Gentry et al. (2014) we understand that leadership development programs need no be specific to neither the organization nor the culture.

When comparing Holt et al. (2018) to the substitutes for leadership theory (Kerr and Jemier, 1978), we must understand and identify what skills or behaviors employees substituted within an organization and why. If the organization values specific skills and behaviors for which employees have developed substitutes, it may help understand how organizations address substitutes in their LDP.

According to Goldstein (1980), training programs have often been labeled a failure due to organizational constraints. More understanding and recognition that training is a process within an organization is needed (Goldstein, 1980). Since Goldstein (1980), studies as Houchens et al. (2021) and Streeton et al. (2021) have suggested that substitutes can make up for what the organization lacks. Goldstein also added that need assessments should consider that conflicts within organizations could cause training to fail. According to leadership development literature, such conflict could be defined further as substitutes for leadership. They consider such strife, just as other substitutes for leadership, to positively impact leadership development programs.

A relevance exists for both employees and supervisors to partake in work-related stress management (Havermans et al., 2018). Employees and supervisor groups recommended better communication about work-related stress and stress prevention measures. Work-related stress is known to harm both an organization and even the physical health of employees. A less desirable attribution of this study is the low number of participants.

Interestingly, researchers may notice many correlations between Havermans et al. (2018) and substitutes for leadership regarding leadership development programs. Many themes, such as; employee counseling, employer support functions, budget, organizational measures, and employee-initiated action, can be influenced by substitutes for leadership. The effect substitutes for leadership have on employees' and supervisors' stress could be positive or negative (Kerr and Jermier, 1978).

Jager et al. (2017) used McClelland's (1961) trichotomy of needs theory that includes; the need for power, achievement, and affiliation. The results of this study can help identify implications organizations should observe when reviewing their substitutes for leadership. Employees do not see their need for affiliation as others do and that their need for achievement is the same as their colleagues (Jager et al., 2017). Additionally, reciprocity did not exist between an employee's need for power. When viewed through the lens of substitutes for leadership theory, organizations may not accurately understand their employees' needs, therefore, not providing for them appropriately. Organizations often offer their employees' needs, either directly or indirectly, through substitutes for leadership.

Myer et al. (2020) describe the need for rational decision-making leaders have by studying the sinking of the Titanic and Concordia ships. Further, researchers provided evidence that having a pre-arranged behavior system to remove cognitive biases and reduce panic in decision making is of high importance. The authors concluded that the approach detailed in their study significantly reduced the risk of preventable disasters. This would suggest an ethical responsibility to follow such a program as Myer et al. (2020) suggested. It would be beneficial to know if a study as King and Nesbit (2015) could show a positive perception employees may have due to an organization using Myer et al. (2020) to design an ethical decision-making leadership development program.

Transference in Leadership Development

It is essential to establish a specific place transference has in leadership development when studying LDPs. Broucker (2015) was a quantitative survey used to examine the transfer inhibiting and enhancing conditions. The population was the Belgian public sector. This study not using the private sector could be irrelevant when understanding Holt et al. (2018) and Gentry et al. (2014) suggesting that culture and sector are interchangeable, and a business should respond similarly to transference.

Surveys from the Learning Transfer System Inventory measured 16 factors in Broucker (2015) and explorative factor analysis with SPSS. Broucker (2015) described what variables are important in the study of transference and leadership development. However, it also provided a list of factors that require further research. A transfer is an essential factor in leadership development Broucker (2015).

Bradley (2018) is a study focused on strategies to build leaders using mentorship programs. The author found that three components were necessary: mentoring functions are critical for leadership development, multiple modes of mentoring are effective for leadership development, and a mentor's motivation is critical for a successful mentoring relationship with a mentee.

As coaching and mentorships has remained a popular theme in many organizations' leadership development programs over the past several decades, researchers have developed studies such as de Hann (2021) to study the adverse effects. According to de Haan (2021), there is little to support adverse outcomes to coaching which is further supported by Muchiri and Cooksey (2011). There is a discrepancy over defining a negative outcome. Additionally, many studies claim adverse outcomes are more to do with the perception of the relationships between the parties. It may also be challenging to provide a positive outcome that doesn't guarantee a negative outcome exists which would be consistent with Kerr and Jermier (1978).

Soderhjelm (2021) detailed a study that examined the maintenance of knowledge and skills transferred from leadership development courses to the work environment, similar to Broucker (2015). The study provided three critical elements in this maintenance and transference; personalized feedback promoted leadership behavior change, continual reflection on the feedback and course content supported maintenance, and confidence in the leaders' roles were essential. Additionally, continual reflection supported by employees, peer, or superiors were critical in maintenance. These could be the reasons as Miner (2011) noted that organizations have introduced substitutes into their organization.

Transformational Leadership Gaps

Researchers studied the importance of professional quality in Andersen et al. (2018). Before this study, the literature contained a gap that only links transformational leaders to performance but does not refer to quality. It is essential to understand the whole meaning of significant leadership development, including the leader's quality. Andersen et al. (2018), funded by the Union of Early Childhood and Youth Educators, focused on 16 Danish childcare centers, 32 employees, 16 leaders. The analysis contained two divisions, an employee and the organization. The only minor variation to note is the span of control. This study consisted of interviews and direct observations. Weaknesses include only females were tested, a small population, and being conducted in a single discipline. Leadership affects professionals' understanding and, ultimately, their performance quality (Andersen et al., 2018). Furthermore, the study proved that transformational leadership increased the levels of the subsequent findings. Data from Andersen et al. (2018) could be further enriched by findings from Zhu and Bao (2017) where transformational leadership was studied both individually and as a group.

Mozammel and Haan (2016) was a study used to explore employee engagement and transformational leadership. The quantitative study included the Bangladesh banking sector as a test population and disagreed with the literature (Mozammel & Haan, 2016). Transformational leadership had no significant relationship with employee engagement within the selected population (Mozammel & Haan, 2016). The findings are actually in line with Sok et al. (2018) where transformational leadership was also not always of benefit and with Stein and Min (2019) that suggested that programs could substitute for transformational leadership.

Dwirosanti (2017) studied transformational leadership's impact on personality and job involvement in organizational citizenship behavior (OCB). The method used is a quantitative study focused on questionnaires using the Likert scale and rating scale. Transformational leadership, personality, and job involvement directly influenced OCB, while transformational leadership impacted job involvement and character (Dwirosanti, 2017). As discussed previously, these findings could be because there were no programs used to substitute the transformational leadership as suggested by Stein and Min (2019).

In Wardhani (2017), the influence of transformation leadership and competence and social capital and performance is detailed. The quantitative study included 185 employees, with a simple random sampling method at Mercu Buana University in West Jakarta. Competency, performance, and social capital directly affected employee career development, while competency, transformational leadership, and social capital affected performance (Wardhani, 2017). It would be beneficial for organizations to know if competency, performance, or social capital could be substituted for as Stein and Min (2019) found in relation to HRM strategies and servant leadership.

Instrumental Leadership

Antonakis and House (2014) is a qualitative study on instrumental leadership (IL) and IL's relationship with transformational and transactional leadership theories. According to Antonakis and House (2014), IL factors are the leader's ability to scan internal and external environments, chart strategic and task objectives, and provide performance feedback and was found the be beneficial for leaders

Antonakis and House (2014) are a series of four studies focused on the validity of IL. The studies consisted of populations of several firms, countries, and periods. The previous literature omitted IL and only focused on the behaviors associated with transformational, transactional, and laissez-faire leadership models. The study's weaknesses included that the researchers may not have found the best indicators (Antonakis & House, 2014). Researches also only used single points in time. It would have been interesting to note any differences in a multiple-time variable. Researchers also did not account for individual variances (Antonakis & House, 2014). Future studies on IL could benefit from studies as Kroon et al. (2017) to understand what substitutes may compensate for a lack in IL.

Leadership Development Experiences

Olivares et al. (2007) is a conceptual framework for a better understanding of leadership development experiences. The authors were able to accomplish this by blending the existential-phenomenological perspective with the leadership literature. Researchers used 49 U.S. Army officers of varying rank, from two Army bases as their population. Researchers derived essential elements and structure of experiences about leadership development from this study.

The result of Olivares et al. (2007) proved beneficial experiences rated higher than non-beneficial based on five elements: a) challenge; b) self-efficacy; c) sociality; d) relevance; and e) reflectivity. This report is beneficial because it explains how experiences facilitated leadership development across virtually all disciplines and consistent with Houchens et al. (2021) and Streeton et al. (2021). Applied to studies on LDPs, the variety of substitutes for leadership identified as either healthy or non-beneficial is very beneficial based on the elements specified.

When constructing effective leadership development programs, HR managers must understand what performance variables will be measured and how (Kaifi et al., 2013). This empirical research found that females had a significantly higher citizen-based job performance while males had a considerably higher tasked-based performance level. The research also showed that employees who played organized sports better-understood job performance. This study can help identify how managers can better support their employees by better understanding their job performance.

