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Strategies for Developing Effective Organizational Leaders for Unstable Environments

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This is to certify that the doctoral dissertation by

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Abstract

In organizational environments characterized by constant change, unpredictability, and uncertainty, some leaders lack the important skills and knowledge to assume leadership positions. The problem is that some senior organizational leaders lack effective leadership development strategies to prepare leaders for leading in unstable environments. The purpose of this case study was to explore development strategies that senior organizational leaders in the healthcare industry used to prepare leaders who can lead effectively in unstable environments. The conceptual framework was Bass's theory of transformational leadership and Greenleaf's servant leadership theory. The primary source of data came from interviews with a purposeful sample of eight senior leaders, vice presidents, and directors in the healthcare industry responsible for developing leaders who can lead effectively in unstable environments. Based on constant comparative analysis of the interview data, 13 leadership development strategies emerged, from focusing initially on the current state of leadership development to benchmarking against other organizations. This study's social change influence derives from identifying leadership training strategies that may help facilitate the development of more effective leaders in increasingly unstable environments. These leaders could influence their stakeholders and society by increasing job creation, providing higher wages, and developing better products and services.

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Dedication

I dedicate this study to numerous people. First, my husband encouraged enrolling in the doctoral program at Walden University. A special thanks to mom and dad, who instilled the value of hard work and the importance of education. They wanted each of your seven children to have more opportunities and a better life. I would not be where I am today without your sacrifice and support. Although both of you have passed away, hardly a day goes by that I do not think of you. I carry the memories of you in my heart.

To my four brothers that died, it is difficult to put into words the depth of my sorrow that you are no longer here. Each of you, in different ways, played a significant role in my life. My Auntie T. and Uncle Tom were essential people in the early years of my life. The United States Army provided me with an opportunity to continue my education while building my confidence to do anything. I learned a lot within my 15 years of service in the military. I traveled and attended some of the best leadership training. I discovered my passion for learning and development. Thank you for the opportunity to serve my country and the fantastic journey that steered my life in a different direction than I had planned.

Acknowledgments

My faith in God sustains me; it gives me the strength to follow my dreams and never give up. Dr. Levasseur has been incredibly supportive and patient during this Ph.D. journey. For all the time and effort spent reviewing my work and providing valuable feedback, thank you. I appreciate it more than I can express. I would not be where I am in this process without the help of Dr. Banner and Dr. Gould. Your feedback as part of the review process has been helpful and insightful.

Without the support of my husband, this journey would not be possible. I am thankful to Walden University and its staff members. I am forever grateful to the different organizations that I worked with that encouraged and supported me in my quest to earn a Ph.D. A special acknowledgment to a good friend of over 25 years for supporting me through my Ph.D. journey.

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Chapter 1: Introduction to the Study

Some modern leaders lack the crucial skills and knowledge to lead organizations in environments characterized by continuous change, unpredictability, and uncertainty (Mehrabani & Mohammad, 2015). Leslie (2015) asserted that executives' two top concerns were skill gaps in leaders and a leadership shortage. Leslie, like Mehrabani and Mohammad, described modern leaders as people not prepared to meet leadership requirements because they lacked the required skills and abilities. Leadership capacity was inadequate to lead organizations facing continuous changes and new requirements (Leslie, 2015).

Blanchard et al. (1999) noted that leaders should develop new tactics to attract customers within an intensified competition atmosphere to solve problems and motivate people. There was a need for effective leaders who could lead in a fast-paced and uncertain environment. From Blanchard et al.'s perspective, people were desperate for examples of authentic leadership. Coloma et al. (2012) stated that irrespective of the large body of published work regarding leadership development programs' effectiveness, there was still a need for additional research. We need further research to help leaders use their learning experiences to improve their skills and abilities (Coloma et al., 2012). This chapter contains information on the study background, a statement of the problem, purpose, and research question; specific definitions of terms in the study; a set of assumptions; the significance of the study, among a few other elements.

Background of the Study

Gallup (2017) noted that unprecedented changes impacting organizations were unyielding, fast-paced, and superimposing in ways that had not occurred historically. As a result, many leaders lacked the skills and abilities to be effective leaders, contributing to active employee disengagement. Gallup emphasized in 2017 that disengaged employees cost the United States $483 billion to $605 billion annually in decreased output. Gallup further noted that if leaders in the United States doubled the proportion of engaged employees from one-third to two-thirds, the problem would disappear, but to do this, leaders would have to transition from the traditional command and control leadership style to a more collaborative style.

Gallup (2017) asserted that many leaders lacked the skills and abilities to lead in unstable environments, contributing to employee disengagement and organizational ineffectiveness. While talented leaders influence organizations' success in continuously changing and unpredictable work environments, countless leaders were not ready to lead an organization (Mehrabani & Mohammad, 2015). Traditional perspectives about leadership did not work in a global business environment (Gallup, 2017). Antiquated performance management structures were not sufficient (Gallup 2017).

According to Lowe (2015), at least 36% of the organizations studied acknowledged their leaders were not ready to lead their organizations in the future. Twenty-five percent of leaders had identified only one successor to the organization's ten most important leadership positions. Lowe suggested that the work environment of unpredictability, continuous change, and uncertainty overwhelmed many leaders. Leaders

did not have the skills and abilities to make a difference (Lowe, 2015). The work environment changed, yet the workforce remained unchanged (Gallup, 2017). Gentry et al. (2013) asserted that the role of modern leaders was more challenging, emphasizing that leaders in a new and complex environment dominated by continuous change and uncertainty required different skills and abilities to be effective. Gallup (2017) noted that one way to maintain an engaged workforce was for leaders to engage individuals emotionally, particularly given the various cultural differences in the workplace.

Businesses have encountered increased challenges in managing their business efficiently and staying ahead of the competition (University of North Carolina Kenan Flager Business School and the Human Capital Institute, 2014). The researchers in this study found that many executives had concerns about their existing leader's skills and knowledge. Executives worried people identified as high potentials lacked the skills to meet future organizational requirements. 85% of the participants agreed that leadership development needed to be a top priority at all levels of their organizations.

Problem Statement

Some modern leaders lack the critical skills and knowledge to lead organizations in environments characterized by continuous change, unpredictability, and uncertainty (Mehrbrabani & Mohammand, 2015). Iordanoglou (2018) asserted that some leaders do not have the competencies to lead in a fast-paced, unpredictable, and volatile business environment. As baby boomers approached retirement in record numbers, leaders discovered it was challenging to find qualified people to replace senior staff members (University of North Carolina Kenan Flager Business School and the Human Capital

Institute, 2014). In a similar study regarding the state of leadership development, Lowe
(2015) reported that 71% of the leaders that took part in the study acknowledged that
their leaders did not have what they needed to lead the organizations into the future.
Thirty-six percent admitted that their leadership development strategies were inadequate
(Lowe, 2015).

The general problem was that organizations face challenges that required highly
qualified leaders to lead organizations in environments characterized by continuous
change, unpredictability, and uncertainty (Mehrabani & Mohammad, 2015). Baiyeshea
(2020) noted that the business environment's unprecedented change pushes individuals to
alter managers' education strategies. Organizations need highly skilled leaders
(Baiyeshea, 2020). Leaders internationally struggle to develop a strategy to find and
develop competent leaders who can lead in challenging conditions (Iordanoglou, 2018).
Michalak et al. (2018) posited that the business environment is different from what
leaders faced in the past. Unstable environments placed considerable strain on leaders
that do not have effective strategies for developing effective leaders (Yeager & Callahan,
2016). The specific problem was that some senior organizational leaders lack effective
leadership development strategies that prepare leaders for leading in unstable
environments.

Purpose of the Study

The purpose of this qualitative case study was to explore development strategies
that senior organizational leaders in the health industry used to prepare leaders who can
lead effectively in unstable environments. Yin (2018) asserted that case studies are a

pragmatic approach for examining a real-world framework. Pelc and Sulich (2020) asserted that some businesses contend with extraordinary obstacles while operating in unstable and fast-paced business environments. The industry's unpredictability is a contributing factor to the lack of strategic growth. Executing a strategy requires an ongoing process of adjusting the organization to meet the business environment's changing external and internal conditions (Pelc & Sulich, 2020). Nicolaides and McCallum (2014) categorized a global environment as unpredictable, complicated, and ambiguous. Environments that are unstable impact every organization (Nicolaides & McCallum, 2014). Some leaders lack the skills and knowledge to lead organizations effectively in unstable environments characterized by continuous change, unpredictability, and uncertainty (Nicolaides & McCallum, 2014).

Research Question

RQ – What development strategies do senior organizational leaders use to prepare leaders who can lead effectively in unstable environments?

Conceptual Framework

This study's conceptual framework was Bass (1990) theory of transformational leadership and Greenleaf's (1991) servant leadership theory. The transformational leadership theory centers on four factors, charismatic leader, inspirational leader, intellectual stimulation, and individuated consideration (Bass, 1990). Li et al. (2016) posited that there is a connection between leadership and innovation. At the individual level, transformational leadership enhances each person's effectiveness within teams and thus functions as a critical driver of innovation. Subsequent research and application of

Bass's theory offered directions on creating leadership development strategies helpful in developing leaders. Bass argued that transformational leaders influence staff to forego their interest for the team's benefit.

