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ANTON DE KOM UNIVERSITEIT VAN SURINAME

FACULTEIT DER MAATSCHAPPIJWETENSCHAPPEN

Caribbean Leadership Program

A Study on the impact of the Leadership Project on Human Resource Development for sustainable national growth in Suriname

Thesis to obtain the degree of Master of Science (MSc) in Education and Research for Sustainable Development

Studierichting : Master in Education and Research for Sustainable Development

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Begeleider : Mr. Barry Headley, MA

Paramaribo, december 2021

Preface

It is an honor to present to you the Master Thesis Caribbean **Leadership Programme" What have been the impacts of leadership training delivered through the Caribbean Leadership Programme on the sustainable development capabilities of Suriname in the short to medium term**". This thesis is completed in fulfillment of the final requirements at the Anton De Kom University, for the Master in Education and Research for Sustainable Development (MERSD).

The motivation for the choice of this study is based on my personal experience in having completed the Caribbean Leadership Development Programme and becoming part of the Surinamese CLP alumni. In my experience as a public servant, there were times when projects could have been more successful if the leadership objectives were geared consistently towards achieving sustainable objectives that require deliberative efforts at all levels.

The execution of this study was difficult given the challenges with the COVID-19 pandemic such as the many lockdowns. This study required a different approach to information gathering which unfortunately was not always easy and showed the many challenges within the public sector regarding information sharing.

My first praise is with my Jehovah for his strength and guidance during this challenging journey. I would further like to express my sincere gratitude to my parents, including my mom Mrs. Vasthi Ravenberg Simson for her continuous support through the years especially at the birth of my son Joaquin at the beginning of this Master's degree journey. I would also like to thank my Supervisor Mr. Barry Headley for his insightful and innovative approaches, and Mr. Rommell Hippolyte who contributed to my understanding and analysis of the data collected. Finally, I would like to express my sincere gratitude to everyone who contributed to this thesis.

Xiomara Simson
Paramaribo, December 2021

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Abstract

Several studies have examined the effects of transformational leadership on sustainable development, however similar research has not been done in Suriname. This study will show how the development of transformational leadership supports the successful implementation of sustainable national policies and the attainment of goals and objectives in the public sector in Suriname. The study compared public sector managers in Suriname who completed the Caribbean Leadership Programme (CLP) against those public sector managers who did not receive CLP training. This evaluation of the CLP has never been done in Suriname before this study. The significance of this study is to research how transformational leadership can be used to coordinate and manage limited financial and human resources to develop sustainable public sector policies. The methodology used was mix-method research. The study group consisted of 41 respondents comprised of 21 who completed the CLP training, and 20 who did not receive the transformational leadership training. An existing Transformational Leadership survey tested on reliability and validity was utilized. To ensure the reliability and validity of the measures of the transformational leadership construct, a reliability test, and factor analysis were used to adjust the scale to measure the transformational leadership in public sector organizations, within the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The results showed, that managers who received transformational leadership training exhibited higher scores for transformational leadership than those who did not receive this training. The results support the hypothesis that transformational leadership positively impacts sustainable development.

Keywords: *transformational leadership, sustainable development, institutional capacity, governance, Caribbean Leadership programme.*

Samenvatting

Een aantal studies hebben de effecten van transformationeel leiderschap op duurzame ontwikkeling onderzocht, maar soortgelijk onderzoek is niet gedaan in Suriname. Deze studie zal laten zien hoe de ontwikkeling van transformationeel leiderschap de succesvolle implementatie van duurzaam nationaal beleid en het bereiken van doelen, in de publieke sector in Suriname ondersteunt. De studie evalueerde managers binnen de overheid, die de training voor transformationeel leiderschap van het Caribbean Leadership Program (CLP) hadden gevolgd in vergelijking met managers binnen de overheid die geen CLP-training hadden ontvangen. Deze evaluatie van de CLP is voorafgaand aan dit onderzoek nog nooit in Suriname gedaan. Het belang van deze studie is om te onderzoeken hoe transformationeel leiderschap kan worden gebruikt om beperkte financiële middelen en human resource te coördineren om duurzaam beleid voor de publieke sector te ontwikkelen. Er is gebruikt gemaakt van een mixed method onderzoek. Het onderzoek bestond uit, totaal 41 respondenten. Deze omvatten 21 respondenten die de training hadden voltooid en 20 die geen transformationele leiderschapstraining hadden. Er is gebruik gemaakt van een bestaand transformationeel leiderschap vragenlijst, getest op betrouwbaarheid en validiteit. Om de betrouwbaarheid en validiteit van de metingen van transformationeel leiderschap construct te verzekeren, werden een betrouwbaarheidstest en factoranalyse gebruikt om de schaal aan te passen om het transformationeel leiderschap in de publieke sector in Suriname binnen vier dimensies te meten. Deze dimensies waren: geïdealiseerde invloed, inspirerende motivatie, intellectuele stimulatie en geïndividualiseerde consideratie. De resultaten van deze studie hebben aangegeven dat managers die de transformationele leiderschapstraining hadden gevolgd, hogere scores behaalde dan degenen die geen transformationele leiderschap training hadden. De resultaten ondersteunen de hypothese dat transformationeel leiderschap een positieve impact heeft op duurzame ontwikkeling.characteristic

Trefwoorden: transformationeel leiderschap, duurzame project ontwikkeling, institutionele versterking, openbaar bestuur, Caribbean Leadership Programme

Abbreviation List

CAD	Canadian Dollar
CDFATD	Canadian Department of Foreign Affairs, Trade and Development
CARICAD	Caribbean Centre for Development Administration
CARICOM	Caribbean Community
CEPA	Committee of Experts on Public Administration
CIDA	Canadian International Development Agency
CLDN	Continuous Learning and Development Networks
CLP	Caribbean Leadership Programme
CSME	CARICOM Single Market and Economy
CSPS	Canada School of Public Service
ECCB	Eastern Caribbean Central Bank
EU	European Union
FDI	Foreign Direct Investment
IDP	International Development Partners
LDP	Leadership Development Programme
MDG	Millennium Development Goals
OECD	Organization for Economic Cooperation and Development
SDS	Sustainable Development Strategy
UN	United Nations
WGI	The Worldwide Governance Indicators

Chapter 1 Introduction

1.1 Background information of the Caribbean Leadership Project

The Caribbean Leadership Program[1] (CLP) was an eight-year, 20 million Canadian Dollar (CAD) project funded by the Canadian Department of Foreign Affairs, Trade, and Development. The CLP was designed to strategically enhance the next generation of Caribbean men and women leaders to contribute more effectively to regional integration and economic growth through Transformational Leadership Development. The overall purpose of the CLP was to support public service leaders in developing their individual and collective capacity to address cross-cutting regional priorities and the need to improve the quality of transformational leadership skills in the public service in the Caribbean (Isidore, 2015).

After the external funding component of the project was concluded, the work of the CLP was transferred under the umbrella of the Caribbean Centre for Development Administration (CARICAD) in 2018. CARICAD is the Region's focal point for transforming and modernizing the public sector in the Member States to better formulate and implement public policy towards the achievement of sound governance. The core business is public sector transformation (CARICAD, 2021).

There were 10 funded cohorts for the CLP which ran from 2011 until 2018. Surinamese public sector leaders ranging from Permanent Secretaries to Heads of Departments successfully completed this training.

Regional governments continue to face internal and external challenges. Some of these challenges include fiscal deficits, stagnated economic growth, economic downgrades, declining tourist industries, and rising crime (CARICAD, 2019). Global changes and challenges, and the ongoing COVID-19 pandemic highlight the critical need for adaptive, holistic and transformative leadership as part of overall governance to guarantee stable sustainable strategic development.

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[1] https://www.caribbeanleadership.org/

1.2 Problem Description

Research undertaken in preparation for this study shows that as a member of CARICOM, Suriname has been provided with significant technical and financial resources, yet the full implementation and successful execution of projects have not always been guaranteed. The short and medium-term results and sustainability of participation in the Caribbean Leadership Project have never been studied in Suriname.

As observed by the researcher, significant funding, time and efforts have been dedicated to the training of public sector professionals in Suriname. However, there is no monitoring and evaluation mechanism in Suriname to evaluate those who completed the CLP to determine whether the training was being utilized by these public sector leaders and its effect on the organizations they lead. Research has never been done to determine the full comprehension of the knowledge of transformational leadership's role in creating sustainability in public sector governance, and how these types of training initiatives can be implemented in the wider public sector in Suriname.

Therefore, the main purpose of this study is to investigate the inter-relationship between the multidimensional constructs of transformational leadership and sustainable public sector development in Suriname. This will be studied by measuring transformational leadership characteristics among Surinamese public sector leaders who received transformational leadership training and those leaders who did not receive transformational leadership training. The study will also look at how transformational leadership can support the governance of sustainability in the achievement of sustainable national development outcomes.

1.3 Research Question

The CLP is a transformational leadership programme. This approach to leadership in combination, coordination, and participation of all concerned can potentially lead to improvements in economic efficiency. In addition, this approach could also lead to social cohesion and environmental responsibility which are the three basic indicators of sustainable development.

The achievement of sustainable development is observed as a cyclical relationship with planning, implementation and monitoring of the strategies as key responsibilities of the leader. A coherent implementation plan and engagement of all government departments and diverse

stakeholders are necessary to ensure that the sustainable development goals are achieved at national and international levels (CARICAD, 2019).

Concerning the justification of the study as indicated above, the following main research question is stated:

"What have been the impacts of leadership training delivered through the Caribbean Leadership Programme on the sustainable development capabilities of Suriname in the short to medium term, and potential influence on the long term?

This research question will be answered by utilizing a holistic approach to leadership, governance and, sustainability, and with the support of the following questions:

    (i)   What is sustainable transformational leadership?

    (ii)   Is there a comparative difference between those who received the Caribbean Leadership Programme (CLP) training and those who did not?

    (iii)   How can transformational leadership lead to sustainability in the governance of the public sector?

1.4 Relevance of the Research

Scientific Relevance

This study will contribute to the literature on the potential impact of a leadership development programme for the public sector in a small developing country constrained by limited financial and technical resources. Implementation of the leadership programme was executed in an environment where there was no national or institutional performance management framework to measure the impact on staff and organizational performance of the Caribbean Leadership Programme alumni.

Social Relevance

A Leadership Development Programme (LDP) is seen as one element that can improve the management capabilities of limited human capital. Better managers are seen as being able to maximize scarce technical, human, and financial resources to achieve national and institutional goals and objectives.

In this type of national environment, more efficient planning and execution reduce wastage and improve expected outcomes. In an international context, countries that have positive reputational benefits from effective project execution, are more likely to secure funding from

International Development Partners (IDPs), bilateral donors, or private sector foreign direct investment (FDI) at a lower cost to the country.

The study will hopefully provide on: (a) how to develop highly skilled human resources in a country; b) how to better manage critical human resources; (c) measuring expected outcomes against actual results; (d) lessons learned from participation in the project; and (e) recommendations for future actions at the organizational and national levels.

1.5 Parameters of the research

The research will be limited to participants of the Caribbean Leadership in Suriname and staff of the Ministries which they represent.

1.6 Methodology

The study methodology will be conducted based on a combination of qualitative and quantitative approaches. An existing survey will be adapted to Surinamese circumstances. The questions will focus on identifying leadership traits and behaviors exhibited by senior public sector officials in Suriname. The survey will be administered to CLP alumni and non-CLP persons.

Other data sources will also be included, to support the research:

    (i)   Permanent Secretaries and other high level and senior public sector officials in Suriname;

    (ii)   Academic publications and journals;

    (iii)   Online publications and websites.

1.7 Reading Guide

The research consists of five chapters. In Chapter Two, a literature review of the different theories on leadership, governance, and sustainable development is conducted and discussed. Chapter three describes the methodology used including population sample, data instruments, and methods used to gather and analyze the data. In Chapter Four, the results are explained. Finally, in Chapter Five, the conclusions, discussion, and recommendations of this study are presented.

Chapter 2 Theoretical Overview

2.1 Terminology of Leadership

Leadership is a critical component of human capital development, and governance is a key factor in sustainable resource mobilization which has been identified under the Strategic Pillar of Building Social Resilience in the 2015-2019 CARICOM Strategic Plan (CARICOM, 2014).

Leadership is generally associated with independent, powerful, and influential leaders in private organizations. Leadership is the backbone of any organization and contributes to the development of the said organization by providing a competitive advantage. As the organization gains a competitive advantage, this leads to manageable and measurable success (Khan, Muhammed, 2013, pg.53). A lot of jobs require employees to do group tasks, and during this process, people come up with different solutions or suggestions which can easily create conflict, if the leader fails to give proper instruction to each employee or lacks skill in handling such complicated situations (Chepng'eno and Ngui, 2017).

Leadership has significantly developed from the early ages depending on the situational and cultural basis, practitioners and followers, but also organizational competitive needs. Leadership even in the simplest form has been in existence in family units, clans, villages or any organized group (Celarent, 2014). Leadership has evolved from practice or something people did, to a defined process that produced many research theories (Dionne, et al, 2014).

Leadership can be defined by location, person, result, and process (Grint, 2010). According to Grint (2010), the location refers to the "where", which defines the type of leader or how the leader operates. The "person" defines the leader in the way they operate. In this instance the, characteristic, education or background defines the leader. The "result" refers to what has been achieved that makes, the person, a leader and the "result" also indicates the process to achieve the goals that define the leader.

Definitions can vary according to location, ideals, background and education but certain aspects of a leader remain. Leaders are in the lead and have followers. In the wake of the process of rapid transformation and globalization, leadership becomes a key factor in helping to guide the change and challenges.

Leadership is not only about facilitating the learning of others, leadership is acknowledging that leading is learning (Story, 2016). This would imply that critically reviewing how one thinks about leadership and learning is a fundamental principle of learning (Alvesson & Deetz, 2001). However, certain aspects of leadership cannot be learned or taught (Grint, 2012).