A significant finding in Kaifi et al. (2013) is the differences between male and female employees. Females are passionate about collaboration and stronger in teamwork. The study also found that females are more creative, caring, and focused on organizational goals and missions. Male employees proved to be more resourceful, political and focused on the bottom line. However, in Kaifi et al. (2013), researchers stated this is becoming less important in the workforce and seen as a lone wolf. Additionally, employees who played in organized sports better understood team dynamics (Kaifi et al., 2013). The team dynamics identified in the study included understanding team common goals, self-confidence, and leaders' role.

Ali and Ivanov (2015) described Deming's 14 Principles of Management and Elliott Jaques' requisite organizational concepts about large international corporations.

This article is beneficial due to the correlations described between change management literature and LDPs. Much of the literature suggests that managers must make a significant effort toward positive change but lack the detail of responsibilities. Ali and Ivanov (2015) add to the literature that managers need to be responsible for both employees and results. The article suggested that one cannot shed responsibility just because managers did not accomplish change. When Ali and Ivanov applied for Jaques' work, they found that situations like incorrect organizational charts blurred lines and caused a lack of accountability. Using Deming's principles, Ali and Ivanov developed a list of issues organizations should focus on to ensure constant improvement. It would be beneficial to understand if a leader focused on leading the change, as detailed in Longenecker and Insch's (2018), if there were positive effects.

The Actor-Network Theory (ANT) was used in Andersson (2015) to discuss processes leading to change as appose to the desired result. Using ANT as a lens for change resistance, Andersson (2015) explained that change leaders break down walls and barriers consistent with organizational change by using ANT. The work continued to describe how team members' actions and contributions are focused on versus categories removing someone's unique nature or something through ANT. As organizations strive to develop leaders, ANT could benefit as a substitute and how upcoming leaders present change. Techniques as King and Nesbit (2015) can assist in testing if ANT is effective.

Buchanan et al. (1999) is a study focused on organizational development (OD) and change. This study is valuable for insight when compared to more recent works for comparison. Several problems were prevalent with leaders' experiences thru OD and change (Buchanan et al., 1999). The most bothering is that managers' voices were often ignored through change processes, even though the difference is central to management's responsibilities. The article continued to describe the leader's views, and even first-hand experiences are not valued. The research conducted by Buchanan et al. showed that managers generally have difficulty integrating theory into practice. The article also noted that organizations poorly manage human factors due to a lack of expertise. More research could be conducted to determine if Koopman et al. (2019) findings of ethical leadership could be applied in situations as Buchanan et al. (1999) and work as a positive substitute.

According to Bareil (2013), there are two paradigms or ways to look at resistance to change; "The enemy of change (traditional paradigm) to a resource (modern paradigm)" (p.59). The latter uses resistance to change as a resource versus a situation to avoid or attack. According to Bareil (2013), the literature stated resistance is a reaction to change as rejection, refusal, and opposition. However, the literature also defines the act of resisting as a resource or feedback of discomfort. Bareil (2013) provided a helpful table (Table 1, p.63) that helps interpret resistance and a table (Table 2, p. 64) dealing with resistance, both through a modern and a traditional lens.

When looking at LDPs, specifically how substitutes play a role, it is essential to understand change management and organizational development. Using Bareil's (2013) concepts, one can better understand how the LDPs address resistance to change and if the organization's view correlates to future studies. Organizations may benefit as detailed in

Merenda and Martyn (2018) to focus on employee's needs and role models during change management and organizational development.

Campbell (2014) is a case study that explains Circuit City's fall through Gilbert's behavior engineering model's theoretical lens. In the 1990s, Circuit City, after 60 years of dominance in electronics retail, found extreme pressures from Wal-Mart and Best Buy. Circuit City's management responded by cutting experienced employees and hiring less-skilled employees at lower wages. The study found that customers' experiences with the less skilled employees were a significant cause for the organization's decline (Campbell, 2014). The use of Gilbert's behavior engineer model revealed that managers of all levels were provided with programs, policies and procedures, and handbooks to guide decisions met with lower performance and morale.

Campbell's case study (2014), is an example that supports scholastic evidence that substitutes for leadership have effects on organizations. There are reasons that organizations develop substitutes for leadership (Miner, 2011). In Campbell (2014), the use of Gilbert's behavior model found that the materials provided to the managers, also known from the literature as substitutes for leadership, were a primary cause of Circuit City's closure. The question that we may never know is if Circuit City would have addressed the substitutes for leadership in their LDPs, employees' reactions would not have been adverse, thus having less impact on the organization's future. Additionally, if managers were allowed to replace the substitute, as suggested in Ehrnrooth et al. (2021), would there be any changes in the outcome of the organization.

Leaders are not limited in their tools to assist in their leadership (Christensen et al., 2006). These tools are positive substitutes for leadership that leaders can use to assist them in their positions. Not all substitutes are harmful nor harm organizations. As discussed previously of Sok et al. (2018), Ehrnrooth et al. (2021) , and Stein and Min (2019), leaders can many times choose substitutes to increase their effectiveness especially when lacking in leadership training.

LDPs are commonplace, and organizations must ensure effectiveness in producing desired outcomes (Holt et al., 2018). According to Holt et al. (2018), effective LDPs use various experiences and knowledge developed over time. Additionally, three factors noted as familiar with LDPs; a person's view of leadership developed from childhood, formal education, and on-the-job experiences. Three factors mentioned as necessary when creating an LDP include challenging experiences, organizational values, strategies, and extending challenging opportunities to those most likely to learn from them. Holtzhausen, (2019) goes further in describing that variety in leadership development is most beneficial.

Linkage to the mission, strategy, and values; incorporate recruitment and selection; the chance to practice through experiential learning; achieve business results; self-assessment opportunities and feedback; tailored LDPs; and one-on-one coaching are all best practices for LDPs (Holt et al., 2018). According to Holt et al. (2018), LDPs are a journey that combines experiences and theory to application in the future. LDPs are tied to desired outcomes, goals, and objectives, giving clarity, purpose, and the organization's sense of being invested.

Holt et al. (2018) was a quantitative attempt to understand better the skills and behaviors critical for leaders to possess and how they impact effective LDPs. Data were gathered from three organizational levels; district sales managers, regional managers, and sales specialists from a global pharmaceutical company. The results revealed that motivating others and appropriately communicating is the most important in developing future leaders, treating employees as unique individuals, and encouraging teamwork and collaboration as critical behaviors in leader development. The need for effective communications also increases as the ratio of leader to subordinate increases (Holt et al., 2018). Also, desired behaviors need to be developed through academic learning and in a learning environment based on experience.

Interestingly, Holt et al. (2018) reported curriculum, time, and delivery as components of an effective leadership development program. Researchers only used one firm in one field, causing a limitation in the study. Future study needs to identify skills, behaviors, and organizational practices in other organizations and fields, differences in behavioral requirements for different organizational levels, and the delivery method of LDPs (Holt et al., 2018). Organizations would also benefit by understanding if until leaders were fully efficient in the components described, they could substitute as suggested in Zhu and Bao (2017) and Ehrnrooth et al. (2021).

As described in El-Ramly and Dennis (2018), programs were intended to prepare current and upcoming leaders by equipping and training future roles. First, of the two-part program included, the participating organizations would nominate participants. The mentors would be assigned to develop both short- and long-term goals. As the program advances, the mentors are encouraged to shepherd their networking participants and advocate for them through the leadership process. Meetings between mentors and participants were quarterly, at a minimum, where the organization tracks progress. The first year provided several offsite leadership development courses and outsourced training on soft skills and team building. Finally, participants offered feedback on the program. Lessons learned from the program included; asking questions, creating a foundation, building a case for retention, personalizing the approach, making changes as needed, and leveraging the findings. Each of the lessons is vital to understanding how this team approaches developing their future leaders. Not knowing the future for certain, Hann (2021) described the variety that should be included in LDPs and studies as El-Ramly and Dennis (2018).

Hrivnak, Jr. et al. (2018) fills the gap found in leadership development literature by providing a framework for leadership development. Hrivnak, Jr. et al. (2018) provide the basis for the framework by stating that leaders and leadership can be developed. Citing several references, the authors provided no previous leadership development framework because many use leadership theory as their basis. Hrivnak, Jr. et al. (2018) described scholarly literature on leadership theory as scarce and lacking an accepted model to guide research and practice, a fundamental issue with leadership development. Essential elements of the model include the; who, what, why, how, and when of leadership development. The authors' goal is to provide a thoughtful, goal-driven, and comprehensive approach to achieve specific, measurable organizational objectives. The researchers' assumption is that leadership development is contextually dependent, meaning no one-way leadership development solution. Key considerations noted were: the design, development, delivery, and evaluation of a comprehensive and systematic leadership development approach.

The framework provided by Hrivnak, Jr. et al. (2018) noted assessing organizational requirements, analyzing gaps, methods of leadership development, providing feedback, experiential learning, assessment of outcomes, and program management as systematic and developing phases for the framework. As discussed in Khalili (2017), organizations should invest in leadership development and using frameworks as in Hrivnak, Jr. et al. (2018) would be beneficial.