Ghasabeh and Provitera (2017) contended that leaders worldwide are functioning in a fast-paced and uncertain environment. Organizations need more effective leaders to lead in a global environment (Ghasabeh & Provitera, 2017). Transformational leadership is about leaders' essential strengths that help them implement organizational changes skillfully (Ghasabeh & Provitera, 2017). Organizational leaders encounter significant ambiguity and difficulty in the work environment (Rousseau, 2018). Some leaders do not receive appropriate or timely feedback on their performance (Rousseau, 2018). Rousseau (2018) asserted that organizational leaders face extremely forceful circumstances in the work environment.

Greenleaf (1991) defined the servant leader as an individual who has a natural sense that serving others is primary. Being a servant leader differs vastly from being a traditional leader (Greenleaf, 1991). The servant-leader makes sure that they meet other people's top priorities first (Greenleaf, 1991). Greenleaf argued that one quality of servant leaders shows how unlike other leaders who point the way.

The servant-leader is a leader who places the needs of others first (Patrnchak, 2016). Greenleaf (1991) defined servant leaders as individuals who put other people's priorities above their own. Servant leadership is a theory deeply embedded in ancient history that Greenleaf adapted to make it applicable to present-day organizations. The characteristics that describe a servant leader are listening, compassion, understanding,

healing, persuasion, conceptualization, intuition, stewardship, stewardship, and dedication to people's development and constructing communities (Patrnchak, 2016). Adopting servant leadership philosophies does not eliminate the need for command-and-control tactics occasionally (Patrnchak, 2016). However, an outstanding leader is a servant first (Greenleaf, 1991).

Nature of the Study

I selected the qualitative method for this study of strategies senior organizational leaders in the healthcare industry used to develop leaders who can lead effectively in unstable environments. Maxwell (2013) asserted that the strong point of qualitative enquiry stems from its alignment with the world and the inductive method that enables researchers to concentrate on specific circumstances or individuals. Researchers who used the qualitative approach focus on descriptions as opposed to numbers (Maxwell, 2013). The proper plan for this study was the case study. According to Yin (2018), case study researchers typically concentrate on a case as the fundamental investigation unit. According to Zucker (2009), the case study method enables researchers to conduct a comprehensive study of one person, group, or community (the case). The case study, which emphasizes the participant's perspective as central to the process, can be a creative alternative to traditional approaches (Zucker, 2009). Chmiliar (2012) argued that the multiple-case design provided an opportunity to analyze procedures and conclusions amongst several cases. Case study research plays a vital role in evaluations by offering an in-depth analysis of the case (Yin, 2018).

Researchers use the ethnographic method to observe and study all aspects of a cultural system, particularly those not addressable through laboratory or survey research alone. Ethnography requires the researcher to spend extended periods in the field, which is the most important part of the research. Ethnography involves total immersion in all social activities of the individual or groups participating in the study (Whitehead & Freidenberg, 2005). Ethnography was not suitable for this research.

Phenomenology was suitable for this study because it is about individual lived experiences (Finley, 2011). A case study was more suitable as this design enables the study of bounded systems, which was the focus of this study. This qualitative case study helped identify leadership development program strategies senior leaders used effectively to develop leaders who can lead effectively in unstable environments.

Definitions

Disengaged workers: Disengaged workers are typically less committed to their jobs and are not very dedicated to their employer (Aslam et al., 2018).

Engaged workers: Engaged workers are individuals who feel connected, loyal, passionate, and empowered, and they show those feelings in work performance (Mone et al., 2011).

Leadership development: A wide range of actions designed for maximizing the potential of an organization's human capital and growth projections (University of Akron Committee of the Society for Industrial and Organizational Psychology, 2012)

Servant leader: Servant leaders are individuals whose normal inclination is to serve, primarily. Secondly, people consciously decide to become leaders (Greenleaf, 1991)

Unstable Environment: An environment characterized by continuous change, unpredictability, and uncertainty (Mehrabani & Mohammad, 2015).

Assumptions

Researchers' views and assumptions shape the inquiries they undertake (Kirkwood & Price, 2013). The first assumption was that research participants would openly share their experiences, developing leaders' skills and abilities amid continuous change, unpredictability, and uncertainty. The second assumption was that the data collected would reflect the experiences of the participants in the study. The last assumption was that participants would focus on being accurate when telling their stories and providing descriptions. Simon (n. d.) explained that researchers should assume that people's responses are truthful.

Scope and Delimitations

The case study research method offers an in-depth view of distinctive phenomena that are not analyzable beyond the framework they happened (Maiorescu-Murphy, 2020). According to Yin (2018), the case study does not adhere to any specific research method. Hagaman and Wutich (2017) suggested that 16 or fewer interviews categorize common themes.

I use the case study research approach to identify development strategies participants used to prepare leaders to lead in unusable environments. Hotho and

Dowling (2010) argued that developing leaders' approach should transition from creating leadership development programs that focus on input over interaction. For leadership development programs to provide leaders with the skills and knowledge they needed to be effective, they needed to change, designing, and implementing the programs (Hotho & Dowling, 2010). Additional research-based on participants sharing their experience, involving a prescribed analysis of the narrative text, was necessary (Hotho & Dowling, 2010).

The industrial paradigm model, participative leadership theory, and transactional leadership theory are not a part of this study. The industrial paradigm model was primarily leadership dependent and male-oriented, focusing on management, power, achieving goals, and individual self-interest (Perkins, 2009). In contrast, the participative leadership theory defined the leader as a facilitator, problem solver, coach, leader of change, and team leader (Mohamad et al., 2009).

Odumeru and Ogbonna (2013) defined the transactional leader as an individual whose inclination uses reward and punishment to increase the probability of obedience from followers. The transactional leader has a propensity to be directive and action oriented (Odumeru & Ogbonna, 2013). Several researchers acknowledged the significance of the transformational leadership technique for supporting workers' innovation (Alqarawenh, 2018) investigations had emphasized the impact of focusing on employees' creative behaviors (Alqarawenh, 2018). The link between CEO transformational leadership, modernization, and organizational revolution suggested that

assessing, helping, and teaching CEOs transformational leadership results in improved engagement for boards, shareholders, and leaders (Zuraik & Kelly, 2019).

Limitations

Simon and Goes (n.d.) noted that as data collection for qualitative studies often occurs at the participant's site, it could be challenging to replicate a study. The authors argued that regardless of how qualitative researchers conduct their inquiry, there may be limitations. The case study method is common in social science studies, particularly when extensive explanations of social behavior are necessary (Zainal, 2007). Case studies provided a guide for the researcher to explore the data in a specific context (Zainal, 2007).

Zainal (2007) pointed out that given that researchers often criticize the use of case studies because of their lack of robustness as a research method, a case studies' design is critically important. Yin (2018) asserted that case study research is challenging compared to all social science activities. Every case study has its benefits and obstacles. (Rebolj, 2013). The decision to use the case study design should depend upon the research problem (Rebolj, 2013). One constraint linked with the case study is that researchers try to answer an issue that is too broad or a subject with too many goals for a single study (Baxter & Jack, 2010).

There are intrinsic constraints in case study research, mainly linked to validity and reliability, which are challenging to remove (Ekanayake, 2015). Ekanayake noted that the diminishing effect of constraints on case studies' validity and reliability (i.e., trustworthiness) appeared to be achievable by implementing specific tactics. The case

study approach is common in social sciences and increasingly popular in accounting inquiries because of its focus (Ekanayake, 2015).

Ekanayake (2015) asserted that case study research is challenging in all research stages, before, during, and after the field visit. The challenges related to trustworthiness in case study research are difficult to avoid, and failure to focus on problems could influence completion, intent, and quality of the research (Ekanayake, 2015),

Significance of the Study

In the global environment, there is arguably nothing more common than change. Businesses face persistent change as they struggle to stay in business and compete in a progressively more competitive and global economy (Westover, 2010). Leaders need to understand the importance of having competent leaders who have the skills and knowledge to lead in environments characterized by constant change, defined as ambiguous, unrelenting, and unyielding (Westover, 2010). Effective leadership is necessary for a business to be profitable and competitive in a thriving business environment (Hayward, 2011). Changes in the business environment force leaders to reevaluate how they manage and improve performance in a fast-paced and unpredictable atmosphere (Gallup, 2017).

Leaders cannot afford to fail because of ineffective leadership (Gallup, 2017). Aboyassin and Abood (2013) asserted that an ineffective leader's behaviors negatively influence subordinates, the organization, and the ineffective leader. An organization's viability depends upon having qualified leaders, particularly as the pace of change continues to speed up (University of North Carolina Kenan Flagler Business School &

Human Capital Institute, 2014). Some executive leaders have voiced concerns about leaders lacking essential skills to manage change effectively over the past ten years (Manning, 2012). Bersin (2013) asserted that the problems leaders faced were not because of a lack of people. It was a deficiency of crucial skills (Bersin, 2013).

This study's findings could lead organizational leaders to explore different approaches to developing leaders and better understand the importance of focusing on leadership development to close the skill gaps. Laeeque and Babar (2015) argued that organizations with an environment that supports learning and development perform better than their competitors.

Significance to Practice

The study of leadership is a common topic for researchers (Wijnen & Wildschut, 2015). The exploration of leadership development strategies could provide leaders with a better understanding of the link between influential leaders and organizational success and the consequences of ineffective leadership. It could provide leaders with a better understanding of the importance of developing and implementing strategies aligned with the organization's goals and objectives.