In the past years, organizations have set up systems to identify the characteristics of prospective leaders. These departments use personality and behavioral traits as their main selection tool, so they will be aware of the individual's traits they might access in the future (Western, 2019). These systems also have their limitations. Humphrey, et al (2011) discovered that persons who are industrious, show thoughtfulness and extraversion are effective for leadership positions. However, organizations must select leaders based on personality and intelligence which is more effective in different leadership development programs within the organization, because choosing a leader simply on traits would limit the leader's ability to be versatile within the organization.

A difference with the new traits views was that leaders could be born or made if they learned the traits to be good leaders (Fleenor, 2012). Some of these traits were initiative, self-confidence and responsibility as some of the dominant leadership traits (Northhouse, 2013).

2.2 Revisionist perspectives: Comparative models of leadership

In the last decade, there has been a change in the conceptual framework comparing models of leadership. This has seen a further evolution in the use of a more holistic approach to the identification and measurement of leadership's impact in organizations. In this theoretical construct, leadership practice is viewed as either transactional or transformational.

The research on leadership has shifted from a more leader centered approach to holistic leadership founded upon the premise that each of us must strive throughout our lifetime to become a balanced, centered individual who can use the four principal components of leadership: teaching, directing, participating, and nurturing (Taggart, 2011, pp35).

In this concept, leadership is not just about the leader's ability to lead, but the leader's ability to motivate and encourage those they lead, viewing leadership through a two-way lens.

The 12 dimensions of leadership by Kets

One of the prominent scholars to write on this approach to leadership was Kets (2004).

Kets identified that Global leaders play two roles simultaneously: the first is a charismatic role, and the second is architectural. The first involves envisioning, empowering, and energizing – behaviors that direct, inspire and motivate their followers. The second involves the implementation of processes to improve the organizational design and to control and reward employee behavior appropriately. For a leader to be successful, they need to align these two roles.

In his study Kets (2004) conceptualized twelve main tasks as dimensions:

1. Expressing a vision: leaders should have a convincing theory, mission, vision, and strategy.
2. Activate: should be able to be a voice of all on all levels, through empowerment, sharing of information, and to delegate decisions to those who can best make those determinations.
3. Empowerment: give followers energy and motivation to reach the future visions of the organization.
4. Design and manage; establish the right organizational design and management system.
5. Reward and give feedback: set up the right reward structure.
6. Team building: help create team players who focus on the effectiveness of their teams.
7. External orientation: make the followers aware of external factors and how to react to the external challenges.
8. Global institution: instilling values that act as a sort of glue between the regional and or national cultures represented in the organization.
9. Tenacity: encouraging tenacity and courage in employees by setting a personal example in taking reasonable risks.
10. Emotional intelligence: fostering trust in the organization by creating, primarily through an example, an emotionally intelligent workforce whose members know themselves and know how to deal respectfully and understandingly with others
11. Balanced life: articulating and modeling the importance of the need for life balance for the long-term welfare of employees.

12. Stress resistance: Paying attention to work, career, life, and health stress issues, and balancing appropriately the various kinds of pressures that life brings (Kets, 2004).

The transformational way of viewing leadership was further explained by Bush (2008), who explored how leadership can be used to influence, instill values, and adhere to a vision.

Leadership used to influence

Bush (2008) describes influencing as the main concept of leadership, more than authority. Both are dimensions of power. Authority lies more in the formal setting, and influencing can be found in any layer and any organization's function. Therefore, leadership is independent of positional authority, while management is directly linked to it. This process is intentional, the one who seeks influence and effect does this to achieve certain goals. This influence can be exercised by both groups and individuals.

Leadership and values

Leadership is increasingly linked to values. Leaders expect their actions are based and grounded on clear, personal, and professional values. Moral leadership is important. The values of leaders should be aligned to the values of upper management. But the most important role of the leader in the public sector is to execute the policies of government before their values according to Bush (2008).

Leadership and vision

Vision is an essential part of leadership. The execution of this vision and the belief followers have in this vision are of essential importance in creating change but this also has its constraints. Vision can be inherent in the leader and can disappear when the leader leaves and can also blind the leader to challenges within the organization (Bush, 2008).

Transactional vs Transformational leadership

Transactional leaders approach followers to exchange one thing for another, they gain compliance by giving and withholding rewards and benefits (Edwards et al, 2010). Transactional leaders are extremely focused on tasks and think of incentives to encourage followers to reach the organization's goals. This is described as a mutually interdependent relationship between the leader and the follower, frequently resulting in interpersonal bonding (Bright, 2019).

Transformational leadership is more effective than transactional leadership. In transactional leadership, leaders reward employee's accomplishments and correct them if necessary. In contrast, transformational leaders motivate those they lead and supervise by motivating them to think differently about processes, and procedures. They create a well-articulated vision to encourage a sense of belonging among employees to adapt to challenges and changes in the organization.

Transformational leadership was introduced in 1978 by James Burns when studying political leaders. Burns described transformational leadership as a process that involves an exceptional level of influence on the follower and creates valuable and positive change. Burns described two leadership styles: transactional and transformational.
Transformational leadership has become one of the most prominent theories when viewing organizational change.
It is an engagement between the leader and followers that should result in raising the level of motivation and morale for them. Transformational leadership is a process that changes and transforms people, it is concerned with emotions, values, ethics, standards, and long-term goals (Northhouse, 2013).

Transformational leaders as managers succeed in excelling their followers by anticipating and communicating appealing visions, common goals, shared values as well as portraying the requested behavior (Gemeda & Lee, 2020). They stimulate and inspire for extraordinary outcomes while developing their leadership capacity and are often associated with managerial effectiveness during organizational change (Ali et al, 2014; Savovic, 2017).

Followers of a transformational leader respond by feeling trust, admiration, loyalty and, respect for the leader and are more willing to work harder than originally expected. Through motivation, they change their perception and common objectives to pursue their common goals to support each other and the organization as a whole (Avolio & Yammarino, 2013).
Bass & Riggio (2006) defined the following aspects of transformational leadership:

- Motivating the followers and bringing positive attitude and development
- Raise awareness, uplift their confidence and moral standards
- Highlight priorities and focus on definitive objective
- Create an ethical environment through sharing values
- Coaching, mentoring to followers

- Freedom of speech and choice for followers.

These aspects of transformational leadership were further revised by Bass (2006) into four dimensions of transformational leadership.

Dimensions of Transformational Leadership

The dimensions of transformational leadership were explained by Bass (2006) as the psychological mechanisms that underlie transformational leaders. Bass' work established that transformational leaders demonstrate individual consideration, intellectual stimulation, inspirational motivation (charismatic leadership), and idealized influence. These are shown in Table 1 (adapted from Martin, 2018).

Table 1 – The *Dimensions of Transformational Leadership*

Dimension	Items
Idealized influence	make others feel good Others are proud to be associated with me
Inspirational motivation	Express with a few simple words what we could and should Provide appealing images about what we can do Help others find meaning in their work
Intellectual stimulation	Enable others to think about old problems in new ways Providing others with new ways of looking at puzzling things get others to rethink ideas that they had never questioned before
Individualized consideration	Help others develop themselves Let others know how I think they are doing Give personal attention to others who seem rejected

Note* This table shows the different dimensions of Transformational Leadership adapted from Martin, W. (2018). Leadership: Outdated theories and emerging non-traditional leadership (Doctoral dissertation, Northcentral University.

Concerning the dimensions making up Transformational Leadership, the following description of each is:

1. Inspirational motivation is the degree to which a leader articulates the vision that is appealing and inspirational to employees. The leader acts in such a way that causes the followers to perform better by articulating an appealing vision.
2. The idealized influence is the ability of the leader to instill pride, faith, and respect in his/her subordinates. Charismatic leaders tend to put the needs of those they supervise before their own.
3. Individual consideration refers to paying attention to each employee or dealing with his/her specific problems. This type of leader is a coach/mentor and focuses on the development of the follower
4. Intellectual stimulation is the behavior of the leaders who develop their employees 'ability for innovation and creativity. These leaders inspire their employees, to think about problems in a new way by questioning assumptions and challenging the status quo.

In summary, the leader's idealized influence can motivate subordinates to be highly professional in their execution of everyday administrative tasks and responsibilities ensuring respectful and customer-centric engagement. This type of employee behavior will then be reflected in higher levels of customer and employee satisfaction. Secondly, through intellectual stimulation, transformational leaders encourage independent thinking and give autonomy to subordinates to make decisions, to implement and encourage new working methods to solely unique administrative problems as they arise. Thirdly, through individualized consideration, transformational leaders seek to establish open communications that support the establishment of support networks for the individual that encourage good interpersonal relationships between team members and management. When subordinates feel valued as individuals, they can more closely, identify with organizational vision and culture and are more likely to facilitate the achievement of organizational goals. Finally, through inspirational motivation, transformational leaders can map out the organization's blueprint and identify clear development goals and measurable outputs for the organization. Subordinates who are inspired work harder, smarter, and more effectively in their organizational roles (Martin, 2018).

Transformational leadership has contributed and is the most successful in enhancing desirable behavior such as individual employee performance, satisfaction, and organizational performance (Gemeda et al, 2020). Transformational leadership is a complex and dynamic

process. Transformational leaders are visionaries who influence through emotional and intellectual approaches. A common vision is that which connects the current state to future plans and development and serves as a standard against which to assess individual and organizational performance. Transformational leaders are engaging, agreeable, and open to sharing their experiences and learning from other experiences. Transformational leaders can motivate individuals to transcend their self-interest for the benefit of the organization and inspire organizational members to become self-leaders in their work.

The Importance of Transformational Leadership in public sector reform

In this global environment organizations, need to increase their knowledge and awareness about the environment in which they operate to achieve organizational transformation and sustained development goals. The role of leaders has become more crucial and is a critical success factor in developing and advancing organizational growth and evolution to recognize and meet the needs of all stakeholders. These transformational leaders need to facilitate change within the organization, re-align organizational goals and growth with high-quality work-life satisfaction. Leadership must be exhibited throughout the entire organization, not just at the top but on all levels within an institution. Transformational leadership can motivate followers to be fully engaged and inspired, to internalize the goals, values, and vision of the organization, and to move forward to an uncertain future with great determination (IIyas et al, 2021).

2.3 Transformational Leadership as a tool to develop the public sector

2.3.1 Introduction

*"Effective leadership translates into prudent public policy formulation and implementation, as well as good public service delivery, to meet the needs and aspirations of the citizenry "(*Iftakhar et al, 2018).

Leadership styles in public and private organizations have been widely researched. Leaders in public sector organizations rarely have undisputed sway over people or unlimited autonomy to determine strategic orientations (Mango, 2018).

To execute sustainable development policies as part of a good governance process, leaders must manage scarce available resources, involve all stakeholders, set short- and long-term goals, be motivated by a vision, and make ethical choices without compromising values and principles, all in a challenging environment.

The public service plays a vital role in being a driver of sustainable national growth and social development. There are many economic, social, and environmental challenges facing all Caribbean Community (CARICOM) member states. Now more than ever, the effectiveness of project implementation for national sustainable development whether financed from national or international sources is essential.

According to Lustig et. al (2010), the core roles of the public sector are providing services that need national or international agreement to be effective such as security, education, public health, and infrastructure. This leads to creating a safety net of social provision for the community. To achieve these roles, setting a regulatory framework for the provision – by a range of providers of services, is deemed to be in the public interest.

The style of leadership varies due to responsibilities, experience, and relationships with different employees. The role of the leader and leadership style will therefore depend on the type of organization such as the private or public sector.

It is important to note the distinction between leadership guiding change within the public sector and the private sector (Beers, 2015). The leadership styles in the public sector are a combination that suits or bridges the expectations of the government and the service being provided to the citizen.

2.3.2 Characteristics of the public sector

The public sector comprises an extensive number of functions. These must serve a complex range of political, economic, social, and environmental objectives. In essence, the main objective of public sector entities is to achieve outcomes, that enhance or maintain the well-being of citizens rather than generating profits (CIFSA, 2013, pg.6).

Public sector entities often have a coordinating and leadership role to draw support from or foster consensus among all sectors of society. The public possesses the power to regulate entities operating in certain sectors of the economy to safeguard and promote the interests of citizens, residents, consumers, and other stakeholders and to achieve sustainable benefits. To create these sustainable benefits, activities have to be undertaken such as pursuing social policies that create equality and fairness. Additionally, the public through their actions has an important impact on governance as they are the principal source of revenue for governments through taxation (Ajaz & Ahmad, 2010).

The traditional government is production-based according to Mango (2018). In this globalized world and the current pandemic, leaders face many challenges but also many opportunities. Now more than ever leadership styles must shift from being top-down to a more holistic approach in the form of transformational leadership. Transformational leaders revamp the political and cultural systems in the organization and go about their task by creating a vision of the desired future, mobilizing a critical mass of the organization to realize the vision, and ensuring new patterns of behavior are adapted (Allahar, 2019). Transformational leadership can be taught at any level and has been successful in promoting change. The public sector, in general, does not exhibit the characteristics of an organization built to be responsive and adaptive to changes in a challenging environment. **Table 2** (adapted from Lustig, Reynolds, Ringland, & Walsh, 2010) below shows the characteristics of an adaptive organization.

Table 2 - **Aspects of successful organizations**

Characteristic	Adaptive organization in a challenging environment
Relation to environment	Adaptive, anticipate changes
Strategy	Assertive – bold innovations that are hard to imitate, new technologies
Structure	Organic-cerebral-functional, technocratic, differentiated, integrated
Information	Scanning environment, open internal communications, committees for collaboration
Power	Dispersed through the firm
Decision making	Analytical, bold

Note* table and note are adapted from Lustig, P., Reynolds, J., Ringland, G., & Walsh, R. (2010, January 29). Leadership in the public sector- the next decade. Retrieved from https://s3.amazonaws.com/academia.edu.documents/31719710/Intl_J_Leadership_in_Public_Service_v3_FINAL.doc?response-content disposition=attachment%3B%20filename%3 DLeadership_in_the_public_sector_the_next.doc.

2.4 Leadership development of the Public Sector in the Caribbean

When reviewing the historical antecedents, culture, political, and management challenges faced by leaders in the Caribbean against the background of demands of leadership, it is important to view the historical development of the region and the leadership style. The main features of the English and Dutch-speaking Caribbean countries were colonialism, slavery, and an industry structure based on a plantation model that utilized African slaves initially followed by East Indian and Asian workers (Allahar, 2019).