Leadership development encompasses many fields to include the field of education. Campanotta et al. (2018) provided a tool designed to test the effectiveness of school principals' leadership development programs. According to Campanotta et al. (2018), the quality of teaching and learning in schools directly contributes to leadership principles. In this qualitative study of educational leadership programs, Campanotta et al. (2018) tested content, delivery methods, and practices. Campanotta et al. (2018) collected data from interviews, audio recordings, transcriptions, data analysis, descriptions of findings in narratives and relied on observations in the leadership preparation courses.

The method of the Campanotta et al. (2018) study was to exam factors that impact program quality in leadership preparation programs in the United States. Elements include a review of the literature, interviews with field experts, a review of the structure of content and delivery methods, and the components related to vital education leadership programs.

Results from Campanotta et al. (2018) found six positive attributes to a successful leadership preparation in the education field; district partnerships, collaborative cohorts, principal coaching, meaningful internships, customized coursework, and readily available resources. These findings are not far off from Hrivnak, Jr. et al. (2018) but are more specific to a single field. Future studies can benefit from Campanotta et al. (2018) by applying a similar method of examining factors that impact the quality of LDPs. This method would help align the company's LDPs with the needs of the specific organization.

According to Cristian (2018), innovation management consists of the economic implementation and exploitation of new ideas and discoveries. Cristian (2018) further described innovation management as the process of organizing and allocating human, technical, information, and financial resources to obtain and support new ideas. The purpose of this study is to identify the importance of an innovative leader in the organization. The study also claimed a strong correlation between performance, a leader’s receptiveness to new ideas, and innovation management.

In Cristina (2018), we read the documentation of several characteristics of innovative management features, factors of influence, and how a leader's receptiveness to creative ideas stimulates an innovative system. The study also recorded that a leader can bring together favorable aspects in financial and human resources by using innovation management at its fullest potential, the two essential elements for innovation. Previous literature identified three critical factors to get an idea from idea to market; generating the idea, developing concepts, and investing in extracting the market value.

Cristina (2018) described the importance of innovation due to the volatility and dynamic global market; the lack of innovation may lead to an organization's destruction. A noted positive aspect of this active market is that the customers become accustomed and acceptant to change and new technologies. This study is supported by Holt et al. (2018) where it was reported that effective LDPs use various experiences and knowledge developed over time. Similarly, Holtzhausen, (2019) described that variety in leadership development is most beneficial.

The significant aspect of this study is defining the role and importance of leadership in innovation management. Leaders are said to be able to think innovatively and create an environment to promote innovative thinking. Cristina (2018) defines characteristics of a visionary leader include the ability to keep innovation from start to finish, develop a process for innovation, have the tools and abilities to manage risks, direct the team's behavior, and drive the innovation with purpose. According to Cristina (2018), the leader must also be able to motivate and mobilize toward the creation and have the ability to push for innovation. One of the essential characteristics noted was the leader's ability to develop an environment so each team member could be heard and used through the process.

Lacking in Cristina (2018) is leadership development to obtain the characteristics noted. Once one discovers the traits, it would be valuable to show organizations how to develop or recruit leaders with such traits. The study fully defines the importance of innovation and the need for innovative leaders. Organizations should apply the exact extent to developing organizations' leaders to fulfill the needs identified. Future studies may benefit from Cristina (2018) by applying innovation to LDPs. If a design is as vital as Cristina (2018) suggested, ensuring the organizations' LDPs address innovation would be essential.

Leach et al. (2016) provided a publication that explained the procedures in a formal organizational change program. This paper's major questions were the structure, staffing, and development of a traditional organizational change program. Leach et al. (2016) identified several drivers of why organizations need to develop change management capabilities; fragmented programs and capabilities, low success rates, inflexibility, and slow response times.

When constructing a change management model, Leach et al. (2016) proposed looking at their specific business, needs, and experience. According to Leach et al., an essential question that the organization must answer is if the change program is strategic or project-focused. Global teams require a center of excellence with one team, one plan, and one budget. According to Leach et al. (2016), small groups that require more coordination than global consistency need a steering committee function. Looking at Leach et al. (2016) with findings detailed in Merenda and Martyn (2018) we may see a benefit for organizations to focus on employee's needs and role models during change management and organizational development with the organization change plan. This may prevent a catastrophic failure as Campbell (2014) detailed in the case with Circuit City.

Leach et al. (2016). posed three questions that need answering before change management program development. The first question is if the program is to be enterprise-wide or more business-unit focused? Secondly, is the focus change-related activities or part of a broader plan? Finally, will staffing will consist of an internal, external, or hybrid approach?

Bass and Riggio (2006) provided much of the background of the transformational leadership theory. Findings show that transformational leadership is more appealing over time than other processes and provides a better fit with today's complex workgroups. Bass and Riggio (2006) extended on Burns and House's work from over 25 years ago. Within the book, there are more than 20 decades of research on transformational leadership theory. Early contributions focused on U.S. military leadership examples, but now we can see many examples from multiple disciples from all over the world. One specific example given was the story of a South Korean man who found a North Korean submarine and exhibited transformational leadership abilities that led officials to the sailors and wreckage. This finding is one example of transformational leadership abilities from the non-military or business leader field and shows the application through nontraditional roles.

Bass and Riggio (2006) provided further information on the concepts of transformational leadership; Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). The Full Range of the Leadership Model is also discussed and its effectiveness. Bass and Riggio (2006) provided evidence that transactional leadership is effective even though ineffective management perceives it negatively. One addition to the literature is the higher level of moral reasoning; the subordinates claim leaders have an increased transformational ability. Also new to the literature is how transformational leadership assists subordinates in times of disasters and emergencies. Bass and Riggio (2006) show that women are generally more apt to be transformational leaders and men, as men tend to lead more by exception. Bass and Riggio (2006) show that substitutes for leadership do exist in transformational leadership.

Holt et al. (2018) explored the skills and behaviors critical for leaders to possess and how they impact the creation of effective LDPs. Holt et al. (2018) cited that poor leadership is directly contributable to organization failures. High compensation for successful leaders contributes to the difficulties organizations have to recruit and retain good leaders. Many organizations have acknowledged these findings and have developed LDPs as a response.

LDPs, according to Holt et al. (2018), are growing in popularity in organizations across multiple disciplines. Challenges organizations face and hope LDPs can address include; a surge of retirements of leaders and the current dynamic global economy. Holt et al. (2018) cited that effective LDPs include various experiences and knowledge obtained overtime to meet these challenges. The literature suggested challenging experiences, organizational values, and business strategy and extending challenging opportunities to those who would best learn from them. Holt et al. (2018) also cite The Hay Group (2005) with their best practices for LDPs. Holt et al. (2018) also reviewed the literature where the LDP curriculum needs showed; communication skills, attention to individuals, motivating others, empowering employees, teamwork, treating others fairly, supporting growth, and coaching.

Holt et al. (2018) used the Gilley and Gilley Managerial Practices Survey, a Likert-type scale, to survey 490 managers from a global pharmaceutical company. The findings provided the necessary skills and behaviors identified as needed by influential leaders to motivate others and communicate appropriately. The survey also found that encouraging teamwork and collaboration are skills that are necessary for leaders. If applied to Sok et al. (2018), Ehrnrooth et al. (2021), and Stein and Min (2019), leaders may be able to choose substitutes to increase their effectiveness especially until the necessary skills have been developed.

S. M. Alvarez and Alvarez (2018) studied leadership development programs' effectiveness. This study took place over 19 years of training current and future labor union leaders. The study's necessity derived from increased inequality, lower union membership, and redefined labor unions (S. M. Alvarez & Alvarez, 2018). The literature used focused on works from Dewey, Lewin, and Kolb.

The result was that education is a process not identified in terms of outcomes, all learning is relearning, and differences drive the learning process was another finding. Knowledge, recognized as holistic and a method of adaptation to the world, involves thinking, feeling, perceiving, and behaving. The study also provided learning from the exchanges between the person and the environment by assimilating new experiences in existing concepts. Lastly, the study found that education is the process of creating knowledge in the learner. Organizations may benefit by combining S. M. Alvarez and

Alvarez (2018) with Longenecker and Insch (2018) in the learning process of specific desired leadership development outcomes.

Clarke and Higgs' (2016) study focused on leadership training and development. The exploratory, multiple case study focused on the problem that leadership development does not address the differences in leadership training programs and practices between organizations. This is consistent with Leach et al. (2016) and the specific nature organizations must be attuned to. The literature lacks a general theory of leadership development (Clarke & Higgs, 2016). Ten agencies participated in this study; police services, health services, local government, higher education, risk management, telecommunications, charitable organizations, Anglican clergy, cultural industries, and social care.

Findings from Clarke and Higgs (2016) include the ten organizations shaped by multiple goals with varying expected impact levels. Each of the ten organizations showed that leadership training and development goals align with its business strategies. The findings also add to the literature that leadership training and development may operate strategically in deciding how to develop leaders.

Greenbaum et al. (2014) was a study that focused on why leaders practice amoral management even with the extensive studies that show moral management has a direct positive correlation to positive outcomes. This study added to the literature by providing a theoretical model of amoral management. Greenbaum et al. described the ethical leader as being known internally and externally to the organization by putting ethics in front of their actions. However, according to the study and prior literature, it may portray a less competent leader. When applying Miner (2011) we may be able to assume that a leader could use amoral management as a substitute of leadership.