Some senior-level executive leaders experience intensified pressure to take full advantage of shareholder returns and compete successfully in a global economy (Holt et al., 2018). Executives realized the critical need to train individuals for leadership roles in the future (Holt et al., 2018). This study's findings may contribute to the significance in practice because the capacity to be an effective leader is an essential skill that contributes to the success of projects and staff members and the organization's effectiveness. An

organization that cannot develop its leaders' skills and knowledge pays a high cost in reduced growth, inability to respond to unrelenting changes, and inability to meet existing and looming challenges (Sinar & Wellins, 2017). Outstanding leaders positively impact outcomes that make leaders more agile and better prepared (Sinar & Wellins, 2017).

Akea (2017) found that bad leadership behavior adversely affected an employee's motivation, engagement, and performance. Data gathered from this study could provide executive leaders with the tools to develop a more effective leadership development strategy that closes gaps in their organization's skills and knowledge. A more effective leadership development strategy could improve leaders' performance and diminish the impact of ineffective leadership.

Significance to Theory

Many organizations have people in leadership positions that are ineffective (Aboyassin & Abood, 2013). The problem applies to all levels of leadership in the organization. The behavior of ill-prepared leaders hurts their subordinates, which affects the organization, and ultimately the individual leader (Aboyassin & Abood, 2013). Tucker and Lam (2014) argued that leaders continued to experience leadership shortages after years of concern. Tucker and Lam (2014) asserted that as early as the 1990s, demographers sounded the alarm about the impact of baby boomers retiring in large numbers. The retirement of baby boomers is causing a significant shortage of qualified leaders (Tucker & Lam, 2014). Ineffective leadership negatively influences other people, interfering with their ability to perform their jobs efficiently. Ineffective leadership

destabilizes the organization and weakens the capacity to reach goals and objectives (Aboyassin & Abood, 2013**).**

Leadership development involves developing the skills and knowledge required to be an effective leader (Hanson, 2013). For Hanson, the old way of thinking about leadership development was a significant issue. There was a misalignment of individual leaders and the organization for which they worked (Hanson, 2013). The number of ill-prepared leaders had increased in businesses (Aboyassin & Abood, 2013). Business executives were looking for effective development programs that would equip leaders with the skills and knowledge required to be successful leaders. The analysis of strategies that leaders use for leadership development can provide businesses with a better understanding of how to plan a successful approach for providing leaders with the skills and knowledge they need.

Significance to Social Change

This study's social change influence stems from its findings, which may facilitate the development of more effective leaders. Leaders can positively affect all their stakeholders and society through increased job creation, higher wages, better products and services, and other means. Hanson (2013) argued that leadership development is developing leaders' abilities in ways that lead to successful learning and achievements.

Employee engagement affected business outcomes, such as higher productivity and profitability, according to (Gallup, 2017). Ineffective leaders contribute to employees' disengagement, which costs organizations in the United States an estimated $483 to $605 billion every year (Gallup, 2017). Harvard Business Publishing Corporate

Learning (2017) agreed with Gallup (2017) that effective learning and development approaches could help leaders build a team of leaders who can lead the business effectively through transformations.

Effective leadership development is crucial in organizations' effective transformations (Harvard Business Publishing Corporate Learning, 2017). Harvard Business Publishing Corporate Learning (2017) found that leadership development programs are a major driving factor in a leader's capacity to effect change. Leaders that make learning and development a strategic priority increased success rates with their transformation efforts compared to those that did not make leadership a top priority (Harvard Business Publishing Corporate Learning, 2017).

Summary and Transition

The focus in Chapter 1 was the research problem and the purpose of this qualitative case study. There was a practical need to address the research problem of some modern leaders who lacked the critical skills and knowledge to lead organizations in environments characterized by continuous change, unpredictability, and uncertainty. Senior leaders must think differently about their approach to developing leaders.

Some leaders lack the essential skills and knowledge to assume leadership positions in environments besieged with constant change, unpredictability, and uncertainty. The major problem is that various organizations face many challenges that require highly qualified leaders, of which there is a shortage. Blanchard et al. (1999) explained that leaders must lead in an increasingly competitive environment that is fast-paced and uncertain. Leslie (2015) asserted that over a decade ago, executives express

concern about the leadership gap. The gap in leaders' skills and abilities continues to be a significant problem (Leslie, 2015).

From the perspective of Coloma et al. (2012), although there was a large body of work regarding leadership development, there was still a need for additional research to examine different approaches for developing leaders to lead in challenging environments. Gallup (2017) expressed a similar view regarding the work environment. Like Blanchard et al. (1999), they noted the problems leaders faced operating in an environment besieged by extraordinary continuous change, unpredictability, and uncertainty.

The American workforce has struggled to maintain its business model in the new economic climate of rapid change (Gallup, 2017). Leaders lack the skills and abilities to lead organizations (Gallup, 2017). Gentry et al. (2013) explained that leaders needed a unique skill set to be successful. Further research is necessary to determine how to help leaders use their learning experiences to improve their skills and abilities, given that leaders lack the critical skill and abilities to meet the challenges of a fast-paced work environment (Coloma et al., 2012). Chapter 2 comprises a concise synopsis of the literature that establishes the relevance of the problem. Chapter 3 includes the research method.

Chapter 2: Literature Review

Leslie (2015) asserted that some leaders lacked the skills and knowledge to lead organizations. Geerts et al. (2019) stated that the focus on leadership growth and learning in the healthcare industry was considerable. It remained undecided what interventions were the most dependable and produced conclusive results (Geerts et al., 2019). Various leaders understood the importance of having competent leaders who have the skills and knowledge to lead in environments characterized by unrelenting change, defined as ambiguous, unrelenting, and unyielding (Westover, 2010). Daly et al. (2020) asserted that the COVID-19 epidemic exposed some leadership skills and abilities gaps. Senior Leaders do not prepare leaders to lead in this uncertain time (Daly et al., 2020). The purpose of this qualitative case study was to explore development strategies that senior organizational leaders used to prepare leaders who can lead effectively in unstable environments. Leslie (2015) and Mehrabani and Mohammad (2015) described leaders as individuals that not prepared to meet leadership requirements because they lack the required skills and knowledge.

Cole and Snider (2019) asserted that instead of seeing financial, environmental, social, and political uncertainty as outside pressures, leaders needed training on navigating the situation. Given the fast-paced world's complexity, it exposed a desperate need for a relevant and competent role model of effective leadership (Mebrabani & Mohammad, 2015). Moerschell et al. (2013) suggested that leaders should not believe their organization would continue its success on strategies that were productive

previously. Shonhiwa (2016) stated that successful leaders identify what employees require and then adjust their leadership style to meet their employees' requirements.

Molloy (1998) pointed out that the managerial leadership grid forecasts leadership methods or styles when leaders blend the two attitudinal dimensions of concern for production, achieving results, and concern for people. It integrates both dimensions that produced the best leadership style (Molloy, 1998). For Greenleaf (1991), an influential leader is a servant first. In contrast, situational leadership theory suggests that successful leaders adjust their style based upon different circumstances (Shonhiwa, 2016).

Literature Search Strategy

The literature review comprises a search of multiple databases accessed through the Walden University Library. ProQuest Dissertation & Theses Global, Sage Journals (formerly Sage Premier), ABI/INFORM Collection, Academic Search Complete, ScienceDirect, Emerald Insight, Sage Research Methods, and ERIC databases. The list of search engines included google.com, bing.com, and yahoo.com. I searched for all articles containing the terms *leadership*, *leadership development,* and *leadership skill gaps.* I did not limit the search for articles by date or location. I searched for additional documents that included evaluations, trends, and assessments of leadership programs. I did not include articles not published in English.

The literature review includes sources reviewed to understand how authors, over time, characterized the changing work environment and examined the concept of leadership. The review included leaders not having the skills and knowledge to lead in

environments characterized by unrelenting change, uncertainty, and ambiguity. Included

is a review of the literature regarding the methods used to educate people to assume

leadership positions. Jacob and Furgerson (2012) asserted that a comprehensive review of

the literature provides essential information about the study topic and other scholars'

opinions.

Conceptual Framework

This study's conceptual framework was Bass's (1990) theory of transformational

leadership and Greenleaf's (1991) servant leadership theory. Bass's theory of

transformational leadership centers on four factors, charismatic leader, inspirational

leader, intellectual stimulation, and individuated consideration (Bass, 1990). For Li et al.

(2016), there is a connection between leadership and innovation. At the individual level,

transformational leadership enhances each person's effectiveness within teams and thus

functions as a critical driver of innovation. Subsequent research and application of the

transformation leadership theory might offer information on methods to create leadership

development strategies effective in developing leaders (Bass, 1990). Transformational

leadership is a framework that contributes to an organization's ability to achieve its

desired goals and objectives through employees' motivation, skills, and abilities (Frieder

et al., 2018).

One of the central concepts of transformational leadership theory is that

transformational leaders develop their team members to be transformational leaders

(Shonhiwa, 2016). In contrast, McGregor (1996) has a unique perspective on the

development of team members and the leader's relationship with them. For McGregor,

leadership is a multifaceted relationship between the leader and the situation. While some individuals may become effective leaders, every person on the team is not a potential candidate to be a leader (McGregor, 1996).

In addressing the effects of transformational leadership, Wang et al. (2011) argued that transformational leaders might positively affect organizational performance. The executive team's direct leadership is essential in increasing team cohesion, motivation, and goal parallelism among the senior management team (Wang et al., 2011). Research shows that transformational leaders lead both individual team members and leaders to realize greater accomplishment levels (Wang et al., 2011). The attention on leadership development in healthcare was significant, but it was unclear which interventions achieved conclusive results (Geerts et al., 2019).