These historical developments influenced the leadership style which created a system of dependency on leaders, a love-hate relationship between leader and employees, and top-down decision making with little to no employee/follower participation or input. The leadership style that evolved from this environment was described as paternalistic. Paternalistic leadership is characterized by the assumption of a fatherly role by the leader, with employees displaying loyalty and deference to the leader (Allahar, 2019).

2.5.1 The Caribbean Leadership Project

The CLP was a multi-year leadership project established to address the need to strengthen leadership in the public sector in the Caribbean. Following a needs assessment in 12 CARICOM member states, the Leadership Development Programme (LDP) was launched in January 2013 in collaboration with the Canadian Department of Foreign Affairs, Trade and Development (DFATD), at the Cave Hill School of Business/University of the West Indies in Barbados[2].

The CLP distinguished itself by seeking to provide leadership development for the public sector in the Caribbean to address national and regional cross-cutting priorities on a sustainable basis. In addition, gender equality, environmental sustainability, and good governance were addressed as cross-cutting themes (CCTs). CLP was not just geared at ministries/departments in member states but also to develop regional institutions such as the CARICOM Competition Commission and the Regional Security System (RSS). Unlike other LDPs the CLP sought to develop an institutional structure that could be maintained by the region when the funding for the CLP was exhausted. The CLP was envisaged creating a base of skilled practitioners who would transfer

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[2] Isidore, Bertha. Are the current leadership development models effective? A case study of The Caribbean Leadership Project (CLP) Leadership Development Programme (LDP)2015

and share their experience and knowledge of the LDP training to their institutions and staff members. The cadre of trained professionals was expected to become a support and knowledge network for all iterations of the LDP and those that wanted to benefit from the knowledge transfer. This knowledge transfer which occurred in formal (bright spots case studies) and informally (interaction and fellowship with other trainees) was seen as the most valuable outcomes and deliverables of the project.

Ultimately the objectives of the CLP were:

- Enhance and expand the capacity of public sector leaders within and across participating countries and key regional organizations;
- Establish a sustainable commitment to addressing leadership learning and professional development needs;
- Support the emergence of a vibrant, connected and mutually supportive cadre of public service leaders across the region at the three top levels of public service.[3]

Nomination and selection to CLP

The content of the CLP was designed for three levels of public sector leaders. Level 1 (Permanent Secretaries and officers of equivalent rank), Level 2 (senior technical and administrative officers who report directly to Level 1), and Level 3 (administrative and technical officers operating at middle management level, reporting to Level 2).

A cohort consisted of selected participants from all CARICOM member states for that particular training session. The call for applications was open to all member states that participated in the CARICOM Single Market and Economy (CSME). Applicants were to be assessed based on the requirements for that level. Each cohort had about four to five modules. The modules were delivered either face to face or virtually in the latter years of the programme.

Costing of the CLP

The CLP was funded through the Canadian government as an example of global partnerships achieving sustainable goals. Depending on the level, the cost for the training could vary. For the in-person or face-to-face modules, participants would have to travel to different countries. The hotel and cost of meals would be covered by the CLP, however the allowance and plane

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[3] CLP Call for applications for the seventh Cohort of the Leadership Development Programme

ticket would have to be paid by the participant's country. For the in-person modules, which could last a week, the cost for the participating country could be USD 2000 per participant, per module. If countries would plan to duplicate the CLP, cost-effective methods would have to be taken. This could mean having more online sessions instead of face-to-face meetings.

Requirements of participants for nomination

Each country designated a National coordinator for the CLP. The National Coordinator was usually a senior public sector official in the ministry with responsibility for the civil service. In Suriname, the National Coordinator was a Senior official in the Vice President's Office.

After each call for applications, the Ministries in each member state would be invited to nominate an officer(s) based on the criteria for each level. The nominations received would be vetted by the National Coordinator, and those approved would be submitted to the CLP. There was a quota of slots for each cohort ranging from 20-30 persons. Upon receipt of applications from the designated National Coordinator, the CLP would evaluate and make the final selection for the award of a spot in the training cohort. The process was competitive as the CLP usually received more applications than available placements for each cohort.

Depending on the level, some of the requirements for nominations were having a minimum of five (5) years' experience, in the public sector, being a national member state or key regional organization, and being a team leader.

Facilitators of the CLP

The trainers were called facilitators. They were trained and certified experts on public sector development and training, knowledge transfer, leadership development, and coaching and mentoring. They had to meet these requirements before being selected to become a facilitator.

Outline of Curriculum

The CLP curriculum at all levels was aimed at ensuring that participants were given the tools and techniques to individually and collectively address cross-cutting regional priorities:

- The enhancement and overall public service renewal and related governance practices;
- Effective collaboration and horizontality in addressing shared economic, social, environmental, gender and diversity issues and opportunities;

- Proactively anticipating and addressing current and future leadership and public service challenges, with responsive and responsible governance at the core[4].

To achieve these cross-cutting priorities, the curriculum addressed broad thematic areas. For example, in Cohort 2, module 2, the broad thematic area was "Building and Sustaining Relationships for Success." Each training session in that module therefore covered items related to this theme. This example is shown in **Appendix III.**

The content areas were the same for all cohorts, but on each level of leadership these elements were addressed differently in respect of unique challenges, different demands, and specific nuances of leaders/managers at each level. Some of the core elements or themes were:

- Principled leadership
- Leading through others
- Leading responsive organizations
- Leading across governments
- Leading in a political context
- Leading with sensitivity to public and stakeholder's interests:
- Leading in a regional and global context
- Authoring your leadership style

Monitoring, support and, evaluation of the participants

The CLP was an ongoing leadership development for participants. Several key components addressed the continuous monitoring, support, and evaluation of participants:

- Personal Learning Plan: Each participant had to develop their learning plan to guide their leadership learning journey. This plan had to include mapping of their objectives, milestones, and impact at a personal and organizational level, as well as, their commitment to the transfer of learning to others in their ministry or organization.
- Peer Coaching:
  Peer groups were formed to provide mutual coaching and support for the development and implementation of the Leadership Project, as well as on application within the workplace and transfer of models and concepts.

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[4] CLP Call for applications for the seventh Cohort of the Leadership Development Programme

- Leadership EQ-I 2.0 Assessment: A confidential Emotional Intelligence self-assessment was undertaken before and after completing the programme. The EQ-I assessments were critical aspects of the programme to help the participant develop their personal learning plans.

- Access to mentoring from CLP Alumni and the Continuous Learning Development Network (CLDN). The CLP alumni (those who successfully completed earlier training) would assist with the orientation and the mentoring of participants throughout and after the programme.[5]

2.5.2 CLP as Transformational reform for the public sector

There are four main pillars to the CLP:

1. Leadership Development Programme (LDP)

The core content of the LDP is developing capabilities of public sector leaders at all management levels to coordinate between the political and organizational goals and needs. Public sector leaders should be more than specialists or idea people but also managers and skilled communicators who motivate their teams to get the work done with and through people in a collaborative process. Public sector leaders should understand their teams, stakeholders, and environment and work continuously to understand the national, regional, and international trends that impact their institutions. These leaders should continuously evaluate and monitor those they lead and the organization's achievements. They should understand the development of their unique strengths and the overall development of their team to sustainably achieve organizational goals.

2. Enabling Environment

This refers to the environment which is created for the transformational leader to work, exercise their capabilities, and transform the organization. The environment can include everything from Human Resource (HR) practices, monitoring and evaluation of performance, governance structure, organizational culture, and accountability frameworks. It is helpful when governments support public sector reform initiatives aligned with organizational change and development that support sustainable development goals.

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[5] CLP Call for applications for the seventh Cohort of the Leadership Development Programme

3. Continuous Learning and Development Network

The Continuous Learning and Development Networks (CLDN) seeks to provide and support continuous learning networks for public sectors leaders and alumni to address current and ongoing challenges. Alumni are participants who have successfully completed the CLP. Through mentoring and coaching among peers in the CLP, they can reflect on their journey and effectiveness as leaders. These activities include opportunities to develop coaching and mentoring skills and the promotion of inter-governmental collaboration. The CLDN creates a knowledge network that can be accessed by alumni throughout the region to support transformational leadership actions.

4. Communities of Practice for Project Resources

This refers to the establishment of communities or clusters of expert specialists in certain fields. These communities support CLP's Leadership Development Programme (LDP) and carry out research in leadership issues and collaborate in other initiatives related to the development and support of leadership excellence in the region.

In conclusion, these joint efforts were brought forward out of a need to develop Caribbean leadership to create adaptive, responsive transformational leaders who could guide limited human resources and technical processes towards developing sustainable activities and objectives for the organizations and people they serve.

2.6 Conceptual approaches of Sustainable Development Goals 16& 17

The basic principles of sustainable development are intra- and intergenerational justice and respect for the capacity of the earth (Block & Goeminne, 2014). Sustainable development is presented as social development in a broad sense, including economic, technological, political, and cultural aspects in which the needs of the present are fulfilled without harming the ability of future generations to meet their own needs (Lente, 2010). Sustainability is thus a broad concept that includes a recognition of the preservation of the environment, as well as the development of institutional, human, and physical capital.

In 2015, the United Nations agreed on the 2030 Agenda for sustainable development that consists of 17 goals and 169 targets. The 2030 Agenda was built on the Millennium Development Goals (MDG's) but was more ambitious and comprehensive in scope. It aimed to

create conditions for sustainable, inclusive, and sustained economic growth, shared prosperity, and decent work for all, taking into account different levels of national development and capacities based on effective rule of law and good governance at all levels and transparent, effective and accountable institutions (UN, 2015A).

The two goals that are most relevant to this research are Goals 16 and 17. **Goal 16 refers to**: "*Promoting peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels* "(UN, 2015A, pg.28). **Goal 17 speaks to**: *Strengthening the means of implementation and revitalizing the Global Partnership for Sustainable Development.*

In Goal 16, two key targets were the development of effective, accountable, and transparent institutions at all levels, and to ensure responsive, inclusive, participatory, and representative decision-making at all levels (Resolutions, 2015)

To achieve these sustainable goals, public sector reforms which are crucial to the achievement and development of sustainability on all levels, remain a challenge for many countries. To guide countries on the challenges, they may face in achieving sustainable development, the Committee of Experts on Public Administration (CEPA) developed 11 principles of effective governance for sustainable development (CEPA, 2018). In relation to SDG 16 & 17, the two most relevant principles to this study and research question are principles one and three.

Principle 1 speaks on Competence: this is the ability of the institutions to perform their functions effectively. For this, expertise, resources and tools are necessary. To manage these resources and tools, leadership development as part of human resource management in the public sector is one of the strategies used to operationalize this principle (CEPA, 2018). Public sector reforms include a range of measures such as technology, innovation, revision of procedures and processes but the focus of this research, is leadership as an integral part of sustainable human resource development.

At the center of the CARICOM integration process is the development of human capital. As a key objective of CARICOM, some questions are brought to the fore. One of these is the development of programs by the grouping to up-skill its nationals and produce a highly competitive and resourceful workforce better able to compete at national and international levels. As a region, the CLP programme is in alignment with Goal 17 of the SDGs. As a

grouping, CARICOM creates a greater advantage and position to receive funding for projects from global partnerships. The funding received from Canada which provided for implementation and execution of the CLP is a great example of the importance of CARICOM in maximizing benefits for individual member states through partnerships.

Principle 3 speaks on Collaboration: this means working together with non-state actors, governments in the coordination, and development of collaborative, network-based governance and multi-stakeholder partnerships as part of integration towards sustainable benefits. There is an economic and political imperative that suggests the benefits from collaborating and operating as a political and economic grouping in an interconnected world outweigh the flexibility of being an independent land beholden to no one (Berendsen, 2012). Integration is seen as necessary to manage or reduce the fall-out from being individual small open economies with little economic or political influence on the pricing of goods and services produced locally, and a taker of the terms of trade offered in international markets.

The 5 P's of Sustainable Development

The Triple Bottom Line (TBL) model of Planet, People, and Profit (PPP) were originally used by companies who were transitioning to sustainability (Correia, 2019). The Triple Bottom Line as the traditional conceptual framework for sustainable development was amended to include "Peace and Partnerships" and "Profit" was amended to Prosperity (Bervar & Bertocelj, 2016).

In the United Nations Resolution 70/1, Transforming our World (Resolutions, 2019) the call for countries to adhere to the SDGs was translated into a written agreement. Countries agreed to formulate transformative policies to ensure achieving the targets set under the 2030 Agenda. The 17 goals fall within the broad categories of the 5 Ps of people, planet, prosperity, partnerships, and peace.

People

This is the positive and negative impact; an institution has on its relevant stakeholders. The stakeholders could include employees, customers, suppliers, communities, and any other relevant people or groups affected by the operations of said organization. It addresses issues like education, healthcare, and community interaction (Correia, 2019).

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Planet

This refers to the impact, negative or positive, an organization has on its natural environment. Examples of this include the way the companies process waste or trash or if a recycling plan is in place. It addresses issues as the greening of the marketplace, eco-labeling, and ISO 14001 certification (Correia, 2019).

Prosperity (Profit)

This is the positive and negative impact an organization has on the local, national, and international economy. It goes beyond the financial concepts such as sales and profit to include the impact on society. This refers to creating employment or the government receiving revenues from organizations paying taxes and creating sustainable profitable outcomes for the community (Correia, 2019).

This refers to all humans enjoying fulfilling and prosperous lives and equality for all (Het 5P-model, n.d.).

Partnerships (Participation)

An important requirement for sustainability is partnerships. Local and global participation from all stakeholders' guarantees is needed for the development of sustainability (Het 5P-model, n.d.).