According to Greenbaum et al. (2014), leaders can change their leadership style over time and often base their decision on intense moral issues. An example given was that of an organization participating in toxic waste dumping. Some leaders chose not to change due to some perceived success being amoral leaders. Leaders that decide to change can face subordinates who resist change by using tactics to thwart desired change. Subordinates can also resist change due to the added work caused by changing to ethical management. Additional work can be the preserved need to review policy and procedures to build on amoral principles. The added work can also distract employees from the bottom-line expectations of the organization, causing further issues.

Greenbaum et al. (2014) provided information that can support future studies of substitutes for leadership. Organizations expect leaders to use moral management techniques that should be supported in such a way as to limit the negative impacts described by Greenbaum et al. (2014). One-way organizations can support their leaders is to provide LDPs that address ethical leadership. Another could be addressing substitutes for leadership that prevent leaders from a positive experience when leading morally. LDPs could also address ways leaders can transition away from amoral management in a way that could limit negative impacts to subordinates.

Hesling and Keating (2016) described the importance of leaders in an experimental leadership development mindset for further development. According to Hesling and Keating (2016), the literature supported that organizations were very interested in leadership development, but primarily in effectively and efficiently developing leaders and leadership. Hesling and Keating (2016) provided that leaders actively engaged in the experimental leadership development mindset are best suited for significant development.

Hesling and Keating (2016) merged three theories from literature to theorize that leaders' engagement in the experimental learning process may be derailed or enhanced; mindsets, self-enhancement versus self-improvement, and practical learning process. The researchers found a contrast between fixed and growth mindsets that develop mindset cues, which prime assumptions that lead to motives in the tasks required in experimental leadership development. Furthermore, researchers cited that leadership experiences applied to a growth mindset and self-improvement motive can foster experimental leadership development. Consequentially, evidence suggested that fixed mindset cues lead to fixed mindsets producing a self-enhancement motive, derailing leadership development (Hesling & Keating, 2016).

Murphy and Johnson (2016) was a study on developing leaders, specifically self-efficacy. The researchers stated that there were two types of self-efficacy commonly found in leaders. These self-efficacies include the belief in the ability to succeed as a leader and leadership developmental efficacy that describes the ability to change and develop. Leaders can be developed by learning from success and failures (Murphy & Johnson, 2016).

According to Murphy and Johnson (2016), developing self-efficacy helps individuals manage their leadership abilities and is consistent with studies as Stillman et al. (2018). According to the literature, leaders' self-efficacy is essential for successful leadership and team performance. Increasing leaders' self-efficacy can be enhanced through mastery experiences and the transfer of developed skills to the workplace. However, leaders who experience failure may decrease self-efficacy due to a loss of confidence. Murphy and Johnson also stated that self-efficacy and performance have a positive and cycle relationship (efficacy spirals). This study's findings provided that those with high self-efficacy are more likely to initiate and continue at a higher level of learning opportunities. As Murphy and Johnson (2016) demonstrated, incorporating self-efficacy assessments can help target needs and improve LDPs.

In Kolk and Perego (2014), some organizations see sustainability factors as rewards and incentives. Properties of sustainability indicators include; verifiability, controllability, and consistency. The sustainable bonus design comprises internal and external benchmarks, weighting, targets, variable pay, short and long-term incentive structure, and eligibility. The internal factors cited by Kolk and Perego (2014) include; strategy, compensation practice, and implementation costs, while external factors include; institutional context, regulatory pressures, and stakeholder saliency.

In Kolk and Perego (2014), the four companies studied provided a sustainable bonus as part of a balanced scorecard. This practice integrates sustainability into the organization's strategic plans. However, the processes described in the research may still be evolving (Kolk & Perego, 2014). Additionally, the level and type of reward programs may cause unintended effects that organizations should anticipate. Rewards, as discussed in this study and compared with Nubold et al. (2013) could be viewed as a substitute for transformational leadership. Additionally, rewards are just another tool leaders can use as discussed in Christensen et al. (2006).

McKinley et al. (2014), a theoretical framework, consisted of four scenarios of either turnaround or decline. Two methods are downward spirals while two are turnarounds—the framework developed in this article distinguished between flexible and inflexible innovations. Research in McKinley et al. (2014) extended the literature such as Whetten's essay on organization decline. The article also adds to the literature of downward spirals from Hambrick & D'Aveni, 1988, 1992; and Wiseman & Bromiley, 1996. The definition for organization decline: a condition in which a substantial, absolute decrease in an organization's resources base occurred over a specified period. Researchers defined innovation as a novel product, service, or production process that departs significantly from initial offerings with rigidity defined as the opposite of design. Warnings from McKinley et al. (2014) include a caution to organizations involved in inflexible innovations. Inflexible innovations can be a risky response to organizations in decline (McKinley et al., 2014).

Griffin et al. (2015) found external pressures directly correlate with voluntary actions that strengthen a firm's employee relations. Forces from external contributors such as industry, subsector, and sector levels all influence responses to employees positively relate to employee relations strengths. Capital intensity shows that the more capital intensive the industry, the higher the organization would have an employee relations strength. A finding that Griffin et al. (2015) did not seem to expect is that fast-growing sectors tend to have fewer employee relations strengths. An additional result is that employee strengths are related to employee concerns. Additionally, additional research should expand to other industries, go beyond employees, and include stakeholders (Griffin et al., 2015). A potential hypothesis from the researcher indicated that employees' poor treatment would be different between sectors. As discussed in Miner (2011), leaders could insert substitutes that could compensate for the lack of development needed to deal with the forces researchers in Griffin et al. (2015) described.

Significant work has been conducted on LDPs to include evaluations. Researchers in Sowcik et al. (2018) focused on the effectiveness of online LDPs through an online presence. Respondents to the survey indicated a high level of satisfaction with the online delivery of LDPs. Communication from the instructor and instructor engagement made up the highest levels of satisfaction. Participants widely held that they would participate in similarly styled training and recommend the program to a colleague. Findings also provided that fifteen of the seventeen leadership skills were statistically significant. Finally, respondents provided moderate to high levels of behavior change due to their participation in the LDP. This study is more specific than King and Nesbit (2015) due to the focus on online LDPs.

Sowcik et al. (2018) showed that LDPs can be helpful when delivered through an online platform. This finding is critical to future studies because organizations may need to include substitutes for leadership in their LDP to consider an online delivery method. This information could prove to have cost savings and the ability to control consistencies.

What is learned about leadership is connected with how learning takes place (Aspinwall et al., 2018). Additionally, the content and process of leadership learning are intermingled and co-produced. The study noted three observations; what is learned about leadership and how this happens are connected. What is learned is familiar and personal, and understandings of learning processes are agreed upon, but others only glimpse the significance of what is known. Findings provided that learning needs are not easily understood and are often described superficially. The uniqueness of each participants' experiences, leadership styles, and education all contribute to an LDP's specificity.

In Aspinwall et al. (2018), researchers provided insight into future studies in a unique way. If future studies suggest that substitutes affect LDPs, it would be imperative to understand how additional training or LDP development could be focused.

Larsson et al.'s (2017) study focused on 59 leaders with their 361 subordinate raters of the Swedish Armed Forces. The study's purpose was to evaluate the effects of LDPs based on the developmental leadership model at the leadership behavior level. A hypothesis; that LDP participants would exhibit a reduction of leadership behaviors reflecting the leadership styles was weakly supported. These results of the study did agree with the literature that those leaders who rate themselves similarly to others rate them are more likely to be influential leaders.

Studies such as Larsson et al. (2017) further supports the idea that those leaders with high self-awareness are expected to be better leaders. When developing future research, one could use Larsson et al. (2017) to help identify what issues are actually behind ineffective LDPs. One must also understand and document other factors that affect LDPs to ensure clarity in my study and not mislabel underlying influences on LDPs.

Steinhoff (2015) provided a self-assessment study on the theory of natural-born leaders. According to Steinhoff (2015), much of the literature describes that humans can be born with the ability to lead. One example is how a child will take a leadership role in a park and organize other children. Other evidence suggested that a born leader's attributes included initiative, quickly understanding what is needed, and easily influencing others. The goal of the study was to assist human resource departments in employee development.

Steinhoff used Jaques' (2015) Stratified Systems Theory: 35 foundational skills, 36 leadership direction skills, and 35 leadership influence skills. Of the multiple skills, Steinhoff butyl is a self-assessment tool spanning 54 questions. The device is designed to assist human resource professionals and consultant coaches with leadership development. Additionally, the tool can help weed out those not serious about improving their skills.

When organizations identify required skills and develop an LDP, substitutes for leadership should emerge from the LDP if included. If the LDP is considered adequate and LDPs are ignored, we may assume that leadership substitutes are not problematic. However, if substitutes for leadership are ignored or the LDP is considered successful, leadership may be substituted to affect performance.

The U.S. Army War College (USAWC) produced a study on the alignment of leadership competencies with the organization's strategic needs. According to the study, the long list of competencies is problematic when assessing individual leaders' qualities.

Organizations also have difficulties directing leadership development efforts and facilitating self-assessments.