An outstanding leader is a servant first (Greenleaf, 1991). From the perspective of Shonhiwa (2016), based on the situational leadership theory, a leader's success results from relationships, activities, and subordinate inclination. Greenleaf (1991) defined the servant leader as a natural sense that serving others is primary. Ingram (2016) asserted that the concept of servant leadership is not new. The servant leadership concept origin goes back to biblical times (Ingram, 2016). Being a servant leader differs vastly from being a leader first (Greenleaf, 1991). The servant-leader makes sure that they meet other people's top priority requirements first (Greenleaf, 1991). Eva et al. (2019) reported that two principles, a sense of something beyond themselves and the aspiration to serve others, drove servant leaders.

Many leaders adopted and implemented the servant leadership technique (Ingram, 2016). Ingram (2016) argued that when an organization embraces the servant leadership approach, change ensues. The servant-leader has the freedom to serve others by meeting their needs first (Ingram, 2016). Ingram noted that servant leadership is not the same as other leadership models. Servant leadership emanates from inside the leader and then develops because of the leader's ethics, principles, and views. Servant leaders' resilience and actions come solely from their ideologies, morals, and views (Ingram, 2016). Greenleaf (1991) asserted that it is essential for leaders to have strong self-assurance, particularly in confronting the unknown.

The contingency model is a tactic for predicting a leaders' success based on two key elements, attributes, and situational control (Ayman et al., 1995). For Ayman et al. (1995), the contingency model evaluated which leader is more likely to be successful, and the leader focuses on completing the task versus the leader who focuses on the relationship. The situational leadership theory predicts a leader's success based on their connection, conduct, employee learning, and maturity (Shonhiwa, 2016). Molloy (1998) pointed out that the managerial model's premise is that the leadership grid forecasts the leadership methods or styles when leaders blend the two attitudinal dimensions of concern for production and achieve results and concern for people. It is the integration of both dimensions that produces the best leadership style (Molloy, 1998).

Moerschell et al. (2013) asserted that leaders operated in multifaceted and unpredictable environments. They needed a variety of suitable sources of information at their disposal. Leaders familiar with cognitive neuroscience, social sciences, psychology,

ancient philosophy, and spirituality have a more comprehensive body of knowledge to choose from (Moerschell et al., 2013). Highly effective leaders view ambiguity and chaos differently. They embrace it, according to (Moerschell et al., 2013).

Complexity leadership is a different technique for modern-day leaders operating in an erratic, competitive, and volatile atmosphere (Baltacı & Balcı, 2017). Leaders are moving away from the old command-and-control leadership style (Moerschell et al., 2013). Moerschell et al. (2013) argued that cognitive style is crucial in choosing leaders who can generate organizational motivation and lead in an atmosphere of constant change. Leaders cannot manage change independently (Moerschell et al., 2013). Ingram (2016) suggested that the mark of an actual servant leader is the degree to which the leader's community service improves. Servant leadership theory uses Jesus as a definitive instance of a servant leader and advocates using the leadership style Jesus used within some organizations (Ingram, 2016). Leaders describe the global business atmosphere as unrelenting change, ambiguous, and fast-paced (Ingram, 2016). Businesses operating in a global environment require leaders with skills to lead an organization effectively. Many people view the transformational leadership approach as a phenomenon that businesses worldwide should implement (Ingram, 2016).

Literature Review

Some leaders have not prepared leaders to operate in a global environment characterized by unrelenting change, complexity, and ambiguity. Creating a pragmatic advantage in erratic environments requires developing new strategies and embracing new opportunities (Pelc & Sulich, 2020). The effects of the economic shifts have heightened

the need for leaders with distinct skill sets. Frequently leaders failed to adapt to shifts in the economy, continuing to depend on operating (Bunker et al., 2012). The traditional approach to leadership and organizational development worked when the economy was more static and predictable (Bunker et al., 2012). To distinguish themselves in a global environment, an organization must make sure people have the skills and knowledge (Bunker et al., 2012).

Leadership in a Crisis

Leaders struggle to survive in a business atmosphere described as volatile and continuously changing (Pelc & Sulich, 2020). Practically every day, there were reports of leaders in crisis asserted (Wooten & James, 2008). Most of the organizational leadership teams did not have the skills or knowledge to manage the crisis effectively. Being ill-prepared can have a negative, long-term influence in a variety of ways, including character, profitability, and market standing (Wooten & James, 2008). For example, Coca-Cola mishandled their response to charges of discriminatory practices against minority staff members' treatment, despite irrefutable evidence. Subsequently, their brand and reputation suffered (Wooten & James, 2008). For Liu (2010), though, the real problem is unrelenting change and elevated expectations placed on countless chief executive officers, which increases the chance of failure.

Wooten and James (2008) found in their research that most top leaders know the impact of a crisis on the organization. Still, training programs do not equip leaders with the skills and knowledge for crisis management (Wooten & James, 2008). Bhaduri (2019) stated that businesses should improve their crisis management skills, and leaders

must be introspective concerning their crisis management methods. Because people had a problem with an analysis of their failures, it can be an enormous task for leaders to overcome a crisis in a way that alters the public's view of their organization (Liu, 2010). The work environment was global, which required unique skills and knowledge. Leadership programs must provide managers with the skills needed to manage every phase of a crisis successfully (Wooten & James, 2008). Previous research has focused on the method by which a crisis happens across separate stages. Practically no studies identify the knowledge and skills required to lead an organization during a catastrophe (Wooten & James, 2008).

Over 20 years ago, more than any time in history, leaders felt the pressure of many challenges to leading in a business environment from the perspective (Blanchard et al., 1999). The environment was continually changing, increased competition, problems attracting and keeping customers, and inspiring people (Blanchard et al., 1999). Given the fast-paced world's difficulties, there was a desperate need for a relevant and competent role model of effective leadership (Blanchard et al., Blan1999). For Bennis (1989), the problems first-time leaders encountered were like becoming a physician. Bennis (1989) noted that anyone who disagreed with the assertion is not thinking rationally.

In contrast to Bennis (1989), Helsing and Howell (2014) argued that the fundamental problem in developing a conclusive theory for leadership development is that researchers examined the hypothesis's workings from a host of disciplinary viewpoints. Bennis (1989) found that grasping the concept of being a leader is not as problematic as most people think because every person has the leadership capacity.

Almost everyone can identify some level of leadership knowledge and experience (Bennis, 1989). Bennis noted the study of leadership is not exact, and he compared it to studying chemistry, which is precise. Unlike the physical world, the social world does not present itself as orderly, not predisposed to rules (Bennis, 1989). In contrast to solids, fluids, and gases, human beings are not uniform, and they are not predictable (Bennis, 1989).

Many people think the concept of being a leader could be difficult. Every person can be a leader (Bennis, 1989). Nearly everyone can identify some level of leadership knowledge and experience (Bennis, 1989). From Bennis (1989) perspective, leaders are neither made nor born. It is the leader's effort that makes him or her effective rather than external techniques. Although Bennis accepted as accurate that leaders are neither made nor born, he admitted everyone could be a leader. Not everyone will assume a leadership position because of the confusing and frequently hostile environment in which individuals now exist (Bennis, 1989).

Leadership Development Programs

Globalization, innovations in technology, and rapid and constant change make it difficult for individuals and organizations to achieve their goals and objectives (Super, 2020). Leaders faced two significant problems, skills, and knowledge deficit amongst individual leaders (Yeager & Callahan, 2016). The consequence of not finding qualified leaders caused a substantial strain on the organization (Yeager & Callahan, 2016). The looming retirement of millions of baby boomers was another frustration for some leaders, which caused a shortage of experienced individuals (Yeager & Callahan, 2016). Drago-

Severson and Blum-Destefano (2014) found that what they believed is a contributing factor to the skill deficit is that leadership training primarily focused on developing leaders' skills and comprehension of information. While information learning is essential to teaching and learning, it was not adequate in some business environments (Drago-Severson & Blum-Destefano, 2014).

Drago-Severson and Blum-Destefano (2014) asserted that using a longitudinal research approach, and they studied the impact of a class on leadership designed for adult development and how it affected the participant's understanding of leadership directly after the class ended and years later. Researchers and practitioners looked for innovative tactics for developing programs to prepare school leaders (Drago-Severson & Blum-Destefano, 2014). Tingle et al. (2017) asserted that survey outcomes showed superintendents believed training programs linked to human prosperity, executive management, school philosophy, and strategic processes significantly affected their success. The interview information showed the value of manager encouragement and developing connections with colleagues as essential to their sustained accomplishments as managers (Tingle et al., 2017)

Leadership preparation courses were unsuccessful in preparing individuals to be leaders because the curriculum was wrong by improving the leaders' abilities and comprehending the content (Drago-Severson & Blum-Destefano, 2014). Given the growing intricacies of leadership responsibilities and many challenges in education, (Drago-Severson & Blum-Destefano, 2014) pointed out that the results suggested it is possible to help leaders to develop new skills and knowledge through transformational

learning to handle better the multifaceted stresses of helping all schools (Drago-Severson & Blum-Destefano, 2014).

The research finding showed that developmentally oriented leadership training affects leaders' thinking and practice in powerful long-term ways that are critically needed for leaders to handle problems (Drago-Severson & Blum-Destefano, 2014) efficiently. Bersin (2013) asserted that leaders must change their methods for developing leaders. Yeager and Callahan (2016) asserted that there was a shortage of skilled people. Bersin argued that the obstacles leaders were experiencing are not because of a scarcity of people. Instead, they are because of a lack of crucial competencies (Bersin, 2013).