Peace

Sustainability will only be available in peaceful and just societies. Peace does not just refer to no war, but to good governance, political and legal laws respective of human rights and equality for the individual and communities (Het 5P-model, n.d.).
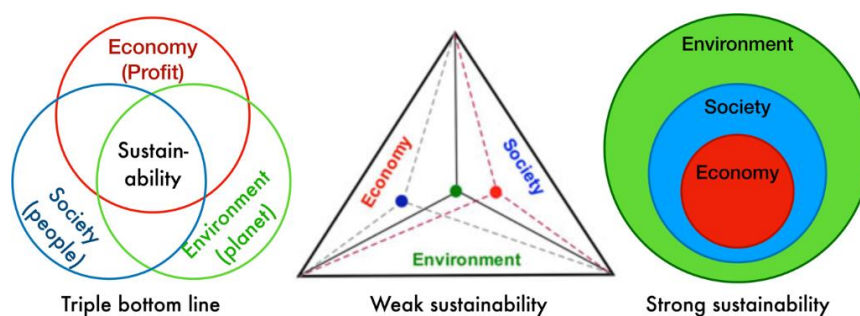
Figure 1 - **Visualization of the traditional sustainability concept**

Note* This is adapted from Wu, J. (2013). Landscape sustainability science: Ecosystem services and human well-being in changing landscapes. Landscape Ecology, 28(6), 999–1023. https://doi.org/10.1007/s10980-013-9894-9.Google Scholar

Figure 1 and **Figure 2** are graphical explanations, indicating when sustainability is achieved. In essence, this concerns the protection and preservation of the natural environment in such a way that the functions that the environment fulfills for human prosperity or profit continue to exist and must be maintained over a (very) long period. Sustainable development is not achieved without significant efforts. **Figures** 1 and 2 show the difference between the traditional and revised view on sustainability.

Figure *2 - People, Planet, Prosperity, Peace, and Partnerships*

Note*This figure describes the overlap between Planet, People, Prosperity, Peace and Partnerships. This overlap is called strong sustainability This is adapted from Het 5P-model. (n.d.). Paddle. Geraadpleegd on 7 november 2021, van https://www.lesgevenvoorenoverduurzaamheid.be/hoofdstuk-1/15-duurzaamheid-begripsbepaling/152-allerhande-kaders-voor-duurzaamheid/1524-het-5p-model

These efforts must align all activities to create sustainability. This means managing people, the planet, prosperity, partnerships (participation), and peace. To do this governance is important. Good governance is considered one of the significant requirements for development and competency in public-sector organizations.

2.6.1. Governance of Sustainable development

Governance is a form of government-based activities carried out primarily or entirely by state agencies, particularly at the nation-state level (Costa, Stoffel, Rodrigues & de Oliveira, 2009). Governance includes the process by which governments are selected, monitored, and replaced. *This also refers to the capacity of the government to effectively formulate and implement sound*

*policies; and the respect of citizens and the state for the institutions that govern economic and social interactions among them (*World Governance Indicators, 2021).

Sustainable development is seen as a holistic concept whose aims, or targets are to integrate social, economic, and cultural policies (people, planet &prosperity, partnerships, and peace) to ensure the high-quality growth and development of countries. To acquire sustainable development, it must be social, actions must be ecologically sustainable, economically, have a long-term perspective, and generate fair and stable social relationships.

Many components need to be in place to ensure development. However good governance has always been recognized as a critical tool for advancing sustainable development and it is also considered a crucial element to be incorporated into development strategies. Within the public sector, accountability, transparency, efficiency, and rule of law at all levels allow efficient management of human, natural, economic, and financial resources for equitable and sustainable development, and guarantee civil society participation in decision-making. These processes support good governance.

Good governance and sustainable development are two concepts intimately tied together. Good governance does not guarantee sustainable development. However, its absence severely limits it and can, at worst, impede it. With the support of good governance processes, change and transition can be transparent, accountable, efficient, rule of law exists and creates efficient management of human, natural, economic, and financial resources. This creates equitable sustainable development and overall community participation in decision-making processes (Kardos, 2012).

"The relationship between the political and administrative interface is central to governance in the Caribbean. The mandate of Governments across the region is to formulate and implement policies to facilitate national development" (CARICAD, 2019).

In reviewing government policies in 12 countries, Bachus et al (2005) recognized four types of governance models for sustainable development: the holistic governance model, the governance principles model, the ecological approach of sustainable development, and the environmental integration model. The first two governance models consider sustainable development as an integrating meta-concept, the last two governance models are part of the idea that for sustainable development first the environment must be preserved, as it is the basis to build upon social and economic development (Bachus & Spillemackers, 2010).

In the report on achieving the 17 SDGs, Randers, et al (2019), described five transformational actions to help countries achieve the goals by 2030. For this study actions 2, and 3 were relevant. Action 2, speaks on transformative change is possible, through five strategies. Of the five strategies identified strategy 3 speaks on new development models in poor countries. The CLP was a new human resource development model for the CARICOM region which sought to design and implement an innovative leadership development programme for the CARICOM public sector.

Strategy 5, called on investment in education for all, gender equality, health, family planning. In the CLP, one of the key cross-cutting themes was gender equality which was addressed within all learning and training modules.

Action 3, spoke on how the attainment of the SDGs requires an integrated mix of policy levers. This action feeds into the benefits of transformational leaders who are adaptive and able to lead in changing environments, where there is no single defined solution to a problem. Transformative policies combine, the needs of the leader, with the needs of followers to achieve the organization's objectives in respect of political demands.

For the public sector to achieve a stronger action orientation in sustainable policy development, there is a need for information and policy analysis, transparent assessment frameworks, and efficient working processes. In addition, when developing policy, an approach aimed at the decomposition of problems in many cases offers the greatest chance of success. This also provides the greatest scope for feedback and learning processes in policy development, through monitoring and experimentation. In the case of complex policy problems and great uncertainty about future developments and relationships, the emphasis should not be placed on a uniform and centralistic procedures and practices. Instead look to variety, evaluation, and selection, and anchoring of those experiments with the best results. To promote new developments, the government must allow variety. In this way, it is possible to benefit from the knowledge that is present in society; it is also possible to experiment with different approaches.

Acting in the Public Interest at all Times

G. Implementing good practices in transparency and reporting to deliver effective accountability

C. Defining outcomes in terms of sustainable economic, social, and environmental benefits;

A. Strong commitment to integrity, ethical values, and the rule of law; and

B. Openness and comprehensive stakeholder engagement

D. Determining the interventions necessary to optimize the achievement of intended outcomes;

F. Managing risks and performance through robust internal control and strong public financial management; and

E. Developing the capacity of the entity, including the capability of its leadership and the individuals within it;
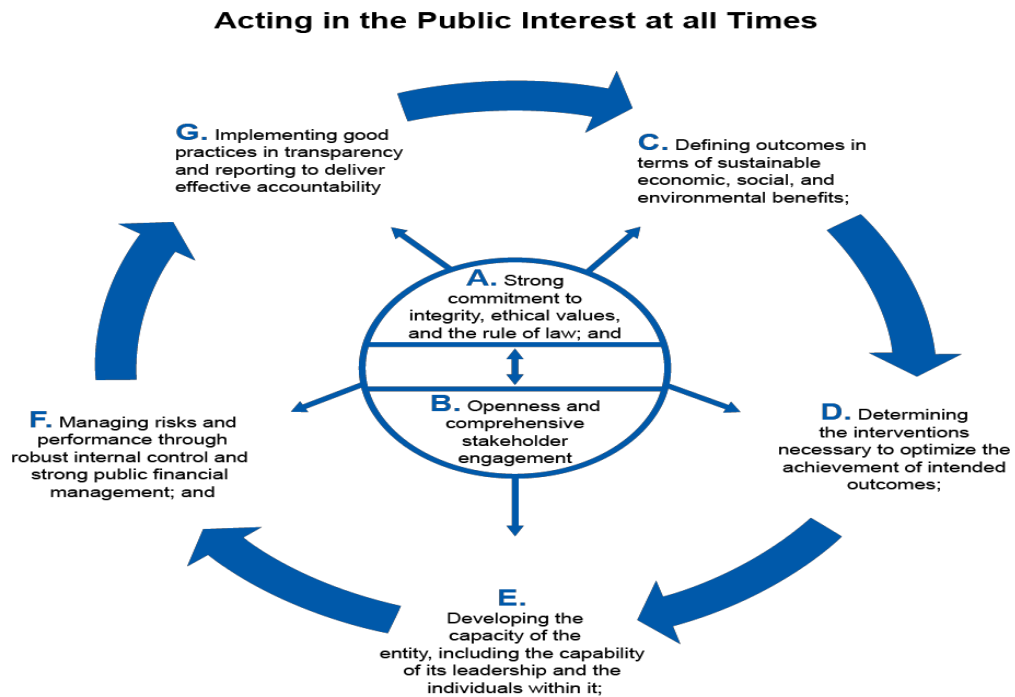
Figure 3 - Relationships between the principles of good governance in the public sector.

Note* Relationships between the principles of good governance in the public sector. This figure shows the principles of good governance in the public sector. This is adapted from CIPFA, I. (2013). *Good Governance in the Public Sector–Consultation Draft for an International Framework.* Working Paper.

2.6.2 The Role of Indicators for Sustainable Development in governance

In the literature, the need to identify and establish specific indicators for sustainable development has been discussed. The concept of sustainable development is ever-changing and dynamic. Policies must meet the characteristics of good indicators such as integrating social, economic, environmental factors and being participatory. These indicators are necessary to measure the effectiveness of the implementation of sustainable policies guided by leadership.

Indicators quantify information by which monitoring and evaluation are feasible. Indicators ensure simplified, specific, clear, and transparent standards for achieving sustainable plans. Indicators for sustainable development according to Spillemackers & Bachus (2010) are;

- indicators differentiate what is important and what is not: setting certain parameters making it easier to prioritize certain policy objectives to follow and others do not follow;
- a motivating function: indicators can stimulate a move in a certain direction by demonstrating that the policies are effective thus inspiring continuation or that the policy actually falls short and thus motivates a move towards finding an alternative formulated policy;
- a certain educational function: to inform the population about the objectives and policy options that are being taken and explain the reasons why.

2.6.3. Indicators for Good governance

In a study commissioned by the World Bank, Kaufman et al. (2009) identified indicators for good governance. These indicators which measured six governance dimensions were translated into the Worldwide Governance Indicators (WGI) from the World Bank and reported on the broad dimensions of governance following a study of 200 countries and territories over the period 1996-2019 (World Bank, n.d.). These dimensions are:

- Voice and Accountability: captures perceptions of the extent to which a country's citizens can participate freely in selecting their government, as well as freedom of expression, freedom of association, and access to free media.
- Political Stability and Absence of Violence/Terrorism: measures perceptions of the likelihood of political instability and/or politically motivated violence, including terrorism.

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- Government Effectiveness: captures perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.
- Regulatory Quality: captures perceptions of the ability of the government to formulate and implement sound policies and regulations that permit and promote private sector development.
- Rule of Law: captures perceptions of the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, property rights, the police, and the courts, as well as the likelihood of crime and violence.
- Control of Corruption: captures perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as "capture" of the state by elites and private interests.

However, developing countries face barriers to combating the implementation of sustainable development policies. Examples of barriers are institutional, cultural, trade, economic and financial constraints which further constrain social and community practices. Political and legal systems are not adequate resulting in poor monitoring and evaluation systems in government. This has further impacted health, poverty, and disease challenges from pandemics such as COVID-19.

Governance of sustainability in Suriname and the role of Leadership.

A study conducted by researchers of the Anton de Kom University revealed that business in Suriname indicated that political (80.4%), economic (82%), and social factors (55%) were important for the formulation of business strategies (Goede, Laurens, Gilaard, Rijssel & Gefferie, 2018).
Currently, within the "Crisis en Herstelplan 2020-2022, the Surinamese government has made mention of plans, including the measures and projects which should lead to the rebalancing and restoration of the economy and public finances resulting in sustainable growth.

When reviewing the criteria for effective governance, research was undertaken to gain insight into what exists in Suriname. The current structure in the Suriname public sector allows for a

"Plan Unit" at each Ministry. These Plan Units are not part of the institutional hierarchy of the Ministry which they monitor and operate outside the control of individual Ministers and Permanent Secretaries. Many of the ministries do not have established Plan Units directly responsible for coordinating the formulation and monitoring and evaluation of sector plans that guide the work of the Ministry. There does not appear to be any institutional and administrative process structure that coordinates and harmonizes the activities of the individual Ministries to ensure alignment with the approved national development strategy. It then follows that there is no comprehensive operational strategy and programme such as Results-Based Management that provides a mechanism for determining whether policy implementation and expected outcomes have been achieved at the institutional and national levels consistently

World Bank Governance Indicators for Suriname

Table 3 (World Bank, n.d.) indicates the score awarded to Suriname for the Governance Indicators. The data was recorded for 1996 from 2019. The range was between -2.5 (weak) and 2.5 (strong). The average value for Suriname during the study period was indicated with a minimum and a maximum score. For comparison, the world average in 2019 based on 194 countries was used.

Table 3 *World Bank Governance Indicators for Suriname*

Governance Criteria	WGI Average score	WGI Minimum score	WGI Maximum score	WGI Comparative score	Suriname Score 2019	WGI Range Weak to strong
Government effectiveness	-0.26	-0.69	-0.01	-0.02	-0.59	-2.5 to 2.5
Voice and Accountability	0.36	-0.09	0.61	-0.02	0.39	-2.5 to 2.5
Political Stability	0.21	-0.02	0.6	-0.06	0.11	-2.5 to 2.5
Regulatory Quality	-0.58	-0.68	-0.44	-0.02	-0.68	-2.5 to 2.5
Rule of Law	0.36	-0.09	0.61	-0.02	0.39	-2.5 to 2.5
Control of Corruption	-0.06	-0.44	0.48	-0.04	-0.39	-2.5 to 2.5

Note* **These are the World Bank Governance indicators scores from Suriname. This is adapted from World Bank. (n.d.). Worldwide Governance Indicators | Data Bank. World Bank Data. Retrieved on 26 August 2021, van https://databank.worldbank.org/source/worldwide-governance-indicators**

Table 3 (adapted from World Bank, n.d.) shows that Suriname has overall weak scores for the governance indicators. Notable are the low scores for government effectiveness and regulatory quality.

The low score shows the limited capability of the government to formulate and implement sound policies and regulations that permit and promote public sector development against the previously mentioned challenges of developing countries formulating sustainable policies and objectives.