In 1991 the USAWC hosted a leadership conference and based strategic leadership on Jacques' Stratified Systems Theory (SST). The importance here is that SST argues that there are critical tasks that leaders in an effective organization must perform. The Army found their current policy was too comprehensive.

Current literature on strategic leadership, current Army competencies, and future environments lead to six meta-competencies: identity, mental agility, cross-cultural savvy, interpersonal maturity, world-class warrior, and professional astuteness. Similar findings could be appropriate in non-military organizations by reducing the number of competencies and realigning strategic goals. This detail would potentially make assessment and LDPs for leaders more superficial. The reduction of testable competencies may include substitutes for leadership, and a correlation could be established.

Benson et al. (2014) described the rise of Emotional Intelligence (EI) to explain why other tests, as the Intelligence Quotient (IQ), do not accurately predict who will succeed in life. The exploratory study evaluated traits of EI among middle and senior leaders within schools in England. The Train EI Questionnaire as the self-assessment approach. Results showed that EI was affected by age and the level of leadership. However, gender had no bearing.

Haigh (2018) reported the failures of traditional year-end performance evaluations. According to Haigh (2018), millennials' growing workforce is focused on workplace satisfaction and life balance. Making money is less important to the ever-increasing sector. Part of the need for workplace satisfaction includes feedback in real-time. This need contradicts the end-of-year performance cycles most industries currently run. Real-time feedback has frequent and instant reviews and encouragement with tips on how to improve.

The millennial workforce, described as eager to learn and flexible when provided clear and specific direction, has different needs than other generations. Haigh (2018) also stated that millennials also seek mentor-type relationships. These characteristics, coupled with the need for real-time feedback, were noncompatible with end-of-year performance appraisals. The results of not adapting to the needs of this workforce include increased turnover. Many HR managers responded that they were either unsatisfied or very unsatisfied with their current performance appraisal systems and cited deficiencies in leadership development, employee coaching; 360 Degree Feedback; and development planning. Haigh (2018) provided that organizations need to develop more agile, real-time, and individualized performance appraisal systems to address the millennial workforce's needs.

Meineck et al. (2017) is focused on communications during performance appraisals between supervisors and employees. The overarching question was; what makes appraisal interviews successful communications?

The communication approach was that of a leader-follower dynamic. The study focused on integrated relational leadership theory and findings on leader-follower interactions. Specifically, the focus was on how supervisors' task and relation-oriented statements can encourage employee involvement, how the communications can affect the perception from both supervisor and employee about the interview, and how the supervisor's behavior is contingent upon the employee's engagement.

The practical implications of this study provide strong support for future research. Of the four noted implications, the finding that supervisors were "slaves" to their interview guideline directly coincides with the substitutes for leadership theory. This finding shows that leaders have chosen or been instructed to follow a pre-designed script during the performance appraisal interview. The study also found that following the hand contributes to lower employee engagement. Deductive reasoning would suggest that a negative result is contributable when applying the substitutes for leadership theory to this implication. Meineck et al. (2017) suggest that organizations could have had good intentions by developing the scripts. However, the findings show the opposite is true.

Ahuja et al. (2018) was centered on performance appraisal satisfaction and organizational commitment. Findings suggested a significant and positive correlation between total dedication, affective commitment, and normative commitment, but not continuance commitment. The development-focus aspect of performance appraisals could contribute to a sense of responsibility.

Of the organizations studied, the majority give regular face-to-face feedback. Role clarity and communications also were found to strengthen the positive impact on organizational commitment. The study shows that positive satisfaction with performance appraisals can strongly predict an organization's emotional attachment.

Yang and Zhu (2016) show that charismatic leadership had a significant positive impact on leadership effectiveness. Researchers found that charismatic leadership was able to promote the enhancement of leadership effectiveness. Notable charismatic leadership benefits include attracting staff, inspiration, and subordinates' cohesion, accomplishing goals, and improving overall performance. However, effective leadership also requires professional skills and traditional management skills. Yang and Zhu (2016) also provided that charismatic leadership behavior promotes effective leadership through emotional empowerment. This study added to the literature by adding that charismatic leaders should pay attention to the psychological needs of employees, listen to employees during decision-making, and encourage employees to provide input.

According to Yang and Zhu (2016), it is clear that charismatic leadership has its place in the organization. Organizations that train leaders in charismatic leadership must be able to benefit from the positive attributes. Gaps in the literature include effectively training leaders in charismatic leadership and how to evaluate charismatic leadership abilities in leaders. Proper identification of charismatic traits could help better align leaders with appropriate positions.

In Anshar (2017), the researcher found that visionary leadership, learning organization, and innovative behavior directly affect performance. Additional, visionary leadership and learning organization has a direct and positive influence on innovative behavior. Practical application of the findings suggests that organizations should increase visionary leadership, learning organization, and innovative behavior for increased performance.

Using Anshar (2017) in today's organization would suggest that visionary leadership has value. Organizational leadership can use visionary leadership attributions to increase performance in teams. However, it is essential to understand that the literature supports many different styles of leadership. Additionally, the literature clearly shows that leadership styles cannot overcome a lack of experience, training, technical expertise, and other qualities.

Baskarada et al. (2017) reported the exploration of how organizational and environmental factors may jointly affect a leader's choice of transactional and transformational behaviors. Effective leadership includes a balance between transactional and transformational styles. Additionally, the leader's training and experience, coupled with human organizational capital, were essential to ensure the leader's ability to move between styles. The practical application is that organizations can use prerequisites to ensure leaders can use transactional and transformational styles interchangeably. Additionally, unsatisfactory organizational performance increases organizational risk appetite and increases the desire for transformational leadership.

In Longernecker and Insch (2019), the authors detailed the practices or accelerators that high-performance leaders believed aided in developing them as leaders. Researchers identified seven accelerators: working for a great leader; challenging assignments or organizational change; working where skill development is supported and required; strong mentor or accountability partner; personal reflection and self-assessment; experiencing a failure or career setback; and formal leadership development.

Myers et al. (2019) reported that leaders in the medical field had experienced difficulty looking outside their field for solutions to problems. The National Institutes of Health has named this issue the not-invented-here syndrome and stated a commonly observed reluctance to use insights from outside the medical disciplines. Myers et al. (2019) described this syndrome as a pitfall for effective physician leadership development. Myers et al. (2019) is strengthened by Houchens et al. (2021), Streeton et al. (2021), and Wallace et al. (2020), studies in the medical field, that provide a clear improvement to leadership development programs based on a multi-disciplined approach.

In Jivan (2020), the researcher studied the paradox between increasing investment of leadership development programs in the banking industry and the failure of leaders to provide desired outcomes. Findings illustrated how institutional dynamics, contingencies, and compromises inform the organization's evolving management of leadership development. This study highlights how leadership development changes over time and includes capabilities, roles, partnerships, and identity. As discussed in Leach et al. (2016), the specifics of the organizations must be attuned to which may change over time. Understanding that leadership development is a dynamic process will better position an organization to compare, diagnose, anticipate, and manage its leadership development successfully.

Transition

Section 1 of this study includes the foundation of the study. The foundation of the study explains the problem organizations have with LDPs. Prior to this study, substitutes for leadership theory has not been studied with relation to LDPs. LDPs are generally developed to further organizational goals. Substitutes can be positive or negative but commonly negate the need for leaders to lead. This study will be focused on strategies organizations use to successfully develop leaders. Through the literature review it is apparent that leadership development programs are not effective nor do they focus effort of the effects substitutes for leadership have on the organization. In Section 2 I described how the study will be conducted. This included what my role is as the researcher and how data will be collected and analyzed.

Section 2: The Project

Section 2 describes the study's purpose statement, the researcher's role, participants, research method and design, and population and sampling. I also describe the data collection instruments and techniques in Section 2. Finally, the reliability and validity of my research is detailed at the end of Section 2.

Purpose Statement

The purpose of this qualitative multiple case study was to explore the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. The targeted population of this study consisted of business leaders in three financial institutions located in the mid-Atlantic region of the United States who have successfully developed leadership development programs to meet organizational goals. The results of this study may contribute to social change by more effectively developing leaders that can take their skills beyond their workplaces and serve in civic and volunteer groups, which can also benefit from their effective development.

Role of the Researcher

My role as the researcher was to provide an in-depth study of a phenomena within some specific context (Yin, 2018). According to Denzin and Lincoln (2003), the researcher is considered the instrument of data collection. I have been in leadership roles for many years, but I am not employed by, nor have any ties to the financial institutions of this study, which should limit any bias. Furthermore, by not having any ties to a financial institution, I have no predetermined idea of the effectiveness of their LDPs. Throughout this study, I ensured ethical treatment of participants by complying with both the IRB and the Belmont Report guidelines. I ensured all research was conducted in an ethical manner after receiving approval from the institutional review board. Additionally, I gave each participant and organization a pseudonym as to not divulge their identity. I was the instrument for determining participants and for collecting and synthesizing data provided through interviews. I also ensured that all peer-reviewed or seminal source data were valid and from credible sources such as scholarly publications, which is defined as written by experts, reviewed by a group of experts before publication, accompanied with references, and delivered in a technical writing style (Currie et al., 2010). All data are secured in my home in an undisclosed location. I also used data triangulation to mitigate bias in this study (Fusch et al., 2018). Additionally, I used interview protocols that can improve quality and ensure rich data are gathered from an interview (Lamb et al., 2007).