Leadership is a trainable set of skills and abilities that individuals use in their interactions with their team members, historically (Yeager & Callahan, 2016). The consequence of focusing on learning content only shows that it does not effectively prepare individuals to navigate the complexities of being a leader (Drago-Severson & Blum-Destefano, 2014). From the perspective of Baltaci and Balci (2017), most of the leadership advancement curriculum based on outdated management viewpoints that are primarily static models and do not offer solutions for ongoing problems. The old leadership models could not offer different answers to organizational difficulties in a chaotic situation because the models are not agile (Baltaci & Balci, 2017).

Because of some work environment complexities, those responsible for leadership learning needed alternative thinking strategies and different strategies for developing leaders (Drago-Severson & Blum-Destefano, 2014). Carroll and Nicholson (2014) asserted that leadership training is a disputed topic, given that it is not a new idea.

Many leadership courses were deep in power, resistance, and struggle (Carroll &

Nicholson, 2014). Yeager and Callahan (2016) pointed out that personal power happened

because of the leader's followers' perception. For example, the leader receives referent

power or control because of followers liking him or her. As followers realize the leader's

ability to hold the position of leader, followers accept his or her expert power (Yeager &

Callahan, 2016).

The constantly changing environment and ferociously competitive landscape have

forced leaders to hire new leaders (Manderscheid & Harrower, 2016). Leaders are putting

inexperienced people in critical roles to remain competitive and expand their organization

(Manderscheid & Harrower, 2016). Manderscheid and Harrower (2016) argued that

placing inexperienced people in critical roles contributes to the gap in skills and

knowledge at all organizational levels.

Leaders are not ready to assume leadership roles in large organizations because

leaders cannot develop their leadership skills and knowledge at all organizational levels

(Manderscheid & Harrower, 2016). Leaders cannot quickly adjust to a new leadership

role and make the best decisions in situations involving conflict. Thus, future research on

leadership is necessary (Manderscheid & Harrower, 2016). Leaders need employees to

continuously learn and get new skills and knowledge (Moerschell et al., 2013). Ahern and

Loh (2020) asserted that leaders are struggling to adapt to the new business environment

resulting from COVID-19, which requires organizational leaders at all levels to respond

to a disaster for which they had limited time to plan.

Complexity leadership is a different method for leaders operating in an erratic, competitive, fast-paced, and chaotic environment (Baltaci & Balci, 2017). Leadership programs based on traditional leadership ideas are not nimble enough to provide answers to organizational issues in an unpredictable environment (Baltaci & Balci, 2017). Moerschell et al. (2013) argued that it is not likely that business goals remain firm in a violate environment. Leaders must face the reality of the loss of control and constancy in the global business environment. Leaders must be comfortable with ambiguity and disorder (Moerschell et al., 2013).

From the perspective of Richard et al. (2017), leadership education programs enhanced leaders' success. Richard et al. asserted that a shifting environment required that organizational leaders reconsider their tactics for developing leaders. Leaders cannot rely on a few official curriculums to teach leaders everything they need to know to be successful leaders (Richard et al., 2017). Richard et al. agreed with Manderscheid and Harrower (2016) assertion that additional research on leadership training needed to identify and prepare developmental-ready leaders is necessary. Supplementary research is essential for examining the analytical validity of theoretically significant constructs. Because of the intricacy and endlessly changing nature of organizational needs, leaders must be self-assured in their ability to develop (Richard et al., 2017).

Being a leader in an uncertain environment is difficult (Gentry et al., 2013). Bennis (1989) asserted that being a successful leader is difficult because leaders handle a diversified group of individuals, collaborate with people across the organization, improve productivity, and accomplish growth (Bennis, 1989). Gentry et al. (2013) asserted that

managers encountered peripheral factors such as a multidimensional and globalized atmosphere, staying ahead of rivals, and achieving stakeholders' forecasts. The World Bank Institute (2007) suggested that most leaders feel ill-prepared to handle the stress and challenges of being a leader because of the unfamiliar environment and many challenges.

The World Bank Institute (2007) stated that it was essential for leaders to have various skills, knowledge, and the ability to conceptualize and explain what they plan to do and what tactics they will use to implement the plan (World Bank Institute, 2007). The United States and other countries, such as China and India, face challenges developing their leaders (Gentry et al., 2013). To change the development of leaders, scholars, and practitioners, it was essential to explore alternative methods for developing the skills and knowledge of leaders (Ardichvili & Manderscheid, 2008).

Covey (2006) argued that individuals and leaders needed to change their performance and habits, shift in patterns, and stop conducting business as usual, which is not working anymore. Ardichvili and Manderscheid's (2008) views were consistent with Covey (2006) contended that leaders need to change their approach to developing leaders. Using the case study approach, Virtaharju and Liiri (2019) examined the influence of including supervisors in the day-to-day manufacturing procedures. Rigid leaders did not allow people who are doing the work to provide input about which issues are a top priority. People are uncertain about making meaningful contributions and behaving in various situations (Virtaharju & Liiri, 2019).

From the perspective of Virtaharju and Liiri (2019), their study had significant implications for how leaders prepare to lead. Virtaharju and Liiri's single case study results showed the conditions under which the line weakened over the years, causing a lack of leadership. The case study's practical implication is that standard work practices, tasks, and organizational methods influence how and where leadership emerges in an organization. The research has limitations because it included one case of an industrial organization, and a few individuals took part in the interviews (Virtaharju & Liiri, 2019).

The consequence of the environment affected by the overall availability and convenience of information and mounting worries concerning ethical and authentic leadership is that business leaders increasingly must respond to public apprehensions about their past and present failures (Liu, 2010). Liu (2010) pointed out that some scholarly literature failures are frequently quantifiable mediocre performance measures resulting from a leader's direct actions. Covey (2006) explained that 76% of employees had witnessed illegal or unethical behavior in the work environment, which, if uncovered, would dramatically undermine public trust. The trust level within various organizations has deteriorated substantially. Cohen (2017) agreed with Covey's (2006) assertion regarding the public's declaiming trust in leaders. For Cohen, the decline in the public's trust was because elites who oversaw leaders of departments that were ineffective leaders had devastating consequences.

Devoting enormous amounts of resources to developing leaders, hoping that they will be successful leaders, was not working. Instead, leaders should reexamine their tactics for developing leaders because their approach and thought is not the best

technique for developing leaders (Cohen, 2017). Due to increased competition and the added pressure of globalization, leaders, boards, and shareholders search for leaders who can transform large public companies (Liu, 2010). There is an expectation that leaders should have the capacity conclusively that defined the new organizational vision for a failing company and leads people through a change initiative that may be painful (Liu, 2010).

From Pandit and Jhamtani (2011) perspective, leadership is not an intangible benefit or soft skill, given its quantifiable effect on outcomes. The primary responsibility of leaders is to achieve the desired results (Pandit & Jhamtani, 2011). In a study of the state of leadership development, Harvard Business Publishing Corporate Learning (2017) surveyed over 700 people from organizations worldwide. Although many organizations have a leadership development program, only 7% of respondents characterized the program successfully (Harvard Business Publishing Corporate Learning, 2017). The findings are consistent with the views of (Pandit & Jhamtani, 2011). Given the rapidly changing environment and competition worldwide, a new generation of leaders must have the skills and knowledge to be effective (Harvard Business Publishing Corporate Learning, 2017).

Leadership studies have primarily focused on analyzing the leader's qualities, performances, and circumstances that contribute to individual and organizational accomplishments (Schilling, 2009). The primary concentration of leadership studies focused on investigating which actions, styles, or characteristics are effective regarding individual and organizational objectives (Schilling, 2009). There is a need for further

research about negative leadership, as the empirical proof is inadequate compared to other leadership inquiries. Regarding limitations, managers' sample size may have contaminated the results, making them biased along with the managers' underrepresentation in the sample (Schilling, 2009). Outcomes are a place to start with developments concerning the description of negative leadership, how it happens, and its consequences. There is a need for additional research to explore the concept of negative leadership (Schilling, 2009). Bhaduri (2019) suggested that businesses should develop introspective routines to concentrate on management skills and a catastrophe mitigation philosophy to deal with emergencies when they occur.

King and Badham (2019) asserted that variations in the managerial structure and duties and accountability are defined as the fundamental causes of stress for leaders who were working extended hours with a reduced help than previous groups, facing extraordinary amounts of change in the era of ambiguity. Various companies designed innovative working methods, such as variable work assignments and schedules. Hartge et al. (2015) asserted that the issue dealt with how the workforce thought about the change. Leaders should address subordinates' questions and anxieties concerning the change. Tackling concerns early on lessens opposition to change, causing people to be more likely to participate in the process (Hartge et al., 2015).

Leaders were trying desperately to find a sense of order in a world overwhelmed with increasing ambiguity because of their desire to lessen apprehensions related to disorder and unpredictability (Karp & Helgo, 2008). To lessen their concerns, leaders, and employees in organizations want assurance that somebody, some place, is in control.

The belief that leadership is the person in control is not realistic. Leaders would achieve a better result if they spent more time concentrating on relationship problems (Karp & Helgo, 2008).