2.7. Conceptual model

A conceptual model is defined as a network of interlinked concepts, which indicates the relationship between the concepts. A conceptual model gives a comprehensive understanding

of the phenomenon, which is studied (Jabareen, 2009). The conceptual model is shown in **Figure 4** (to be read from left to right) was designed based on the researcher's knowledge of what is perceived to be relevant and important to address the research problems.

The conceptual model guided this study is based on three major variables, namely;

(a) the four pillars of the CLP as independent variables

(b) implementation of sustainable public sector policies as the dependent variables; and

(c) Transformational leadership as the moderator variable.

The independent variable is the cause while the dependent variable is the effect. The dependent variable is the variable that is affected by the independent variable (Kaur, 2017). The moderator variable affects (influences) the direction and/or strength of the relationship between an independent and a dependent variable (Anguinis et al., 2017). This model presupposes that the four (4) main pillars of the CLP, strengthened by the Transformational Leadership dimensions can influence the implementation of sustainable public sector policies.

The core of the Caribbean Leadership Project (CLP) consists of four (4) main pillars. These are; leadership development, continuous learning development network; enabling environment, and community of practice.

The next step is to analyze the sub-dimensions of transformational leadership. These dimensions were analyzed using the different transformational theories such as the dimensional characteristics of leadership by Kets and the influential leadership theory by Bush. These theories all conceptualized the four main pillars of the CLP. The approach to be taken in this study will seek to prove that transformational leadership with its four sub-dimensions can facilitate the sustainable development of the public sector.

The study will seek to show that the public sector managers who completed the CLP training 1) exhibited transformational leadership qualities as described within the four (4) sub dimensions of transformational leadership and 2) whether there is a significant difference in comparison to those public sector managers would did not receive CLP training.
This study will show that through public sector leadership training and enhanced human resource capacity, the organization can approve. The improved organizational performance can achieve sustainable development outcomes and strengthen economic and social development in

Suriname in adherence to the Sustainable Development Goals (SDG) and the 5 P's sustainable development.
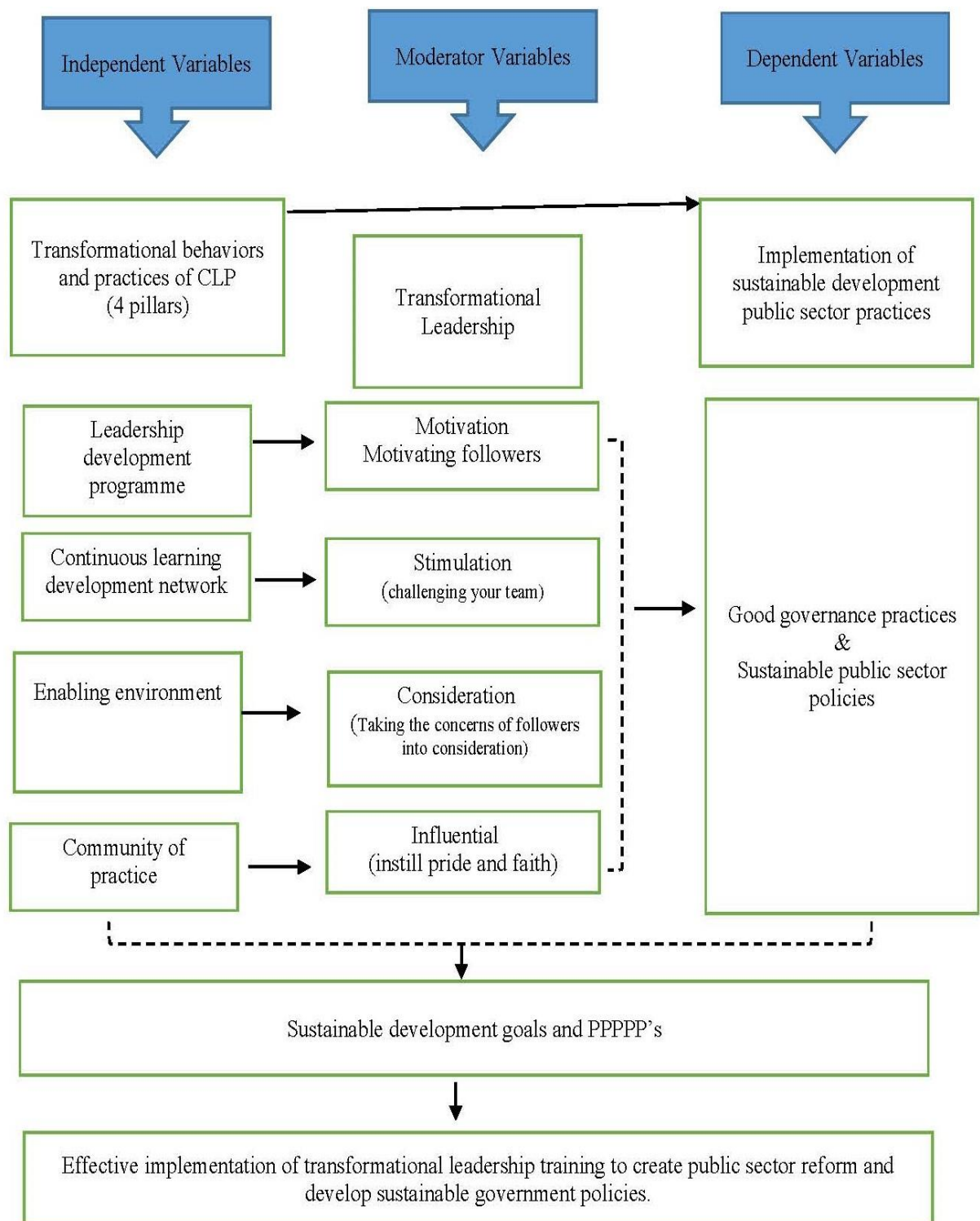
Figure 4 Conceptual framework (Source: own)

Chapter 3 Research Data & Methods

3.1 Introduction

This chapter discusses how the methodology, research data source, population, sampling, data collection, and data measurement used to answer the research question will be explained and justified. The purpose of this chapter is to show how the research progressed and explain the theoretical paradigm that was the basis for this study. The purpose of this study was to measure transformational leadership characteristics among the public sector leaders in Suriname who completed the CLP training and their counterparts who did not. The study was based on a mixed-method research approach to describe the transformational leadership characteristics of the public sector leaders. The research is strongly embedded in transformational leadership theory. It was argued in the theoretical framework that transformational leadership characteristics correlate to leadership effectiveness therefore, effective leaders are expected to exhibit characteristics of transformational leadership.

The research question is: **What have been the impacts of leadership training delivered through the Caribbean Leadership Programme on the sustainable development capabilities of Suriname in the short to medium term and potential influence in the long term?**

To answer the research, question the following sub-questions were formulated:

(i)   What is sustainable transformational leadership?

(ii)   Is there a comparative difference between those who received the CLP training and those who did not?

(iii) Are there significant differences in leadership between those who completed the leadership training and those who did not?

Three hypotheses will be explored in this study, namely:

The first hypothesis, based on the relationship between transformational leadership (TL) and the programme:

H1:0: There is no difference between transformational leadership qualities between CLP and non-CLP respondents.

H1:1: There is a significant difference in transformational leadership qualities between CLP and non-CLP respondents.

The second hypothesis, based on the effect of TL:

H2:0: Age contributes to higher overall transformational leadership scores.

H2:1: Age does not contribute to higher overall transformational leadership scores.

The third hypothesis, based on the relationship between work experience and TL:

H3:0: Work experience contributes to higher overall transformational leadership scores.

H3:1: Work experience does not contribute to higher overall transformational leadership scores

The nature of the study is descriptive research. Descriptive research utilizes elements of both quantitative and qualitative often within the same study. Descriptive research refers to the type of research question, design, and data analysis that will be applied to the study and is primarily concerned with finding out "what is,". Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data using visual aids such as charts and graphs to have the reader understand the data distribution (Nassaji,2015). Within this descriptive study, the "what is" pertains to the relation of leadership within governance or as a part of governance to achieve sustainable outcomes.

To complete this descriptive research, the mixed method will be used. Bergman (2008, pg.1) writes that mixed methods research is "the combination of at least one qualitative and at least one quantitative component in a single research project or program"

A mixed methods research design gives a more comprehensive understanding because it combines more than one type of data source providing a fuller understanding of a research problem than a single or mono-method approach.

Creswell and Plano Clark (2011, p. 12) identified potential advantages to integrating methodological approaches. For this study, the advantages were the strengths of one approach offset the weaknesses of the other. The qualitative research was limited due to the challenges in collecting the data, and the quantitative data strengthened the study by analyzing and validating the data collected. Using the mixed method approach allowed for the usage of multiple techniques and approaches that best address the research question. This allowed for more comprehensive and convincing evidence to be identified.

The qualitative component of this study consisted of discussions with key persons in the public sector who completed the CLP. This information was used to guide the identification and choice of the survey used for the quantitative method.

The main component of this study is based on deductive quantitative testing research. (Park et al, (2020, pg.5) indicate that in deductive research a hypothesis is developed from existing theories. A research strategy is developed which will either add or contradict the theory. A general 'hypothesis' (the expectation) is formulated which will be confirmed or disproved (Doorewaard & Tjemkes, 2019). The general hypothesis in this study is that public sector managers who have completed the CLP training exhibit transformational leadership qualities compared to those public sector managers who did not receive the CLP training.

Testing research is used when the researcher has an idea and wants to research if this is correct. Testing research is also used to test existing theories. The advantage of using existing theories is that these theories often are based on previously conducted research and therefore often already tested on validity and reliability. The researcher will test whether that theory also applies to the study that is being conducted (Sekaran & Bougie, 2013).

3.2 Ethical Responsibility

The ethical issue that was considered, is that this study was on voluntary cooperation, guaranteeing anonymity and informed consent (Baarda et al., 2018). The survey was administered using a digital platform, participants were provided information about the purpose of the research, anonymity, and the opportunity to ask questions about the use of data for research purposes and confidentiality. The participants were assured that their email addresses would not be stored. To ensure further anonymity, no specific information was asked on the ministry they were employed with. Finally, because of confidentiality, names and other traceable information were omitted from the data collected.

3.3. Research Design and Methodology

The personal experience gained from completing the CLP training and knowledge as a public sector servant gave this researcher firsthand insight into utilizing transformational leadership

in the workforce. Even though the training was completed successfully, there were challenges in measuring its output and effectiveness in the organization. One of the reasons for this gap was the inadequate Human Resource Management (HRM) to monitor output, and organizational willingness to implement learning objectives.

This study was conducted in four steps as set out below:

In step 1, as part of the qualitative method, an extensive scan was done of the Leadership programme. This included discussions with public sector managers who completed the CLP as well as their direct supervisors where possible.

Step 2, was an in-depth literature review on leadership and transformational leadership. This included research on existing studies and tools to measure effective transformational leadership.

Step 3, was to identify the suitable tool to measure transformational leadership among those who completed the CLP training and their colleagues who did not. The tool used was a questionnaire used in a survey done by Ali et al. (2014). The survey was chosen based on the fact it was more in line with the direction and approach chosen for this study.
The quantitative survey research method was used, with transformational leadership's idealized attributes, idealized behavior, inspirational motivation, intellectual stimulation, and individualized consideration as independent variables and implementation of sustainable change as the dependent variable. The quantitative research method is used to examine relationships between variables in the form of correlation or comparison. Based upon the purpose of the study, which was to examine the relationship between transformational leadership's subscales, the quantitative method was the most suitable.

In the final step 4, the information was processed using the statistical tool SPSS.

3.4. Sample & Description of Population

Sample

For the quantitative research, an existing transformational leadership scale was used to compare the scores of public sector leaders who received transformational leadership training under the CLP, to public sector leaders who did not receive this training. The total number of respondents was 41. The questionnaire consisted of 95 statements representing the four dimensions of Transformational Leadership (as seen in Appendix 1).

To meet the rule of thumb, adequate sample size is essential (Roscoe, 1975, in Sekaran, 2016, pg.264). This rule of thumb indicates that the number of features to determine the effective sample size sets a sample size larger than 30 and less than 500, as appropriate for most research. Given the small size of the Suriname CLP group and its limitations, consideration was given to extending the study group to alumni in other countries of CARICOM but the total sample size of 41 surveys received, qualified as an effective sample size.

To select the research subjects, the purposive selection was used. Purposive selection is a nonrandom selection that is not based on any theories or set number of participants. Simply said, the researcher decides what and which population can provide the best data. This population possesses the qualities needed for the research. In comparison to other sampling methods, purposive sampling concentrates on people with certain characteristics and with knowledge of relevant data needed.

For the first survey, persons who had successfully completed the CLP training were approached. Using existing databases of CLP alumni, 30 persons were sent an email requesting their assistance in completing the survey. As indicated earlier these include persons from the public sector, as the CLP was a training designed for managers in the public sector. A total of 21 completed questionnaires were received.

For the second survey, the CLP respondents were asked to distribute the survey among their team members, preferably those who they supervise, 20 completed surveys were received. This brought a total of 41 completed surveys by CLP Alumni and non-CLP alumni.

Description of Population

For this study, two groups of respondents were compared. Both groups consisted of a total of 41 respondents, who are public sector managers. The first group is defined as public sector

managers who received transformational leadership training through the CLP and successfully completed all modules (CLP group). This included a pre and post EQI test, attendance of all face-to-face and virtual sessions (including make-up sessions), necessary attendance rate, completing of all assignments, and peer coaching sessions. After successful completion, a certificate was received and the public sector manager would have been officially announced to the respective alumni group of the CLP in the respective member states. The number of respondents in this group was 21.

The second group consisted of 20 respondents of public sector leaders who did not receive transformational training under the CLP (non-CLP). These respondents were identified through the respondents in group one. Respondents from group one were asked to identify a manager who had not received the training. The gender, age, or training background was not relevant in the selection of the manager or senior officer. The only mandatory criteria were that the manager or senior officer for group two would not have received training under the CLP.