Participants

Qualitative research purposefully includes certain participants that are most likely to provide the best data to help answer the research question (Johnson et al., 2020). The participants for this study consisted of business leaders who were directly responsible for ensuring the successful development of their company's LDP. Specifically, the population was targeted at the financial institutions located in the mid-Atlantic region of the United States. Criteria to select participants included (a) participants must work directly for financial institutions, (b) be located in the mid-Atlantic region of the United States, (c) must work in either a full or part-time capacity focusing on the organization's LDP, and (d) have enough experience to make independent decisions regarding their organization's LDP. I explained that the participants must be business leaders that are directly responsible for ensuring the successful development of their company's LDP. Once I identified the participants, I established a working relationship with them by sending an introductory email describing the study and how it would be conducted.

Research Method and Design

Research Method

I used qualitative methodology for this study because the interviews helped me gain understanding the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. Qualitative methodology is used to explore and gain a better understanding of phenomena (Reinecke et al., 2016). Applied qualitative research is used to inform administrators and policymakers on ways to improve policies or practices (Merriam & Tisdell, 2016). In contrast, quantitative researchers use closed-ended questions to characterize variables' or examine relationships among variables (Saunders et al., 2015). Quantitative methodology was not appropriate for this study because hypotheses to examine variables' characteristics or relationships was not tested in this study. The mixed method combines qualitative and quantitative methods to explore and examine complex phenomena by studying the relationship variables and by collecting answers to research questions (Fossaluza et al., 2017). Mixed-method research was not appropriate because hypotheses were not required to address the study's purpose.

Research Design

Three qualitative research designs were considered for my study: (a) case study, (b) phenomenological, and (c) ethnographic. I used a multiple case study design, which is designed to enable studying and comparing results from multiple cases (Yin, 2018). Phenomenological research is used to interpret personal meaning of participants' lived experiences (Saunders et al., 2015). This multiple case study focused on strategies for developing effective leadership development programs rather than personal meanings of lived experiences; therefore, phenomenological research design was not appropriate for this study. Ottrey et al. (2018) argued that ethnographic design is a qualitative research process for discovering and presenting the knowledge, behaviors, and interpreted experiences of a group's culture. Ethnographic research is the formal method used to gather the cultural knowledge from a social group. Since characterizing a group's culture was not the focus for this study, an ethnographic design was not appropriate for this study.

Data saturation has been accomplished once enough information has been obtained to replicate the study if new information is attained (Fusch & Ness, 2015). I knew I reached data saturation when no new data or themes were identified through interviews or archival data. I continued collecting data until that time was reached.

Population and Sampling

The population for this study consisted of business leaders that were directly responsible for ensuring the successful development of their company's LDP. Specifically, the sample in this study was three business leaders from three of the four largest banks in the U.S. located in the mid-Atlantic region of the United States. I believed that a sample of three was sufficient due to the targeted organizations being global leaders in banking. Additionally, leaders of the organizations were found to be of the same field or organization through much of their career. The participants were directly responsible for their company's LDP. According to Patton (2002), targeted populations in a case study are better to understand the study's question.

Purposeful sampling is the most popular sampling technique used in qualitative research; the researcher selects the most productive sample to answer the research question (Silverman, 2001). I used purposeful sampling when selecting participants for this study to narrow my search to those that are most likely to provide the data. Criteria to select participants included: (a) participants must work directly for financial institutions, (b) be located in the mid-Atlantic region of the United States, and (c) must work in either a full or part-time capacity focusing on the organization's LDP. I explained that the participants must be business leaders that are directly responsible for ensuring the successful development of their company's LDP. Once the participants were identified, I emailed them and described how the study would be conducted. The location of the interview was a location that they chose; interviews were held on a weekday between 9:00 a.m. and 5:00 p.m., Eastern Standard Time. I used two types of recording devices and took notes during the interview. I ensured data saturation once I perceived no new data could be found.

Ethical Research

Researchers not prepared for ethical challenges risk causing harm to participants, which can also increase negative reputation of scientific research (Brittain et al., 2020). Ethical research concepts include respecting participants, informed consent, permission for using audio or video recording, voluntary harmless participation without coercion, participant's right to withdraw, disclosure of funding sources, anonymity, the participant's right for review of transcripts, data protection, and appropriate methodology and reporting (Vanclay et al., 2013). Once I received IRB approval, 05-16-22-0806048, I emailed each participant an invitation email (see Appendix A) and an informed consent form. These documents provided the participants with a clear understanding of what they could expect by participating in the study. Each participant was advised of their right to withdraw from the study with no negative recourse. If a participant would have liked to withdraw, they simply would have needed to call or email me as described in the Informed Consent From. Additionally, there was no compensation nor incentive for participation. Throughout this study, I ensured ethical treatment with participants by complying with both the IRB and the Belmont Report guidelines. Additionally, I gave each participant and organization a pseudonym (e.g., P1, P2, etc.) as to not divulge their identity. All data was secured in my home in an undisclosed location and will be destroyed after 5 years.

Data Collection Instruments

Qualitative research is used to record data that is in the form of opinions, feelings, and experiences through semi structured interviews, and the researcher is the primary instrument of this data collection and analysis (Clark & Vealé, 2018). I served as the primary data collection instrument in this study. I expected to conduct up to three semi structured interviews with business leaders of financial institutions, as well as perform a document review of official publications to collect data for the analysis process. Semi structured interviews with business leaders from three financial institutions located in the mid-Atlantic region of the United States were used to collect data in this study. A semi structured interview is an effective method that provides reliability and plays an important role in the advancement of knowledge (Segal et al., 2006). The list of interview questions is located in Appendix C.

Using semi structured interviews allows the researcher to probe for information while also narrowing down an area or topic (Rabionet, 2011). Additionally, reviewing company documents and artifacts derived from spoken or written language is an effective qualitative data gathering technique (Polkinghome, 2005). Such company documents may include official website information, publications, and reports that are related to the topic of this study. Creswell and Miller (2000) argued that convergence using multiple and different sources of information to develop themes in a study will provide validity through triangulation. I reviewed electronic information of the financial institutions with its leadership development programs, and related publications that were available or provided**.** To establish reliability in my study I strictly followed an interview protocol (see Appendix C). I also conducted member checking by providing each participant with their transcript for feedback and corrections.

Data Collection Technique

Semi structured interviews are a conversational way to extract data as a stand-alone method, a supplement, or as a means for triangulation (Clifford et al., 2016). I used semi-structured interviews to better understand strategies used to develop successful leadership development programs. Semi structured interviews are useful for researchers to obtain depth of information however, they are less appropriate with large numbers of participants where focus groups or other techniques could be more effective (Harrell & Bradley, 2009). I also reviewed archival organizational data that provided evidence of the organizations' leadership development programs.

The key to good quality data from an interview is a reliable interview protocol (Yeong et al., 2018). In this qualitative study, I included open-ended questions administered through discussions with business leaders of financial institutions. At the start of each interview, I first welcomed and introduce myself to the participant. This was used as an icebreaker in hopes to ease any tension between the participant and me. I then started with my first question and follow with any clarification questions were needed. This step ensured that the interview got off to a good start and ensured the participant fully understood the questions. I continued in a similar manner throughout the interview to help establish a flow and make the participant as comfortable as possible. I conducted member checking to further ensure reliability of my study. After each participant's interview I shared their transcript with them to ensure accuracy. I also explained to the participants what I discovered from other participants and sources (Lincoln & Guba, 1986).

Yin (2018) recommended that qualitative researchers use at least two collection instruments for case studies. Additionally, Yin (2018) stated that researchers should collect archival data in addition to interviews. The archival data that I collected included electronic information from the organizations participating in the study. This data helped me understand any supporting or conflicting information provided by the interviews.

Data Organization Technique

The management of research data includes data storage, security, preservation, retrieval, and sharing all while ensuring legal and ethical considerations (Faniel & Connaway, 2018). I ensured security and data preservation through the use my personal computer with a protected login. The data was organized in electronic databases and analysis tools were used to organize and simplify the data, extract themes, and coding. I also used research notes, data logs, and the database to keep track of the data.

Notes were generated from interviews and to help record the documents from the data collection process. I reviewed my notes immediately after each interview. According to Burke and Miller (2001), procrastination of reviewing the notes can cause error during the data analysis phase. Additionally, during the data collection and analysis processes I only use participants assigned numbers to ensure their privacy.

I used my personal computer and a flash drive to secure all information for this study. I am the only person that has access to this computer and flash drive. All other documents were be stored in my personal locked filing cabinet and will be destroyed after 5 years. Additionally, all electronic copies of materials will be destroyed after five years.

Data Analysis

Miles et al. (2017) described data analysis as separate, yet connected components in qualitative research. I used data gathering, data extraction, grouping data into themes, analyzing the data, interpreting and developing conclusions in my data analysis.