Greenbaum et al. (2015) explored the phenomenon of supervisor undermining and the perception of leader hypocrisy. When employees perceived the leader as a fraud, the impact is that people leave the organization, which contributes to a high turnover rate. Managers undermine people intending to hamper their capacity to create and sustain helpful interpersonal acquaintances, achieve success in the work environment, and develop favorable reputations (Greenbaum et al., 2015). Poor managers use a variety of tactics to undermine people:

> Supervisor undermining includes supervisors belittling subordinates subordinated, making them feel incompetent, and putting them down when they question work procedures. Supervisor undermining can create a substantial cost to victims and organizations. Further, past research has shown that subordinates who are victims of supervisor undermining have lower job satisfaction, job involvement, and trust in their supervisor and experience depression (Greenbaum et al., 2015, p. 930)

There may be a possibility that failing leaders were utterly unaware of variables contributing to ineffective leadership perceptions (Greenbaum et al., 2015). Leaders may be oblivious because they are not good managers if they achieve goals and objectives and make sure people have the resources to do their job. Often leaders do not realize that the people they lead closely watch everything they do and say (Greenbaum et al., 2015).

It is incumbent upon the leader to make sure their actions align with the organization's goals. Given the impact of leaders' problematic behavior on individuals and the organization, training was essential to ensure that they understand how to conduct themselves appropriately (Greenbaum et al., 2015). There is a need to examine more broadly behaviorally based outcomes evaluated by outcomes that require additional research (Greenbaum et al., 2015).

Leadership curriculum research and practice have continuously obsessed with specific methodologies and involvements to understand what good leadership training looks like is still not clear (Hanson, 2013). The issue with the perspective on leadership development and assessment of leadership development is that researchers failed to examine the degree to which the individual manager and the organization connect and align (Hanson, 2013). We need future research regarding the macro view of the casual relations and holistic leadership development framework (Hanson, 2013).

From the perspective of Ahn et al. (2004), the fast-paced changing environment such as globalization, communication issues, technologies, and the availability of capital and coalitions have created definitive changes in business processes. Greenbaum et al. (2015) asserted that the occurrences of questionable morals and company malfeasance had provoked a general questioning of leaders' usual views and a reexamination of who is accountable for leadership decisions (Greenbaum et al., 2015).

The significance, intimidating complexities, uncertainties, and the once distinguished individual leaders' fluctuating worth have caused people to reexamine the leadership styles where people view managers as superman or superwomen (Greenbaum

et al., 2015). The need for highly effective leadership has never been critical. It was difficult for leaders to find people with the skill and knowledge to lead organizations (Greenbaum et al., 2015).

Local, national, and global organizations needed individuals who were effective leaders (Lunsford & Brown, 2017). Lunsford and Brown (2017) explored academic leadership centers and their part in leader development using a mixed-methods approach. The emphasis on official leadership development programming is a new concept college. For Lunsford and Brown, the primary problem with many institutional leader curricula is their hypothetical construction. More than half of them depend on obsolete or non-management material. Academic leaders slowly realized that curricula need to change (Lunsford & Brown, 2017). They did not take steps to transition to new knowledge about leadership development (Lunsford & Brown, 2017).

Helsing and Howell (2014) and Drago-Severson and Blum-DeStefano (2014) agreed that leaders must respond to intimidating, implied, and precise demands, which require them to think differently about building both individual plus organizational capacities. Helsing and Howell studied the valve of evaluating leaders' mental intricacies using a measure of the developmental stage known as the subject-object interview. The study had limitations because of the small sample size comprising only one cohort. The research design hindered the researchers from examining the outcome to determine whether the fellows' leadership abilities developed while in the three-year program (Helsing & Howell, 2014). Forecasting, evaluating, and cultivating expert leadership is difficult. A growing body of work that links developmental capacity and leadership

performance was ambiguous how leaders can use the results. For example, it is not clear whether (a) leaders should gather information on potential leaders, (b) how leaders can use measures of developmental capacity, and (c) how leadership development programs can more effectively support the shift from the socialized stage to the self-authoring stage of leadership (Helsing & Howell, 2014). There are many programs and leadership development models that have confirmed outcomes. There were no broadly shared philosophies concerning leadership development (Helsing & Howell, 2014).

Hagermann and Stroope (2013) examined the development of the next generation of leaders. The main issue was that the next generation of leaders does not have the skills and knowledge to be successful leaders. Leaders should implement a strong succession plan and proactive approach to developing high potential and emergent leaders (Hagermann & Stroope, 2013). The workforce changed because of the considerable looming number of retiring baby boomers. Approximately 60% of the labor force is eligible for retirement within three years. Another problematic area affecting organizations is the unrelenting change in this global work environment. The need to develop emerging leaders and high potentials is even more urgent (Hagermann & Stroope, 2013) and more critical than historically.

The essential skills leaders needed to master, such as creating a vision, leading teams, driving for results, and managing performance, have not changed from the past (Hagermann & Stroope, 2013). The skills used in the past are not adequate to remain competitive in a global marketplace (Hagermann & Stroope, 2013). Many theories regarding management and leadership education claimed methods and best practices for

improving management and leadership to enhance organizational performance (Hagermann & Stroope, 2013).

Leadership styles were the most pervasive issue that disrupts employees' attitudes and performances, plus loyalty to the organization (Veliu et al., 2017). Leaders cannot be competitive or meet their goals and objectives without employees committed to the organization and their job (Veliu et al., 2017). Mehrabani and Mohammad (2015) asserted that although there is progress in leadership development models in recent years, leaders still cannot recognize the link between leadership education and development practices in organizations and better performance. Leadership is a significant concern given the unprecedented transforming work environment (Mehrabani & Mohammad, 2015). The techniques used for educating leaders have not changed. The incremental changes are not keeping up with the environment's pace, characterized as having an increased level of difficulties and interconnectedness (Mehrabani & Mohammad, 2015).

Historically, technology leaders in research have not focused on leadership capabilities at all organizational levels (Medcof, 2017). Medcof (2017) suggested that leadership at every level needs to improve. A significant percentage of leaders, specifically executives, were not successfully leading technology's strategic advancement in this highly competitive environment. For Medcof, the lack of research concerning the top levels of technology is an urgent need. Medcof examined research about technology leadership at various levels to determine the degree to which the pipeline approach applies to technology leadership development.

The research showed that a significant body of research on technology management had furthered theoretical and practical understanding. There is little evidence of a comprehensive, systematic differentiation of technology management at various levels and consequent implication for leadership development (Medcof, 2017). Given the issues concerning technology, leadership and management's lack of knowledge and skills requires future research (Medcof, 2017). Kaiser et al. (2012) argued that the pressures leaders faced were because of advances in technology. The rapid advances in technology unlock capital markets, empower investors to mandate earnings, provide consumers with additional information, more choices, and create an environment where globalization and global competition are possible (Kaiser et al., 2012).

There is some confusion regarding the difference between a leader and leadership asserted (Dalakoura, 2010). Frequently there is no distinction made between a leader and leadership given that they are interchangeable even in the literature (Dalakoura, 2010). One implication of not distinguishing between a leader and leadership is that most of the researchers talk about leadership development when, in fact, they are discussing leader development (Dalakoura, 2010). For Dalakoura (2010), leader development is how leaders can develop their leaders' leadership skills. Leadership development is much more than developing leadership skills. It is a vital component of an organization's comprehensive goals and strategy (Dalakoura, 2010). Leaders that integrate and align leadership development at all levels into their goals and strategy are more likely to see tremendous growth in organizational performance (Dalakoura, 2010).

The business landscape has changed (Dalakoura, 2010). Considerable changes are happening, both external and internal. Over the past decade, the business environment has undergone an unrelenting change, rapid advances in technology, global competition, and disproportionate ambiguity since the organizational conditions in which leaders must function have changed (Dalakoura, 2010). Dalakoura (2010) argued that for organizations to survive in the changing business environment and be successful, they need to close the skill gap at all leadership levels.

Not only has the pace of change sped up, but the role of leaders has also changed (Dalakoura, 2010). For example, leaders in the past appeared to wield more control over the organization's overall management. In contrast, there is more focus on providing service. Leaders would expect leaders to motivate and inspire team members toward a sense of closeness and positive interaction between employees while meeting organizational goals and objectives (Dalakoura, 2010).

As suggested in a Gallup (2017) study of the American workforce's state, leaders had problems inspiring and motivating employees. Gallup found that 51% of employees are not engaged, and worse, 16% actively disengaged in their work. They were actively working against the best interest of the organization. Gallup suggested that given the high percentage of a disengaged employee, the American leadership tactic is not working.

The research results plainly showed that the expectations for leaders held by bosses and subordinates are vastly different according to (Dalakoura, 2010). Part of the problem is that bosses did not view emotional intelligence as an essential element in

making accurate judgments (Dalakoura, 2010). For Dalakoura (2010), the research has many inferences for leaders regarding working patterns.

There were inconsistencies in leadership development programs (Dalakoura, 2010). It is essential to include the issues of inconsistencies in future research. Emphasizing the inconsistencies may encourage leaders to consider strategic planning to deal with essential sources in the work environment (Dalakoura, 2010). For Dalakoura (2010), the research findings were important from a practical perspective where an effective leader needs to maintain a delicate balance between hard and soft skills.

In the United States, concerns about workforce skills gaps continued to grow in recent years (Cappelli, 2015). The disparities in education-related skills multiplied (Cappelli, 2015). Bersin (2013) asserted that by 2020, a shortage of 30 to 40 million college-educated workers is inevitable. Sinar and Wellins (2017) argued that the focus was more on leadership skills and knowledge gaps. The gaps in leadership skills negatively impacted the organization regarding money-making growth, the capacity to respond quickly to substantial shifts and changes, and readiness to meet future business issues (Sinar & Wellins, 2017).