3.5. Instruments

For this study, a survey based on an existing scale concerning the variables of transformational leadership was adapted (see Appendix 1 for full survey) Review of the literature indicated that previous transformational leadership surveys were designed for top-level managers in organizations. This transformational leadership survey was designed for middle and lower-level managers (Ali et.al, 2013). The CLP consisted of three levels of managers, from Permanent Secretaries to middle managers. This validated the reasoning for using this questionnaire. The survey consisted of 95 statements for each of the four dimensions of transformational leadership. The Cronbach Alpha for the 95 items was .90.

A five-step Likert scale was used, which shows the degree of the respondents' agreement with the statements. The respondents could choose answers from 1 - Never - to 5 – Frequently if not always.

The dissemination of the survey was staggered with CLP alumni being the first target and then non-CLP alumni secondly.

Due to this strategy, several factors led to the fact that the total number of questions was reduced to 29 questions. These factors were:

(a) response rates to the longer survey were low. Feedback on the instrument revealed that persons found it difficult to invest the time necessary to complete the survey.

(b) Attempts to use dimension reduction models such as Confirmatory Factor Analysis, revealed many insignificant questions. The model was also not a good fit possibly due to the small sample size relative to the number of questions used.

Given the feedback and use of dimension reduction models, the smaller survey consisting of 29 questions was then submitted to non-CLP alumni. For the final analysis, the 29 selected statements were used to compare data from CLP alumni and non-CLP respondents.

3.6 Analysis of Data

Initially, the data was entered into Word and then entered in IBM SPSS Version 19 which was used for the statistical analyses.

All tests were two-tailed, and the level of significance was set at 0.05, so p-values $\alpha=0.05$ were reported as statistically significant unless otherwise specified. Tests were conducted to determine

1) the psychometric properties of the transformational leadership construct and

2) whether the 4-factor structure of the construct fits the data collected from the alumni of the CLP.

The analysis performed was inter-item correlations and tests of reliability, and both convergent and discriminant validity analyses of the transformational leadership scale and subscales.

Operationalization variables

Respondents completing the leadership survey were asked to rank how frequently they displayed each of the 29 items of transformational leadership using a 5-point Likert scale, which ranges from (1) "not at all" to (5) "frequently, if not always".

The variable, Transformational leadership has been defined with the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Each of these dimensions has indicators. The indicators are qualities (components) within each dimension that are compiled to determine the final total score in that dimension. The statements (survey questions) represent each indicator for that specific dimension.

The following dimensions and indicators were identified for the transformational leadership variable are depicted in **Table 4**.

Table 4 Operationalization table

Variable	Dimensions	Indicators	Statements
Transformational Leadership	Idealized influence	• Exhibiting understanding of power and competence • Acts in a way to gain respect • Sacrifices personal interest for others interest • Leader articulates a strong vision and motivates others to join that vision	6 to 34
	Inspirational motivation	• Gives hope about achievable goals • Is clear about the things that have to be done • Leader is optimistic about the future • Leader provides support and coaching	60 to 81
	Intellectual Stimulation	• Solves problems by analyzing issues from different protectives • Leader empowers, mentors and listens to personal concerns of those they lead • Suggests new ways to do something	82 to 95
	Individualized consideration	• Allocates time for guidance and training of team members • Recognizes that others have different needs, abilities, creativity and getting things done • Considerate of others and treats them with respect • Leaders motivates followers to achieve personal and organizational goals and develop their capabilities	35 to 59

41

To answer the research question hypotheses were set. A hypothesis is a presumed relationship between variables. It states the researcher's expectation or prediction about the relationship among the study variables (Anupama, 2018).

The table below gives a summary of the hypothesis in this study and the tests which were used.

Hypotheses	Test
H0: There is no difference between transformational leadership qualities between CLP and non-CLP respondents	Independent t-test The independent T-test is used to compare the means from two groups (Samuels, 2014).
H1: There is a significant difference in transformational leadership qualities between CLP and non-CLP respondents	Independent t-test
H2: Age contributes to higher overall transformational leadership scores	Levene's test & Two-way ANOVA The two-way ANOVA test is used when you how independent variables combined, affect a dependent variable (Baarda et al. 2019)
H3: Work experience contributes to higher overall transformational leadership scores	Levene's test & Two-way ANOVA

Chapter 4 Results

The components of Transformational Leadership (TL) were tested through the following four dimensions: Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). For this study, the dataset of 41 respondents was analyzed. This was comprised of two groups: 21 CLP alumni respondents and 20 non- CLP respondents. After the data was analyzed in the statistical program SPSS, the total scores of each group were cumulated into an overall score. This meant the scores for the CLP respondents of the four dimensions were calculated into a total CLP leadership score. The same was done for the non-CLP respondents. Both overall scores were calculated to receive an overall leadership score. This was done to allow for a clearer interpretation of the data instead of having separate scores for each dimension in each group.

A graphical explanation of the fore mentioned is shown in **Figure 5**.

Figure 5 Transformational Leadership score
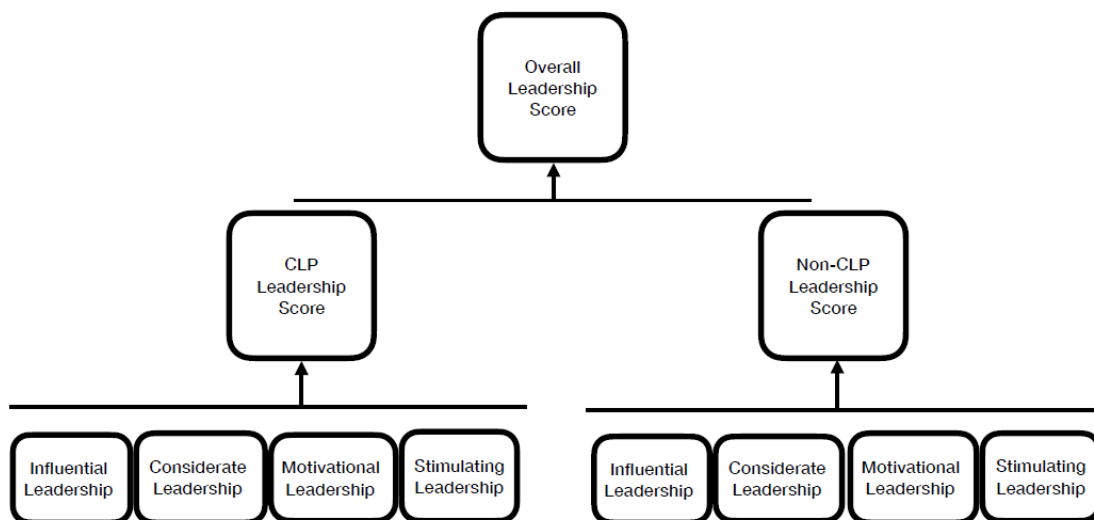
Figure 5. Transformational Leadership Score. This table shows the different mean scores of the dimensions. Source: own

4.1 Demographic characteristics of the Sample

Data was collected via an online survey of individuals who completed the CLP programme ("CLP alumni") and persons who did not participate in the regional leadership training ("non-CLP"). A link to the survey instrument was distributed by email and 41 completed surveys were

received. All of the completed surveys received were considered valid as no questions were left unanswered or had identical responses to every question.

Table 5 presents the demographic characteristics of the respondents to the survey. It shows that from the sample, 51.2% of the respondents were CLP alumni while 48.8% did not receive leadership training through this programme. Targeting the two groups allowed for comparisons to be made between their leadership qualities. The table also shows that most respondents were female (58.5%). A steady decline can also be seen in the participation levels from respondents aged 30 to over 60. The 30 to 40 age categories accounted for the highest percentage of responses (43.9%) followed by the 41 to 50 age range (36.6%), while no persons over the age of 60 responded to the survey. This suggests that a major disadvantage of using internet-based surveys is that valuable information from older respondents could be potentially excluded.

Table 5 Demographic Characteristics of the Sample

CLP Training of Respondents	Percent
CLP alumni	51.2
Non-CLP alumni	48.8
Gender of Respondents	**Percent**
Male	41.5
Female	58.5
Age of Respondents	**Percent**
30 – 40	43.9
41 – 50	36.6
51 – 60	19.5
Over 60	0.0
Work Experience of Respondents	**Percent**
Less than 5 years	7.3
5-9 years	19.5
10-14 years	31.7
15-19 years	7.3
More than 20 years	34.1

Information on the work experience of the respondents was also obtained.

Table 5 shows that the highest number of respondents had more than 20 years of work experience (34.1%) followed by those who had between 10 to 14 years of experience (31.7%). Further analysis also revealed that of those respondents who had more than 20 years of experience, 85.7% are CLP alumni.

4.2 Comparisons of Group Means

An important hypothesis tested in this study is that respondents who are CLP alumni have greater leadership qualities than those who did not participate in the programme. In testing this hypothesis, the following steps were taken. First, the study computed leadership scores for each group by averaging the scores for the 4 dimensions of transformational leadership gathered from the survey. Second an independent samples t-test was conducted to determine if there is a statistically significant difference in the mean leadership scores of the groups.

Table 6 presents the group statistics (i.e., the means and the standard deviations) for the analyzed variables for CLP and non-CLP within the different dimensions. It also shows the scores for the CLP and non-CLP alumni sampled. The table reveals that across the four dimensions of transformational leadership, the CLP surveyed outperformed the non-CLP respondents by registering higher mean scores. Of the four dimensions, CLP respondents had the highest mean score in influential leadership (4.60), while the group's lowest mean score was in stimulating leadership (4.23). This means the CLP respondents sampled indicated high levels of having strong direction and formulating a clear vision (influence), followed by giving clear directions and being optimistic. However, these respondents performed less when it came to considering the needs of their team in terms of their inspiration and encouragement to accept change, with their support regarding the overcoming of possible problems during the change process.

Table 6 Group Statistics

Dimension scores by group		N	Mean	Std. Deviation	Std. Error Mean
Influential Leadership	Non-CLP	20	4.100	0.638	0.143
	CLP alumni	21	4.595	0.375	0.082
Considerate Leadership	Non-CLP	20	3.808	0.780	0.174
	CLP alumni	21	4.563	0.420	0.092
Motivational Leadership	Non-CLP	20	4.225	0.647	0.145
	CLP alumni	21	4.581	0.387	0.084
Stimulating Leadership	Non-CLP	20	3.814	0.702	0.157
	CLP alumni	21	4.231	0.556	0.121

Table 6 also presents the standard deviations for scores of the four dimensions of leadership transformation. The standard deviations represent how far the scores for respondents are from the group means. The higher the standard deviation statistic the more dispersed the scores are from the group mean, while the smaller the standard deviation statistic the closer the individual scores are to the group mean. The table shows the standard deviations for all variables for CLP respondents are smaller than non-CLP persons surveyed. This might suggest that the CLP respondents answered the survey questions more similarly, while the answers provided by the non-CLP respondents were more varied.

Table 7 presents the independent samples *t*-tests. However, before examining the results of the *t*-tests, the underlying assumption that the two groups (i.e. CLP and non-CLP) have equal variances is first investigated. This is tested using Levene's Test for Equality of Variance ("Levene's test"), where the null hypothesis is that there is no statistically significant difference in the variances of the two groups. If the *F*-statistic is insignificant (i.e., Sig. > 0.05), this means we cannot reject the null hypothesis that the two groups have equal variance. But, if the probability value of the *F*-statistic is significant (i.e., Sig. < 0.05) the null hypothesis is rejected. *T*-tests are, however, robust to deviations in this underlying assumption. Hence, if the *F*-statistic is significant, we must interpret the *t*-test under the "equal variances not assumed" option in SPSS. **Table 7** also shows that for motivational and stimulating leadership the assumption of equal variance is met but violated for influential and considerate leadership.

Table 7 Independent samples t-test results

		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Influential	Equal variances assumed	4.788	0.035	-3.047	39.000	0.004	-0.495	0.163
	Equal variances not assumed			-3.010	30.408	0.005	-0.495	0.165
Considerate	Equal variances assumed	10.630	0.002	-3.885	39.000	0.000	-0.755	0.194
	Equal variances not assumed			-3.831	28.840	0.001	-0.755	0.197
Motivational	Equal variances assumed	0.757	0.390	-2.150	39.000	0.038	-0.356	0.166
	assumed			-2.125	30.747	0.042	-0.356	0.168
Stimulating	Equal variances assumed	0.518	0.476	-2.115	39.000	0.041	-0.417	0.197
	Equal variances not assumed			-2.103	36.218	0.043	-0.417	0.198

The next step is to interpret the actual t-tests. The null hypotheses tested that there are no statistically significant differences in the means of the two groups for the four dimensions of leadership transformation. If the t-statistic for a dimension of leadership is significant (i.e., Sig. < 0.05) we reject the null hypothesis that for that dimension the difference between the mean scores for the two groups (CLP and non-CLP) is statistically significant. However, if the t-

statistic is not significant (i.e., Sig > 0.05) we fail to reject the null hypothesis and conclude that the differences in the means are not statistically significant in the population from which the data was sampled.

Table 7 reveals that for each dimension of leadership transformation the *t*-statistics are significant. Therefore, this suggests there are statistically significant differences between the mean scores for the CLP and non-CLP groups in each leadership dimension. The table also shows that the largest difference between the two groups is inconsiderate leadership, which has a mean difference of 0.755. The smallest difference between the two groups is with regards to motivational leadership, which has a mean difference of 0.356.

Turning to the overall transformational leadership scores, **Table 8** shows the group statistics for the CLP and non-CLP alumni surveyed. It shows that the mean transformation leadership score for CLP alumni (17.971) is higher than that of non-CLP alumni (15.948) in absolute terms. The standard deviation statistic for the CLP alumni group is also smaller than that of the non-CLP respondents. Together the results suggest that CLP alumni sampled display greater leadership qualities than non-CLP surveyed. The results also imply that the leadership approach of the CLP respondents is more consistent than that of the non-CLP group.