Patton (2002) defined triangulation as the use of multiple sources of data to develop a more complete understanding of phenomena. Additionally, triangulation is a technique in qualitative research to test validity through the concurrence of information from different sources (Carter, et al., 2014). Multiple methodologies is a type of triangulation that involves more than one type of data collection technique (Natow, 2019). I used multiple methodologies data collection techniques that include observation, notes and analyses of organizational documents. Throughout my data analysis process, I focused on the key themes that develop and compared them with the literature. I also ensured that I had the most recent publications.

Leech and Onwuegbuzie (2007) described constant comparison analysis as most commonly used in qualitative data and is synonymous with coding. I used constant comparison to analyze data that I collected of strategies financial business leaders use to successfully develop LDPs. Further, constant comparison analysis can be conducted inductively by identifying codes as they emerge from the data. As the interviews were conducted, I reviewed other participants' answers for consistencies or inconsistencies with the themes.

Using constant comparison in my data analysis, I grouped participants' answers to the interview questions and analyze any different perspectives on central issues. I continuously analyzed the data, starting with the initial observation and continued refinement throughout the data analysis process. As new data were being constantly compared with previous recorded data, new themes or relationships were discovered (Goetz & LeCompte, 1981). I used Microsoft Excel to assist in data organization to help identify themes and code the data. Each participant was listed with their recorded answers as text to each of the interview questions. I use the text to identify themes and then recorded each occurrence in relation to the other participants. I then was able to find common themes and list from highest to lowest occurrence rates.

Reliability and Validity

The restriction of error in research is paramount in research and reliability and validity are ways that demonstrate the trustworthiness or findings (Roberts & Priest, 2006). I used a laborious process to ensure this study was both reliable and valid.

Reliability

Reliability was described by Stiles (1993) as the extent to which a research endeavor and findings can be replicated. Joppe (2000) similarly described reliability as the consistency of a study to be reproduced with the same population referred to in the study, under a similar methodology, producing the same results. To establish reliability in my study I strictly followed an interview protocol. I also conduct member checking and reviewed each transcript of data. After each participant's interview I shared my interview summary with them to ensure accuracy. I also explained to the participants what I discovered by other participants or sources (Lincoln & Guba, 1986).

Triangulation, as defined by Patton (2002) is the use of multiple sources of data to develop a more complete understanding of phenomena. Additionally, triangulation is a technique in qualitative research to test validity through the concurrence of information from different sources (Carter et al., 2014). I used multiple data collection techniques that included observation, notes and analyses of organizational documents.

I chose a qualitative case study to collect data in an effort to answer my research question. Participants were managers that were directly responsible for ensuring the successful development of their company's LDP. Specifically, the population was targeted at the financial institutions located in the mid-Atlantic region of the United States. Participants were allowed to review summaries of their transcripts to ensure accuracy.

Dependability

A study is considered to have high dependability if a different researcher can follow the logical process used by the original researcher (Thomas & Magilvy, 2011). I ensured that each process of my study was clearly and thoroughly described. This will provide readers a clear understanding of my decision-making process throughout my study.

Validity

Researchers are responsible for establishing trustworthiness in qualitative research (Easton et al., 2000). Guion et al. (2002) defined validity as the certainty and truth of a study's findings. Truth is the accuracy of the situation with certainty as the findings are supported by the evidence. In my study I ensured credibility, confirmability, and transferability.

Credibility

Credibility can be established by several techniques that include observation, interviews, and document analysis (Bryne, 2001). This study included observations, recorded and transcribed semi structured interviews, and document analysis. I also crosschecked the participants' responses with other data I have collected from the financial institutions for validity.

Confirmability

Confirmability of a study is established when the conclusions are clearly developed by the data collected (Anney, 2014). I ensured that my desires, thoughts nor opinions are allowed to influence any conclusions. I also used data triangulation to ensure confirmability of this study. I also used an interview protocol, member checking and transcript review with participants to ensure accuracy and triangulate the data.

Transferability

Transferability refers to the degree of how the findings of a qualitative study can be transferred to another context with different participants (Bitsch, 2005). Through the explanation of my data collection process, analysis methods, interview protocol, and data saturation, further transferability is left for readers and other researchers to determine. I ensured that I provided future readers and researchers detailed descriptions of each process to aid in determining transferability.

Data Saturation

Data saturation is when no new themes or codes emerge from data (Braun & Clarke, 2019). I ensured that data saturation was reached once no new information was likely to be developed through the continuation of the study.

Transition and Summary

The purpose of this qualitative multiple case study was to explore the strategies financial business leaders used to successfully develop leadership development programs to meet organizational goals. The targeted population of this study consisted of business leaders in three financial institutions located in the mid-Atlantic region of the United

States who have successfully developed leadership development programs to meet organizational goals. In Section 2, I presented information about the role of the researcher, participation information, and the research method and design. Additionally, I explained ethical research, data collection instruments and techniques, as well as reliability and validity of this study. In Section 3 I described the findings of this study, the application to professional practice and implications for change.

Section 3: Application to Professional Practice and Implications for Change

Section 3 is based on the data gathered from interviews of three executives charged with managing leadership development programs in financial business in the southeastern United States. Section 3 consists of findings, applications to professional practice, implications for positive social change, and recommendations for further action. It concludes with suggestions for further research, reflections on my research experiences, and a conclusion.

Introduction

The purpose of this qualitative case multiple study was to explore the strategies financial business develop leadership development programs to ensure organizational goals are met. The data collection techniques were semi structured interviews and review of organizational documents. This study's findings were not completely in agreement with the literature. LDPs were developed for specific positions, whereas several scholarly sources warn against that. The LDPs were also assessed for effectiveness, which agreed with the literature; however, some assessments used were specifically discouraged in the literature. Finally, in agreement with the literature, LDPs were tied to organizational goals and values.

Presentation of the Findings

In this study, I used semi-structured interviews to better understand strategies used to develop successful leadership development programs. I also reviewed information regarding the different businesses' leadership development programs and related publications. I compiled the data to identify themes using Microsoft Excel. I also conducted member checking by providing each participant with their transcript for feedback and corrections. The participants were identified as P1, P2, and P3.

Findings of this study included three major themes. The themes were (a) leadership development programs were developed for specific positions, (b) leadership development programs are assessed for effectiveness, and (c) leadership development programs are tied to organizational goals and values. Participants offered that their organizations conducted more than general leadership topics in their LDPs. LDPs were developed for specific positions within the organization. Each organization also used several assessment tools at different times to test the effectiveness of their LDPs. Lastly, each LDP was anchored to their organization's goals and values. This was to provide the LDP participants to understand how they were to reach the goals and values of the organization.

Theme 1: Leadership development programs are developed for specific positions.

Participants of this study confirmed that leadership development programs were designed for multiple positions and were not generic. Aldulaimi (2018) provided that LDPs increase performance and fills gaps in organizations. Each organization provides general leadership training on topics that include communication, influence, decision making, and risk mitigation. Each line of business works with developers to establish specific competencies for individual leadership development programs. P1 stated that their company has three different tracks, "aspiring leaders, front to mid-level leaders, and then executive leaders," and noted that LDPs "have different things to meet their very unique needs." Houchens et al. (2021), Streeton et al. (2021), and Wallace et al. (2020)

all argued that LDPs should be designed without silos to ensure diversity in LDPs with multiple perspectives. Further, Gentry et al. (2014) suggested that a less tailored LDP could save organizations time and resources.

Developing specific LDPs was said by P2 to prepare leaders for their specific roles. LDPs are constantly evolving and changing to meet the challenges of the world that surrounds the company. Supported by Cristina (2018), there is the importance of innovation, especially during volatility and a dynamic global market. One example given by P2 was how many courses were changed to a virtual forum and even artificial intelligence to deliver material during the Covid-19 pandemic. However, none of the participants mentioned that LDPs were designed around any identified substitutes for leadership. Some courses are designed for general leadership competencies, but more emphasis was placed on the specific programs. This is supported by Sowcik et al. (2018), as researchers found that LDPs presented online had a high level of satisfaction, specifically with online delivery and communications with presenters. Moderate to high levels of behavior change were contributed to online LDPs.

P3 has LDPs for each leadership role including operations, consumer banking, commercial and credit, human capital, and finance and accounting. These programs are designed to provide very specific educational and experience for employee development. P3's company information sheets provided specific information to potential participants on requisite qualifications, offerings, and expectations for each LDP. Leach et al. (2016) found that smaller groups require more coordination than larger groups of participants. P1 stated that their organization uses "quantitative data collected before, after, and 6 months after training to help managers direct training to address participants' specific gaps."

Theme 2: Leadership development programs are assessed for effectiveness.

Participants of this study agreed that estimating the value or return on investment of leadership development is difficult; however, each company had assessments built into their LDPs. Holt et al. (2018) found that LDPs are common in organizations and must ensure effectiveness. The assessments were noticed to be both directed to the behavior changes of the participant and to the experience each participant had in the program. The literature confirms that substitutes for leadership can have a significant effect on the effectiveness of LDPs, yet participants did not mention assessing substitutes to their LDPs.