Executives experienced major leadership gaps in skills at all levels of the organization, including front-line supervision and top leaders suggested (Bersin, 2013). From the perspective of Aktas et al. (2016), leadership studies are continuing to grow, extending beyond U.S. borders. Dansereau et al. (2013) asserted that although research has produced much information on the effectiveness of a leader's behavior, leadership theories remain different. There are few attempts made to unite traditional and

contemporary leadership theories (Dansereau et al., 2013). For Aktas et al. (2016), the unintended consequence of the growth is that it focuses on a single part of cultural ideals, such as individualism-collectivism.

Aktas et al. (2016) conducted a study that explored how the strength of social norms or tightness -looseness impact perceptions of effective leadership. The study examined the linkage between cultural tightness and participative leadership, team orientation, and humane orientation. Participative was the dimension that shows how the manager involved their team in the decision-making process (Aktas et al., 2016). Aktas et al. found that tightness links to the belief that autonomous leadership was adequate, not connected to the notion that team-oriented leadership was effective (Aktas et al., 2016).

Future research is necessary to explore the implications of tightness-looseness for other leadership theories of leadership, for example, substitutes for leadership, shared leadership, and transformational leadership (Aktas et al., 2016). There are limitations to the study because the researcher only examined three industrial areas (food processing, financial services, and telecommunications). It is conceivable that the limitations of the results to generalizability (Aktas et al., 2016).

The business environment was challenging because of globalization from the perspective of (Biswas, 2009). Leaders faced many challenges such as increased customer demands, changed the structure of incomes and fees, and amplified uncertainties about organizational capacity, keeping up with the competition, innovation in technology, and recruiting and keeping individuals with the skills and knowledge (Biswas, 2009). Sturm et al. agreed with Biswas (2009) assertion about the challenging

global environment. It placed many demands on the organizational leadership team members. Sturm et al. (2016) conducted a study to examine the increasing gap between the internal and external stresses placed on leaders and their ability to deliver on those demands. There were shortcomings related to the leader's competencies (Sturm et al., 2016).

Bunker et al, (2012) suggested that some leaders used the same operating methods and got the work done for years. The work environment has changed significantly because of the unpredictable and complex business environment (Bunker et al., 2012). The problem with relying on the old way of doing things is that what worked well previously may not work in the new work environment. It causes harm to the organization (Bunker et al., 2012). The fundamental problem is that few leaders could naturally learn, adapt, and lead in choppy waters, react appropriately to issues that arise first, such as changing customer demands, and an increase in competition, master innovative technology, spot changes, and see prospects in economic changes (Bunker et al., 2012). The global economy's main impact was the need for a different leader and organization, according to (Bunker et al., 2012).

The challenging environment required leaders at all levels of the organization to be ready (Bunker et al., 2012). In contrast, Krishnan (2012) argued that given the many changes happening in the business world and the competition for highly skilled leaders, it had caused a need for more concentration on employees' outcomes (Krishnan, 2012). For Edwards and Turnbull (2013), a greater focus should be on a cultural approach in evaluating trends in the arena of leadership development.

As the work environment changed, a shift in leadership emerged (Edwards & Turnbull, 2013). Elnagal and Imran (2013) stated that employees do not have the knowledge, skills, and capabilities performance levels are below standards. New employees rarely received the vital information needed to develop the skills and knowledge to accomplish their job at their maximum potential (Elnagal & Imran, 2013).

Competition forced leaders to realize the importance of training and developing their employees (Elnagal & Imran, 2013). The key driver for an exceptionally skilled workforce was the speed-up pace of the global work environment and technological advancements, and leaders are encountering rapid changes and challenges (Elnagal & Imran, 2013). The rapid advancements in technology heightened the need for people with the skills and competencies to perform the job requirements (Elnagal & Imran, 2013). Elnagal and Imran (2013) argued that although there is extensive research about the linkage between training and employee performance, there is a gap regarding how training influence an individual ability to do his or her job functions. Elnagal and Imran conducted a study to determine the influence of training on a person's performance and how leaders increase employee performance through impactful training programs (Elnagal & Imran, 2013).

An effective training program's primary goal was to improve the employee's performance (Elnagal & Imran, 2013). Training meant closing the performance gaps for leadership requirements. Elnagal and Imran used the investigative research approach based only on information gathered from examining the literature of countless studies, reports, journals, and books to examine the link between training and a person's

performance. From Elnagal and Imran's perspective, effective training programs could improve an individuals' performance. Training could close the gap between the required performance and the current performance of employees. There are limitations in the study because there are no good signs to compare the connection between training and a worker's performance. There is a need for additional empirical research to test the study's suggestions (Elnagal & Imran, 2013).

Summary and Conclusions

Chapter 2 contains a literature review about leadership gaps in skill and knowledge and why leaders are ill-prepared to lead in the new global work environment. This review included relevant research on the method used for preparing individuals to assume leadership positions in an environment characterized by unpredictability, persistent change, and ambiguity. The review also included a summary of applicable theories used by the theorist to explain why leaders are the ill-prepared lead in their organization. Executives know there is a leadership skill gap, as many leaders cannot successfully lead their organization. They have not taken steps to put in place leadership development programs that prepare people to lead in a global work environment. Instead, they rely on leadership development methods that were successful in the past.

The work is too difficult for people to accomplish a great deal by themselves (Super, 2020). The problem with relying on the traditional ways of doing things is that what worked well previously may not work in the new work environment (Bunker et al., 2012). According to Wooten and James (2008), there were problems in crisis management. Practically daily, there were reports about leaders in crisis (Wooten &

James, 2008). Most organizational leadership teams did not have the skills and knowledge to manage a crisis (Wooten & James, 2008). It is one gap in which virtually no research on the skills and abilities necessary to lead an organization involved in a crisis exists (Wooten & James, 2008). Answell and Boin (2018) asserted that modern civilizations progressively encountered major catastrophes. Ansell and Boin stated that most organizational leaders had trouble trying to react to crisis incidents. Tools in place offered minimum help in helping in emerging and challenging situations (Answell & Boin, 2018).

Aktas et al. (2016) conducted a study that explored how the strength of social norms or tightness -looseness impact perceptions of effective leadership. Aktas et al. (2016) examined the linkage between cultural tightness and participative leadership, team orientation, and humane orientation. There is a need for future research to explore the implications of tightness-looseness for other leadership context unspoken theories of leadership (Aktas et al., 2016). Elnagal and Imran (2013) used investigative research approaches based only on information gathered from examining the literature of many studies, reports, journals, and books to examine the link between training and a person's performance.

The literature reviewed for this research provided insights into the phenomenon of skills and knowledge gaps among leaders. Bersin (2013) asserted that some executives experienced significant leadership gaps in skill at all organizational levels, including front-line supervision and top leaders. Aktas et al. (2016) noted that research focusing on

leadership is growing and extends beyond the western borders. Research produced considerable information on the effectiveness of leadership behaviors (Aktas et al., 2016).

Dansereau et al. (2013) argued that there were inadequate efforts to connect traditional and contemporary leadership philosophies. There is an opportunity to explore further the field of leadership development and determine the most effective approach to equipping people with the skills and knowledge to be effective leaders in the new global work environment (Dansereau et al., 2013). Chapter 3 included an outline of the research design and the rationale for the study. Chapter 3 also includes an overview of the researcher's role, recruitment procedures for participation, and data collection and analysis methods.

Chapter 3: Research Method

The purpose of this qualitative case study was to explore development strategies that senior organizational leaders used to prepare leaders who can lead effectively in unstable environments. Some leaders experienced unexpected circumstances that lead to chaos, a decline, or a crisis (Mohamad & Hauer, 2017). All groups of employees need to develop the abilities necessary to work within the current business environment (Kenayathulla, 2019). Some leaders were ill-prepared to handle emergency circumstances or lead in an uncertain and fast-paced environment can negatively affect the organization (Mohamad & Hauer, 2017).

Businesses often assume that leadership development primarily centers on competencies essential for leadership positions (Griffith et al., 2018). In recent years, academics and experts have demanded a methodical approach based on a systemic view of the organization (Griffith et al., 2018). Daly et al. (2020), who used a qualitative case study design to address the gap in leadership skills and abilities, noted a shortage of stable leadership in some work environments.

The definition of leadership development had a wide range of actions designed for maximizing the potential of an organization's human capital and growth projections (University of Akron Committee of the Society for Psychology, 2012). Some modern leaders lack the critical skills and knowledge to lead organizations in environments characterized by continuous change, unpredictability, and uncertainty (Mehrabani & Mohammad, 2015). Some leaders lacked the skills and knowledge to lead the organization (Leslie, 2015). Leslie (2015) and Mehrabani and Mohammad (2015)

described modern leaders as individuals not prepared to meet modern leadership's challenges.

Chapter 3 encompasses a discussion of various research methods and design approaches, including a rationale for the selected research design. I explain selecting the qualitative research method and case study design to explore strategies that business leaders used to develop their leaders. Chapter 3 outlines my role as a researcher. The chapter also includes a review of the population and sampling method, the means used to ensure the research is ethical, and the tools used for data gathering and analysis. Chapter 3 also includes a discussion of my strategy to ensure the study findings' dependability and authenticity.

Research Design and Rationale

RQ –What development strategies do senior organizational leaders use to prepare leaders who can lead effectively in unstable environments?

I reviewed five frequently used qualitative study designs for this study: phenomenological studies, ethnographic studies, grounded theory studies, narrative, and case study. Traditionally, a researcher used ethnography and phenomenology to analyze real-world experiences from the study participants (Lehn & Hitzler, 2015; Reeder, 2010). Crowther et al. (2017) suggested that data used to uncover meaning and mutual human experiences that resonate with people in hermeneutic phenomenology.