Table 8 Group statistics for Overall Transformational Leadership Scores

Transformational Leadership scores by group		N	Mean	Std. Deviation	Std. Error Mean
Overall Transformational Leadership Scores	Non-CLP	20	15.948	2.381	0.532
	CLP alumni	21	17.971	1.537	0.335

The independent T-test is used to compare the means from two groups (Samuels, 2014). The independent *t*-test presented in **Table 9** is then used to verify that the difference in the mean overall transformational leaderships scores of the CLP and non-CLP alumni sampled is statistically significant. Levene's test ($F=1.645$, Sig. > 0.05) implies that the underlying assumption of homogeneity of variances between the two groups is met. The *t*-statistic

(-3.249) is also significant (Sig. < 0.05), which suggests that the mean difference of -2.023 is statistically significant. Hence, we can conclude that the CLP alumni have higher overall transformational leadership qualities than non-CLP alumni.

Table 9 Independent samples t-test for overall transformational leadership scores

Transformational Leadership Scores by Group		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Overall Transformational Leadership Scores	Equal variances assumed	1.645	0.207	-3.249	39	0.002	-2.023	0.623
	Equal variances not assumed			-3.216	32.249	0.003	-2.023	0.629

4.3. Validity and Reliability of Measuring Instruments

Critical to all research is the validity and reliability of any measurement exercise. The reliability indicates the extent to which the research is without bias and ensures consistent measurement across time and the various items in the instruments (Sekaran& Bougie, 2013). Reliability is the confidence in the measuring instrument given you receive the same values when the exercise is repeated. The validity on the other hand means that the measuring instrument measures the property it is supposed to measure and covers the actual area of investigation. There are four main types of validity namely, face validity, content validity, construct validity, criterion validity (Taherdoost, 2016). For this test content validity was used.

Content validity refers to how well a test measures the behavior for which it is intended. The content validity was conducted by the exhaustive review of the literature and the research work of many authors about Transformational Leadership.

After the content was validated, the next step was to test for reliability. Reliability of a measure is having the certainty that the results are consistent and stable and can be repeated. In addition, it measures how well the items are positively correlated to one another. The more these items are correlated to each other, the more the reliability is established. When a

reliability test is conducted, the consistency across the parts of the measuring instrument is important and the scale is said *to have high internal consistency reliability if the items of a scale "hang together" and measure the same construct.* (Taherdoost, 2016).

Cronbach Alpha Coefficient is the more popular and commonly used, especially when using Likert scales. The minimum internal consistency coefficient is 0.70. Scale reliability provides a measure of the internal consistency and homogeneity of the items comprising a scale. First, the scale reliability was determined by the overall reliability of the 29 items at $\alpha = 0.95$.

Table 10 *Cronbach Alpha of all items*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.960	29

Table 10 shows the reliability of all categories of subscales calculated. The dimensions displayed reliability values more than $\alpha = 0.70$ and therefore above the recommended minimum.

4.4 Factorial Analysis (Two-way ANOVA)

As mentioned earlier, 85.7% of the respondents with more than 20 years of work experience are CLP alumni. Additionally, 75% of the respondents that are in the 51-60 age category participated in the leadership training programme. This raises the question of whether age and work experience contribute to higher overall transformational leadership scores. To determine whether these independent variables (age and work experience) combined, contribute to the higher overall transformational score the two-way ANOVA test was used (Baarda et al. 2019). In this case, we wanted to measure if age and work experience affect overall transformational leadership. The first step is Levene's test.

This section tests the hypotheses that age and work experience are significant factors that influence overall mean leadership scores. **Table 11** presents Levene's Test and **Table 12** the results of the two-way ANOVA. Levene's test for the homogeneity of variances is testing for differences among groups (2 or more) variances (Starkweather, 2010). The variance indicates

that variables have similar reactions to the treatment they received. Levene's test is testing whether or not the variances of the groups are statistically different. If Levene's test shows a "Sig." value of less than (<) .05; it's concluded that the variances are significantly different; meaning the statistical test is invalid and a conclusive determination can't be made from it. Since the "Sig." value in **Table 11** shows a value of greater than (>) .05 (.932); it is concluded the variances are NOT significantly different and give validity to the t-test results.

It is shown in **Table 12**, that the two variables, CLP, and Experience, are individually statistically significant. The CLP variable contributes to 53% of the variance in the mean transformational leadership score and work experience 39.3%. The table also includes interaction terms to test whether together work experience and CLP (Experience*CLP), age and CLP (Age*CLP), work experience and age (Experience*Age) and work experience, CLP, and age (Experience*CLP*Age) are contributing factors to transformational leadership. The model suggests these interaction terms do not contribute significantly to the overall leadership score.

Table 11 *Levene's test*

Levene's Test of Equality of Error Variances			
F	df1	df2	Sig.
.007	1	39	.932

a. Dependent variable: Mean

b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

c. Predicted values from design: Intercept + q3yearswork + clpalumni + q2age + q3yearswork * clpalumni + q3yearswork * q2age + clpalumni * q2age + q3yearswork * clpalumni * q2age

Table 12 *Two-way ANOVA, Factorial analysis (Test of Between-Subjects Effects)*

Tests of Between-Subjects Effects

Dependent Variable: Mean

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8.055[a]	14	.575	3.519	.003	.655
Intercept	419.414	1	419.414	2565.590	.000	.990
Experience	2.750	4	.688	4.206	.009	.393
CLP	4.936	1	4.936	30.196	.000	.537
Age	.383	2	.192	1.172	.325	.083
Experience*CLP	.872	2	.436	2.666	.088	.170
Experience*Age	.964	3	.321	1.965	.144	.185
CLP*Age	.855	2	.427	2.615	.092	.167
Experience* CLP*Age	.000	0	.	.	.	.000
Error	4.250	26	.163			
Total	751.472	41				
Corrected Total	12.305	40				

a. R Squared = .655 (Adjusted R Squared = .469)

Chapter 5 Conclusion, Discussions, and Recommendations

In this chapter, the research and sub-questions will be answered. Afterward, the conclusion will be presented, followed by the discussions and finally the recommendations.

5.1 Conclusion

Based on the research results of this study, it was determined that those public sector leaders who completed the CLP scored higher than those who did not receive CLP training. However, the full impact of the CLP in Suriname could not be measured, because the monitoring and evaluation of these CLP leaders were never done and documented for research databases. It was also concluded that transformational leadership is key for transformative policies to achieve sustainable development public sector reform.

The conclusion was explained in the following sub-chapters, of chapter 5.

5.1.1 Transformational leadership

In the past 20 years, changes in organizational structures have impacted the effectiveness of leadership, and organizations need to adapt to changing environments and decide how best organizations are run. Leaders stimulate individual followers to achieve extraordinary outcomes while developing their leadership capacity to align the goals and reach the objectives (Saad, Anjunath & Yadav, 2014). Leadership attributes are universal and can be applied in any country irrespective of size or circumstances. It has been noted that developing countries possess different features from developed countries that demand an evolving organizational leadership style. The results in this study show that transformational Caribbean Leadership training can develop and create transformational leadership in the public sector.

Transformational leadership theory expects leaders who have transformational leadership characteristics to be successful. The research has shown that there is a difference between those who have received leadership training in comparison to those who have not. The challenge is simply how the lessons of the study are applied.

5.1.2 The comparison of those who received the CLP training and those who did not

The findings suggested that the CLP alumni respondents achieved higher scores for their transformational qualities in comparison to non-CLP respondents.

Significant statistical evidence was noted for Intellectual Consideration and Idealized Influence. These are critical factors of Transformational Leadership. Having these two qualities indicates that the leader is a strong role model with the ability to influence others by example, and help others develop themselves while contributing to organizational effectiveness. Even though Inspirational Motivation and Intellectual Stimulation had higher mean scores, this was statistically insignificant. This means there was no significant difference between CLP alumni and non-CLP. This should be an area that could be improved.

Factor analysis (PCA) explained 53% of the variance showed by the CLP category was the biggest influence on the total mean scores.

The results from the inter-item correlations indicated that the items within each of the four subscales were significantly inter-correlated. The results also showed that the inter-correlations between the subscales were also significant. Reliability established using Cronbach's alpha indicated high levels of internal consistency for the Transformational Leadership scale. Each subscale also displayed high-reliability values and was above the recommended minimum.

The study has concluded that a leadership program such as the CLP, can have a significant impact on successful project implementation and execution at the technical and personal level (management of self and staff).

5.1.3 Transformational leadership and its role in sustainability in the governance of the public sector

At its core, transformational leadership is seen as a critical component to achieving sustainable development. To achieve sustainable development, the concerted efforts of governments, the private sector, communities, and individual citizens are required. Governments should implement innovative leadership and management programmes in all sectors and integrate these trained personnel in key sectors and institutions to support the development of realistic strategic and sustainable policies and goals.

Wright et al. (2011) had shown that Transformational Leadership behavior can be a catalyst for increasing public service motivation and improving public sector employees' perceptions of the organization's purpose or social contribution. This suggests that transformational leadership is

the best fit to mobilize, develop and promote governance in the public sector to realize sustainable development policies. However political willingness is important to align leadership with the enabling environment in which this leadership can be fully expressed.

Against the backdrop of the current national and global circumstances, governments must gear themselves towards a more holistic approach to leadership in which a leader must first be grounded in an understanding of the leader self, and a realistic view of all environmental components to work effectively with all stakeholders to make and sustain change. Leaders must reflect and study themselves as a pathway to understanding their skills, knowledge, and values within the context of the organization. This reflective process allows for cycles of growth and change.

Leaders must understand the need for collective efforts at both the national and organizational levels. At the national and organizational level leadership styles, must move towards inclusion and a sense of shared responsibility to achieve long-term sustainable goals and achieve sustainability. To achieve sustainable goals, systems must be developed and implemented to consistently ensure the pursuance of these goals now and in the future. These systems should include strategic planning, monitoring and evaluation, and human resource development.

Transformational leadership training and development are critical for good governance and when combined with the requisite technical and financial resources this contributes to successful sustainable national and regional growth.

5.2 Discussions

The goal of this study was to determine whether public sector managers who have participated in the CLP training, exhibited transformational leadership skills to establish sustainable development in the public sector.

This study is important because it has shown how transformational leadership training can make a significant contribution to emphasizing the impact of the dimensions of transformational leadership on the organization and by inference the formulation of sustainable governance policies. There is a lack of similar studies on transformational leadership in Suriname and this research can add to the growing body of knowledge on the subject regionally. The conclusions

reached in this study can help public sector leaders to develop the necessary level of commitment and trust among employees required to achieve challenging goals in the future.

The results of these findings emphasized the importance of transformational leadership behaviors in public sector organizations to promote sustainable good governance. Since transformational leadership can be trained and developed, this study suggests that public sector organizations can include transformational leadership in programs and training courses as part of their human resource development and institutional reform. Additionally, governments should consider investing in local transformational leadership development programmes to support these positive leadership behaviors. This would allow for the creation of an enabling internal environment in the public sector that is adaptive and responsive to internal and external changes and challenges in a proactive way.

When evaluating the dimensions of transformational leadership, this study shows the impact leaders have on followers and their potential to motivate, influence, and inspire their subordinates. Furthermore, the study shows how through consideration individuals can be motivated to stay engaged, goal-oriented and result-driven while being innovative.

The results also indicated that the CLP respondents who received training (75%) were older with more than 20 years of experience. It is important to further study this aspect to determine the factors for nomination and selection to participate in the CLP training. This would indicate if there were excluding factors limiting younger participants, with less work experience but with potentially more years of public service ahead. If the CLP training can be adapted for delivery at a national level, an important factor going forward should be the criteria used to select those candidates who receive this training. The requirements should be geared to allow for more diverse participation and younger candidates.

The results indicated that out of the four dimensions, CLP respondents had the highest mean score in giving direction and formulating a clear vision (influence), followed by giving clear directions and being optimistic. However, these respondents scored less when it came to considering the needs of their team in terms of their inspiration and encouragement to deal with change or creating innovative ways to deal with challenges. A possible answer to this result could be the way the public sector is viewed as an organization with a hierarchical approach to administration. The culture has been top-down management with little room for creativity and innovation or support for those who challenge authority or established practices. It may be that

even with the leadership training candidates still find it uncomfortable to move away from their old leadership styles in some areas.

Transformational leaders create strategic change by firstly recognizing a need for change, creating a new vision, and then institutionalizing the change. However, the success in implementing and achieving effective change is predicated on the leader's ability to facilitate positive relationships between employees throughout the organization and to communicate the purpose and process of the change to stakeholders including the political directorate. The culture in which they operate is equally important. The organization must allow for this autonomy to be given to the leader to create this necessary change.

Limitations of this study

It is crucial to note that retrieving and collecting information in Suriname was severely difficult. Requests for information and interviews took extended periods. This was also further hampered by the many partial and full lockdowns in Suriname due to the COVID-19 pandemic. When face-to-face interviews failed, this researcher sought digital options for obtaining data. This was also a challenge as difficulties were experienced with poor internet or lack of internet access. Given the time constraints, the information that was currently available had to be utilized and processed. When it came to digital sources on official websites from key data collectors, information was often outdated or not available on public portals. It is this researcher's opinion that this was a result of a lack of monitoring and evaluation of projects in the public sector and a culture of not publicly sharing or acknowledging problems with project delivery due to political concerns.

Another limitation of this study was that some public sector managers who completed the training were no longer at the same ministry. This would limit the research in describing the full context of the knowledge transfer from those who completed the training to their original institutions and their new institutions. A further limitation was that the data was compiled mainly from one data source, which was the questionnaire. For future research, other sources of data, such as qualitative research could be added to give further context to the statistical analysis completed on the factors where the statistical changes were not significant

5.3 Recommendations

First, throughout this study, transformational leadership has been proven to be, a holistic leadership style that aligns, the leader's style, with the follower's motivation and political background in challenging times. It is therefore recommended to make transformational leadership, part of the training mandate for public sector managers in senior positions. This should be done by developing and executing a dedicated national training programme for public sector managers. This would standardize training, for public sector managers and streamline government operations because all managers would use the same operating procedures. The training would be mandatory for appointed senior officials, in all government institutions. Subsequently, all senior officials already in office would be incentivized to complete the training to upgrade their skills. Incentives could include, promotions to higher positions.