Assessments that focused on behavior changes were conducted both before and after completing parts or the entire LDP training. This aligns with King and Nesbit (2018), who emphasized the importance of LDP assessments. P2 stated that LDP effectiveness is difficult to measure but they use "manager surveys… 6 months post leadership development program… [they] survey the manager to see if they've seen behavior change in those areas of the leadership competencies that were trained on." P1 and P2 indicated that they use 360 assessments, assessments at intervals, and used quantitative data to assess training effectiveness. Further, P1 explained how their company used Kirkpatrick's Level I, II, and III surveys to ensure LDPs were effective to the participant. King and Nesbit (2018) specifically mentioned the Kirkpatrick's surveys as generally only measuring knowledge transfer to employees versus the impacts of

LDPs. Each company also enquires with managers if training deficiencies are being met and if there are any gaps that need to be addressed with the participant.

The participating companies may be missing vital information to better assess their LPDs. Padsakoff et al. (1996) suggested that defining and understanding substitutes for leadership can provide an explanation of subordinates' behavior other than that effected by the leader's behavior. Additionally, Padsakoff et al. (1996) suggested that the organization could be missing out on opportunities to enhance leadership by including substitutes for leadership in their LDP development.

Theme 3: Leadership development programs are tied to organizational goals and values.

Each company stressed that they often communicate the organizational goals and values, and P1 emphasized that "it's more than just on the wall." Holt et al. (2018) provided that linking organizational goals and values are very important to the success of LDPs; however, there was no mention of a review or understanding of how substitutes for leadership could cause a positive or negative effect to their goals, values, or the effectiveness of their LDPs. P1 and P2 both described how their respective companies ensure that their LDPs are pinned to both the goals and values of the organizations. P1 stated that their LDP was completely aligned with the philosophy, core values, and principals of their company. P2 stated that one of their organization's goals is to promote more females to senior level positions. Gender inequality and equity issues remain present in organizations to include senior leadership roles (Mojapulo & Musandiwa, 2020). Kaifi et al. (2013) provided evidence that females provide more citizen-based job performance. What P2 did not convey is if the organization was in fact trying to increase their citizen-based job performance, provide more diversity in the identified positions, or address some other reason.

According to P1, the structure and framework around leadership development is very important and must align with the company's philosophy, core values, and principles. This also causes employees not to need to constantly ask for developmental assignments as they know what they should be working on to further develop. Competencies, also anchored to the organization's core values and principals, are further developed from the framework and communicated to employees. P1 and P2 both stressed the importance of the learning environment from the most senior to junior of the organization.

Applications to Professional Practice

The results from this study contribute to the current collection of leadership development literature, and provide practical information as to how financial businesses successfully develop their leaders to ensure organizational goals are met. The framework and literature review support and contribute to successfully developing organizations' leaders. Financial businesses and other organizations may use the three themes discovered in this study to better develop their leaders.

As organizations develop their LDPs, it is important that a concentrated effort is made to decide if position-specific LDPs are required or if a generic LDP is required. According to Houchens et al. (2021), removing silos helps ensure diversity in LDPs. Streeton et al. (2021) and Wallace et al. (2020) argued that building an LDP with participants from a variety of positions helps ensure multiple perspectives, enriching the experiences. Further, Gentry et al. (2014) found that the needs of LDP participants are not specific, and there is no need to tailor LDPs based on cultures. This would save organizations' time and resources.

It is vital that organizations assess their LDPs for effectiveness (Holt et al., 2018). When developing LDP assessment tools, it is essential to choose the correct one. King and Nesbit (2015) recommended against the common Kirkpatrick system as it generally measures knowledge transfer to employees versus the level of impact of the LDP. Broucker (2015) stressed that transfer of knowledge is very important and leadership development, and Soderhjelm (2021) noted additional importance to the maintenance of knowledge and skill transfer. Organizations should also consider the balance that Campbell (2014) suggested between experience and programs such as LDPs. Finally, the organization should decide if the LDP is strategic or project focused (Leach et al, 2016).

Generally, there is no strategy in LDPs; thus, alignment, support, and opportunity should be considered in LDP development (Maheshwari & Yadav, 2018). Support from the most senior leader of the organization has a direct and positive effect on LDP (Longernecker and Insch, 2018). During LDP development and maintenance, the importance of innovation cannot be overlooked, especially during volatility and a dynamic global market (Cristina (2018). Additionally, organizations should be encouraged to seek alternative LDP formats. LDPs were found to have a high level of satisfaction when delivered online (Sowcik et al., 2018).

Implications for Social Change

LDPs are used to develop leaders in the long-term process of social change by focusing on collaboration, service-orientation, and values-based processes (Read et al., 2016). The result of this study may implicate positive social change through leaders being better trained to lead subordinates, thus providing a more satisfying work environment for both leaders and subordinates. Using the results of this study may further change the business into a more desirable place to work, thus lowering employee turnover and attracting talented employees. Additionally, leaders commonly serve in civic and volunteer organizations. Leaders may also use new competencies developed at work in these additional positions. Civic and volunteer organizations could then directly benefit from being led by competent leaders at no cost.

Recommendations for Action

Based on the findings in this study, it is recommended that developers of LDPs build an effective LDP that helps meet organizational goals. It is also recommended that organizations develop a strategy to get the most out of their leaders while providing a positive and rewarding environment. The findings of this study may help organizations rethink their current LDP structure, ensure alignment with their values and principals, and properly assess them all while considering the effects substitutes for leadership has on their organization and LPDs. While my study was limited to banking companies in the southeastern United States, I propose that findings would be similar in other organizations in different locations. I have three additional recommendations: (a) that organizations first understand what substitutes currently exist in their organization, (b) use the information of substitutes in their organization to build a more effective LDP, and (c) monitor their environment for changes in substitutes and the emergence of new substitutes that effect their organization.

Recommendations for Further Research

This study was limited to banking companies in the southeastern United States. I recommend further research on organizations outside of the southeastern United States. Additionally, research focused on the effectiveness of LDPs that did address substitutes for leadership would be beneficial. Also, research centered on participants' perceptions and measured effectiveness of LDPs, both focused and not focused on substitutes, would also be helpful. Finally, a better understanding of how to identify and subsequently train to be an effective leader through substitutes could prove to be beneficial to organizations, leaders, and subordinates.

Reflections

I love to learn new things when I am able to apply the knowledge and see positive results. This is why I sought out the Doctor of Business Administration program with Walden University. I enjoy using techniques and procedures to support an effective and enjoyable workforce. I believe everyone deserves quality leadership, and I hope that my study will be impactful to many.

Conclusion

Nearly all organizations struggle to develop their leaders. LDPs are common in organizations, and yet many are failing or not developing employees to meet organizational goals. Additionally, the participants of this study agreed that LDPs are important and essential to the success of the organization.

I conducted this multiple case study to identify strategies financial businesses used to ensure LDPs met organizational goals. The study induced three themes that organizations use to develop their LDPs. Leaders should consider these themes when developing their LDPs to ensure organizational goals are met. The three themes are as follows:

- Leadership development programs are developed for specific positions.
- Leadership development programs are assessed for effectiveness.
- Leadership development programs are tied to organizational goals and values.

These findings are intended to assist organizations as they develop their LDPs to ensure organizational goals are met. The results of this study may implicate positive social change through leaders being better trained to lead subordinates, thus providing a more satisfying work environment for both leaders and subordinates. Using the results of this study may further change the business into a more desirable place to work, lowering employee turnover, and attracting talented employees. Additionally, leaders commonly serve in civic and volunteer organizations. Leaders may also use new competencies developed at work in these additional positions. Civic and volunteer organizations could then directly benefit from being led by competent leaders at no cost.

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Appendix A: Participant E-mail

Dear _________,

My name is James C. Edge, and I am a doctoral student at Walden University. I am conducting a study on leadership development programs in financial institutions and invite you to take part in a research interview. The purpose of this qualitative multiple case study is to explore the strategies financial business leaders use to successfully develop leadership development programs to meet organizational goals.

I would like to conduct an interview, at your convenience, that will last about 30-45 minutes. If you agree to this interview, please indicate so and the best date and time. Once the interview has been completed, I will transcribe the interview and allow you to review, again at your convenience. This review should take approximately 30 minutes to allow for any follow-up questions and to ensure the transcript is accurate.

Thank you for your time and attention as I look forward to us working together. If you have any questions or concerns, please feel free to contact me directly.

Respectfully,

James C. Edge, MBA, DBA candidate.

[redacted]

Appendix B: Interview Questions

1. What policies or procedures did your company use to develop LDP strategies to address meeting organizational goals by reducing leaders' need for continuing employee guidance?

2. Please describe the process of developing your company's LDP.

3. How are leaders in your company trained to successfully meet organizational goals by reducing their need for providing continuing employee guidance?

4. How are employees encouraged to reduce their need for guidance from leaders?

5. What has your organization found valuable for reducing leaders' need for continuing employee guidance?

6. How does your company track LDP training outcomes and employee performance?

7. How did your company change their LDPs to increase their effectiveness in enabling leaders to avoid having to provide continuing employee guidance for meeting organization goals?

8. What else would you like to share concerning leadership development strategies to reduce the need for chronic employee guidance?