Secondly, those who received transformational leadership training scored higher in comparison to those who did not receive this training. However, the impact could not be immediately measured due to the lack of a support network. This support network includes effective performance monitoring and evaluation in human resource departments. Performance measurement (monitoring) systems seek to identify the best performing managers who should first be in line for promotions and assigned to critical positions. For example, critical positions could be troubleshooting ministries with low performance or internal issues. In addition, performance measurement identifies those managers who need additional training and support, to improve their performance.

Finally, transformational leadership has proven to have, a positive impact on sustainability in the governance of the public sector. The recommendation is to update and develop the national Sustainable Development Plan to encompass all sectors of the economy and society. This would support the institutional leadership of good governance practices for the dissemination of information on progress towards the achievement of all sustainable development goals. This can be done by implementing the Results-Based Management (RBM) programme in all public sector institutions. This RBM would set out Specific, Measurable, Achievable, Relevant, and Time-based (SMART) sustainable development goals (targets).

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APPENDIX I Transformational Leadership Survey

No.	
	quest
1	gender
2	age
3	experience
4	organization
5	Different position
	Influential leadership
6.	I tell the truth
7.	I look for the principle of ethics behind others decisions
8.	I fulfill what I have promised
9.	I demonstrate the same priorities I describe
10.	I make fun of others' mistakes
11.	I take credit for others achievement
12.	I respect the personal rights of my colleagues the in workplace
13.	I appreciate colleagues hard works
14.	I complete my tasks in the target time frame
15.	I walk away when someone is talking to me
16.	I publicly blame others for their mistakes
17.	I avoid acknowledging staff members achievements at official meetings
18.	I inform others about all important matters that affect routine activities
19.	I involve team members in the decision-making process
20.	I attempt to create a big win in a short time
21.	I repeat some mistakes
22.	I try to apply innovations on the work floor
23.	I express gratitude even for small acts
24.	I give staff up-dated information
25.	I try to discover training opportunities to improve other skills
26.	I keep the personal conversation in confidence
27.	I provide staff with the information which is needed to accomplish colleagues tasks
28.	I encourage colleagues to participate in the formulation of the organization's vision

29.	I clearly describe expectations of future problems
30.	I try to make required resources available to accomplish team task
31.	I try to involve colleagues in all phases of strategic planning
32.	I identify long-term objectives
33.	I fail to help colleagues to solve problems
34.	I fail to develop short-time objectives
	Considerate leadership
35.	I get clarification from my supervisor about delegated work
36.	I try to involve staff in the assessment of training needs
37.	I delegate to accomplish our target assignments
38.	I provide advice when requested
39.	I encourage colleagues to decide by themselves how to complete their assignments
40.	I search for the resources needed to carry out our new tasks
41.	I make eye contact when others are speaking
42.	I give positive nonverbal feedback
43.	I ask questions to prompt further discussion
44.	I listen to opposing views without being defensive
45.	I look distracted when others are speaking
46.	I continue working while others are speaking
47.	I suggest solutions before the problem is fully explained
48.	I devote time to training colleagues to improve specific skills
49.	I aid others to acquire the necessary knowledge
50.	I avoid criticizing others when they try something new and fail
51.	I give others regular feedback about their performance
52.	I encourage colleagues to search for relevant training courses
53.	I encourage colleagues to make presentations in meetings
54.	I consider others as having different needs
55	I listen to colleagues with respect
56.	I help others to deal with their private problems
57.	I express compassion toward others who have low performance
58.	I engage with staff to provide performance feedback
59.	I am careless towards colleagues work problems

	Motivational leadership	
60.	I attend informal events that help to build team cohesiveness	
61.	I establish clear priorities	
62.	I offer assistance to colleagues before they requested	
63.	I build a common base of agreement in the team before moving forward with task involvement	
64.	I work hard to achieve targeted program objectives	
65.	I motivate team members to work hard to achieve our program objectives	
66.	I attempt to use organization facilities to achieve my benefits	
67.	I am genuine about what others say	
68.	I ask questions to clarify ideas	
69.	I avoid asking questions in meetings	
70.	I give ambiguous instructions	
71.	I narrate the topic/s in a pleasant manner	
72.	I establish a clear standard of expected performance	
73.	I demonstrate a passion for excellence in every aspect of my work	
74.	I vary tone to keep audience interest	
75.	I encourage exceptionally high standards of performance	
76.	I fail to energize staff members to perform at their best level	
77.	I help others work through their achievement	
78.	I remind colleagues that our priority is to deliver excellent services to our client	
79.	I am willing to make difficult decisions	
80.	I seek unanimity in shared values	
81.	I fail to promote strong norms to would encourage staff to work harder.	
	Stimulating leadership	
82.	I encourage colleagues to find new ways to solve problems	
83.	I have group discussions to highlight organizations strengths	
84.	I create benchmarks for measuring the progress of work	
85.	I prepare a checklist of solutions to a problem	
86.	I fail to find alternative solutions for targeted problems	
87.	I fail to involve outsides in problem-solving discussions	

88.	I recommend others to follow procedures to make a decision
89.	I try new approaches to accomplish our tasks in the target time
90.	I sponsor activities that help develop new ideas
91.	I stimulate employees to visit other offices to provide mutual feedback
92.	I encourage others to look at problems from different angles
93.	I suggest new ways to complete our assignments
94.	I encourage thoughtful risk-taking
95.	I require others to solve problems quickly

1	gender
2	Public or private
3	age
4	Years of work experience
5	education
	Influential leadership
6.	I demonstrate the same priorities I describe
7.	I complete my tasks in the target time frame
8.	I involve team members in the decision-making process
9.	I provide staff with the information which is needed to accomplish colleagues tasks
10.	I try to discover training opportunities to improve other skills
11.	I identify long-term objectives
	Considerate leadership
12.	I get clarification from my supervisor about delegated work
13.	I delegate to accomplish our target assignments
14.	I encourage colleagues to decide by themselves how to complete their assignments
15.	I aid others to acquire the necessary knowledge
16.	I search for the resources needed to carry out our new tasks
17.	I give others regular feedback about their performance
	Motivational leadership
18.	I establish clear priorities
19.	I build a common base of agreement in the team before moving forward with task involvement
20.	I work hard to achieve targeted program objectives
21.	I motivate team members to work hard to achieve our program objectives
22.	I ask questions to clarify ideas
23.	I establish a clear standard of expected performance
24.	I demonstrate a passion for excellence in every aspect of my work
25.	I encourage exceptionally high standards of performance

26.	I help others work through their achievement
27.	I am willing to make difficult decisions
	Stimulating leadership
28.	I encourage colleagues to find new ways to solve problems
29.	I have group discussions to highlight organizations strengths
30.	I create benchmarks for measuring the progress of work
31.	I prepare a checklist of solutions to a problem
32.	I try new approaches to accomplish our tasks in the target time
33.	I encourage others to look at problems from different angles
34.	I encourage thoughtful risk-taking

APPENDIX III Week Schedule Face to Face Module Level 1 CLP

CARIBBEAN LEADERSHIP PROJECT – LEADERSHIP DEVELOPMENT PROGRAMME

DRAFT Module Two – Building and Sustaining Relationships for Success

November 25 – 29, 2013

The Marriott Hotel, Basseterre, St. Kitts & Nevis

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Travel to St. Kitts & Nevis	8:30 – 9:30 Formal Opening Session	8:30 – 9:00 Sense Making & Perspective Taking	8:30 – 9:00 Sense Making & Perspective Taking	8:30 – 9:00 Sense Making & Perspective Taking	8:30 –10:45 "Bright Spots" Debrief: Group Preparation Participants
		9:30 – 11:30 Reconnecting Activities and Establishing Our Conditions for Learning Lisa James & James Clemens	9:00 – 10:15 Fearless Advice, Loyal Execution Ambassador Wendell Lawrence	9:00 – 10:30 Case Study: Leading Through Unintended Consequences – From Mistakes to Success Joan Underwood, CLP Regional Project Manager	9:00 – 10:15 Understanding Group Dynamics Lisa James & Verieux Mourillon	10:00 – 10:15 Break
		11:30 – 11:45 Break	10:15 – 10:30 Break		10:15 – 10:30 Break	11:00 – 12:30 Debriefing and Reflecting on "Bright Spots" Participants, Lisa James & James Clemens
		11:45 – 12:30 Briefing on Bright Spots	10:30 – 12:00 Designing Powerful Conversations Ginette Morel	10:30 -10:45 Break	10:30 – 12:00 The Leadership Imperative: Leading Through Financial Crisis Sir Dwight Venner, Governor, ECCB	
				10:45 – 12:15 Leading Through Unintended Consequences – From Mistakes to Success (Cont.)		
Lunch		12:30 – 1:30 Lunch	12:00 – 1:00 Lunch	12:15 – 1:15 Lunch	12:00 – 1:00 Lunch	12:30 – 1:30 Lunch with St. Kitts and Nevis-based LDP Alumni
P.M.		1:30 – 3:00 Leadership and Leveraging Contradictions/Polarities Lisa James & James Clemens	1:00 – 2:30 The Magic of Mirroring Marcus Mottley	1:15 – 3:00 Understanding the Environment as a Cross-Cutting Theme David Lee, CLP Environmental Specialist	1:00 – 4:00 Bright Spots: The environment and Economic Development Topics and Locations TBD (4 Teams)	1:30 – 2:30 Group Updates on BDAL Challenge Lisa James & Verieux Mourillon
		3:00 – 3:15 Break	2:30 – 2:45 Break	2:45 – 3:00 Break		2:30 – 2:45 Break
		3:15 – 4:15 The Political-Administrative Interface – The Role of the Permanent Secretary Lisa James & James Clemens	2:45 – 4:00 Values, Ethics, Biases and the "Grey Zone" Jennifer Nero, Managing Director, ECCB	3:15 – 4:15 Understanding the Environment as a Cross-Cutting Theme (Cont.)		2:45 – 3:30 Concept Integration and Transferring Learning to Workplace Lisa James & James Clemens
		4:15 Reflection Session	4:00 Reflection Session	4:15 Reflection Session	4:00 Personal Reflection & Sense Making	3:30 Announcements, Closing Reflections & Acknowledgements
Evening		BDAL & Bright Spots Group Work (At Participants' Discretion)	BDAL & Bright Spots Group Work (At Participants' Discretion)	BDAL & Bright Spots Group Work (At Participants' Discretion)	Movie Night: Enemy of the People BDAL Group Work	

APPENDIX IV Week Schedule Face to Face Module Level 2 CLP

CARIBBEAN LEADERSHIP PROJECT – LEADERSHIP DEVELOPMENT PROGRAMME

Module One - Authoring My Leadership Style

October 21 – 25, 2013

Cave Hill School of Business, The University of the West Indies, Barbados

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
7:45		Depart Hotel and travel to Cave Hill School of Business				
A.M.		8:30 Formal Opening Session	8:30 Reflection Session: Sense Making & Perspective Taking	8:30 Reflection Session: Sense Making & Perspective Taking	8:30 Travel from Hotel to Field Visit locations	8:30 Reflection Session: Sense Making & Perspective Taking
		9:30 – 10:45 Introduction to Colleagues Lisa James and James Clemens, LDP Co-Facilitators	9:00 – 11:00 Leadership in the Caribbean Region: Past, Present and Future *"Strategic" leadership and the implications for our contexts* Lisa James and James Clemens	9:00 – 10:15 Introduction to "Wicked" Problems and Complexity Thinking Lisa James and James Clemens	9:00 – 12:30 Bright Spots: In Service to Citizens – Leadership and Complexity	9:00 – 11:15 Mapping My Transformational Leadership CLP Journey Ginette Morel and Marcus Mottley
		10:45 – 11:00 Break		10:15 – 10:30 Break		10:15 – 11:30 Break
		11:00 – 11:45 110% Listening Lisa James and James Clemens	11:00 – 11:15 Break	10:30 – 12:30 Wicked Problems and Business-Driven Action Learning *Your Action Learning Facilitators and your Action Learning Challenge* Lisa James and Verieux Mourillon, LDP Action Learning Set Advisors		11:30 – 12:30 Our Leadership Journey: The CLP LDP Alumni Perspective Barbados-based CLP LDP Alumni
		11:45 – 12:30 Programme Overview Lisa James and James Clemens	11:15 – 12:30 Leadership in the Caribbean Region (Cont.) Sir Hilary Beckles			
	Travel to Barbados	Lunch				Lunch with Barbados-based Alumni
P.M.		1:30 – 3:00 Introduction to Your Coaches and to Coaching Ginette Morel and Marcus Mottley, LDP Coaches	1:30 – 3:00 Gender Equality–Its relevance to Policy-Making, Leadership and Economic Development in the Caribbean Carole Houlihan, CLP Gender Specialist	1:30 – 2:00 Business-Driven Action Learning (Cont.)	1:30 – 3:15 Leadership Lessons from "Bright Spots" Lisa James, James Clemens and Verieux Mourillon	1:30 – 2:45 The Leadership Imperative: Caribbean Economic Development
		3:00 – 3:15 Break		2:00 – 3:00 Making Leadership Learning Real Honourable Maxine McLean, Minister of Foreign Affairs & Trade	3:15 – 3:30 Break	2:45 – 3:00 Break
		3:15 – 4:15 Understanding Emotional Intelligence Ginette Morel and Marcus Mottley	3:00 – 3:15 Break	3:00 – 3:15 Break	3:30 – 4:30 Orientation to WebEx and the CLP Website Guest Facilitator: Alaine Murray, CLP Communications Officer, Regional Project Office	3:00 – 4:00 Concept Integration and Transferring Learning to Workplace Lisa James and James Clemens
			3:15 – 4:30 Gender Equality–Its relevance to Policy-Making, Leadership and Economic Development in the Caribbean (cont'd)	3:15 - 400 Forming our Leadership Learning Community Lisa James and James Clemens		4:00 – 4:30 Looking Forward: What's Next? LDP Team
		4:15 Reflection Session	4:30 Reflection Session	4:00 Reflection & Briefing on Field Visits	4:30 Reflection Session	4:30 Acknowledgements & Closing
Evening		Prime Minister's Reception EQ-i Debriefs Begin	Free Evening EQ-i Debriefs Continue	Small Group Preparation for Field Visits EQ-i Debriefs Continue	Movie Night: *Fire in Babylon* EQ-i Debriefs Continue	