The phenomenological research design reflects the way people think about experiences in a philosophical self-analytical way and does not describe behavior (Reeder, 2010). Finley (2011) stated that researchers use phenomenology to provide an

account of daily experiences and provide insight into what it is like to be a person. The phenomenologist tries to comprehend human behavior from the participants' perspective (Simon & Goes, n.d.). The phenomenological study approach focuses on individuals' experiences based on their viewpoints (Greening, 2019). The Phenomenological design was not suitable for this research because it does not concentrate on the individuals' lived daily occurrences.

In ethnographic research, the researchers spend extensive periods living amongst an ethnic group to study different aspects of their daily lives to collect data. (Von & Hitzler, 2015). The ethnography approach requires researchers to immerse themselves in all social activities of an individual or group taking part in the study (Whitehead & Freidenberg, 2005). Whitehead and Freidenberg (2005) argued that ethnography is a process for observing and studying all aspects of a cultural system, particularly those not addressable through laboratory or survey research alone. Jones and Smith (2017) described ethnography as a method for documenting a specific group's life. It requires close daily involvement with the participants. The fundamental distinction between ethnographic and other qualitative research designs is that ethnography seeks to capture naturally occurring activities as they happen (Keranen & Prior, 2019). As ethnography focuses on a specific cultural group and requires total immersion in their daily lives, I did not select it for this study.

In the narrative design, people described their experiences using storytelling. People are continually in an ongoing narrative, and frequently, the narratives are recollections from the past (Haydon et al., 2016). The narrative design was not

appropriate for this study because of its focus on the experiences and storytelling of people taking part in the study.

Grounded theory researchers do not seek an in-depth account of a phenomenon (Manuj & Pohlen, 2012). The researcher creates a theory that accounts for much of the behavior, according to (Manuj & Pohlen, 2012). Timonen et al. (2017) suggested that the grounded theory processes are onerous and overly complicated, as they include many steps that people describe as perplexing. While the process of data gathering and examination simultaneously is ideal for grounded theory research, gathering and examining data is not practical when interviews are the only process of data gathering, especially and the time is limited (Timonen et al., 2017). I did not select the grounded research design because this qualitative study's goal was not to develop a theory to explain a phenomenon but to gain insight into effective leadership development strategies.

I selected the case study design because it was appropriate for examining the real-life experiences of individuals who took part in leadership development programs within their organization. Yin (2018) asserted that the case study has a valuable role in evaluations by offering a comprehensive analysis of the case or concentration on results. Yin stated that case studies are an empirical approach to examine a modern-day case in an authentic world situation. The researcher must know the essential theories and methodological problems related to the research (Yin, 2018). Baskarada (2014) asserted that the case study entails a comprehensive examination of a single entity. Ridder (2017) noted that the case study researcher methodically examines a real-life phenomenon

within its environmental setting. Researchers select case studies because of the chance that the cases offer insights into the phenomenon of interest (Ridder, 2017).

Role of the Researcher

The qualitative researcher interacts with participants in their natural setting and is the chief research instrument for gathering and analyzing data (Clark & Vealé, 2018). The researcher's role is a listener, learner, and witness (Rossetto, 2014). Researchers are ethically accountable for identifying changes that could transpire through inquiries to serve our participants best and produce valid explanations of the data (Rossetto, 2014). In quantitative research, the researcher is viewed as uninvolved, whereas, in qualitative research, the researcher's role is participatory. Clark and Vealé (2018) asserted that it is critically important that researchers understand their role in data formation. Researchers play a vital role in producing and interpreting data (Xu & Storr, 2012). Qualitative researchers must learn how to be a research instrument that assembles excellent data (Xu & Storr, 2012).

My responsibilities included collecting unbiased data from the interviewees and offering an organized explanation of the data's critical elements while providing facts to support my evaluation. Per Clark and Vealé (2018), qualitative researchers must understand that their biases might influence the study's outcomes. Yin (2018) emphasized that the researcher should adhere to the case study protocol during the interview and ask questions in an unbiased manner.

My role included adhering to ethical standards by ensuring participates in the study volunteered and treated equally. Clark and Vealé (2018) asserted that qualitative

researchers should use reflective and interpretive thinking because it helps them to access the study topic correctly. The key to qualitative research is that a researcher is an essential tool of data compilation and evaluation. Yin (2018) asserted that case study researchers must adhere to the utmost ethical guidelines when doing research. Yin explained that the guidelines, which include not copying or fabricating data, being truthful, avoiding dishonesty, and being accountable for their work, comprise an obligation to researchers.

Ethical issues may come up when there is a relationship between the researcher and participants in a study (Reid et al., 2018). When power is disproportionate between the interviewer and the participant, the balance is usually in favor of the researcher who guides the process. There is an opportunity for biases from both the researcher and the participants (Reid et al., 2018). Researchers can assess their patience for various findings by divulging their preliminary findings while still in the data gathering activity to their colleagues (Yin, 2018).

Another issue was the potential for ethical issues to come up after the study is complete relating to preserving confidentiality and anonymity and disseminating and research results to include video and audio information (Reid et al., 2018). The location of this study was not within my work environment. Nor did I have a personal or professional relationship with the participants in any capacity to include a supervisory or instructor relationship. There was no conflict of interest concerning this qualitative research.

Methodology

The three methodologies considered for this study are quantitative, qualitative, and mixed-methods approaches. Qualitative research methods frequently focus on gathering a thorough understanding of the phenomenon, focusing on how and why of a specific topic (Dworkin, 2012). I selected the qualitative method because my goal for this study is to explore strategies used to develop leaders who can lead effectively in unstable environments? The method used to conduct an inquiry must withstand scrutiny and offer comprehensible and valued results (Cole et al., 2011). The method should also apply to academic and management practices (Cole et al., 2011). Researchers using the qualitative method try to learn about the actions and instincts of the individuals participating in the research by knowing their ethics, ceremonies, codes, views, and sentiments (Nachmias & Nachmias, 2008).

The qualitative approach provided inquiry opportunities into many research areas that include theory creation, theory testing, hypothesis validation, and the discovery of new and emergent phenomena (Garcia & Gluesing, 2013). Sarma (2015) pointed out that qualitative research is interpretive. It researchers depend on their ability to interpret information collected in the study. The qualitative approach provides the method for gathering data that is not numerical, such as opinions, feelings, and experiences (Sarma, 2015).

Researchers use quantitative research to measure numerical data (Clark & Vealé, 2018). Neuman (2006) stated that qualitative and quantitative studies are different in several ways. A significant difference between the two research approaches is where the

data is derived (Neuman, (2006). The quantitative method collects complex data, such as numbers and mathematical calculations (Neuman, 2006). Using the quantitative approach allows researchers to analyze problems using numerical data that is convertible into statistics. In contrast, the qualitative approach allows researchers to understand opinions, attitudes, actions, and motivations from the sample population (Barnham, 2015).

Data gathering happens within the context of the individual's typical environment (Park & Park, 2016). Quantitative researchers gather data under controlled conditions to minimize the likelihood that variables other than those under study will affect the study findings (Park & Park, 2016). Neuman (2006) explained that quantitative researchers emphasize calculating variables and testing theories linked to general casual descriptions. The quantitative research design is not suitable for this study because it focuses on statistical analysis and mathematical calculations.

Mixed-methods research combines quantitative and qualitative data gathered either simultaneously or chronologically (Taguchi, 2018). Applying a mixed approach could offer valid evidence that does not achieve many phenomena employing merely a quantitative or qualitative method (Venkatesh et al., 2013). Venkatesh et al. (2013) argued that the mixed-method research approach's results could be inconsistent with the conclusion drawn from the quantitative and qualitative aspects. Taguchi (2018) argued that historically, researchers used the mixed method for cross-validation purposes.

Researchers admitted that convergence does not consistently occur (Taguchi, 2018). Megheirkouni (2018) posit that using equally qualitative and quantitative data could offer the depth that compensates for each research method's weaknesses. The

mixed-methods studies are more challenging to use than using only one method approach (Megheirkouni, 2018). The mixed-methods design was not appropriate for this study because it combines both qualitative and quantitative methods for research in a single study, and, as stated previously, this was only a qualitative study.

Participant Selection Logic

According to Reybold et al. (2012), in qualitative research, participant selection's logic is anchored in the value of data-rich inquiries and developing comprehensive knowledge not obtainable from random sampling. Key people with knowledge about the phenomenon are valuable in gaining access to people participating in the study (Moser & Korstjens, 2018). For a successful recruitment strategy, researchers should have some basic knowledge about the population they want to sample (Raymond et al., 2018). Purposeful sampling is often the sampling choice used in a qualitative study.

For this qualitative case study, I used purposeful sampling to recruit and interview eight senior leaders, vice presidents, and directors in the healthcare industry responsible for developing strategies to prepare leaders who can lead effectively in unstable environments from medium to large organizations within the United States. I continued the sampling process of interviewing participants until data saturation occurred. Using purposeful sampling provided an opportunity to understand what the data meant, not just find it (Reybold et al., 2012).

The senior leaders in the study are from the healthcare industry with pertinent knowledge and experience creating and implementing leadership strategies for developing organizational leaders for unstable environments. Purposeful sampling is

defined as a careful selection based on participant characteristics (Etikan et al., 2016).

Researchers use purposeful sampling in a specific field on a particular topic essential to

the study (Etikan et al., 2016). Researchers employed specific criteria to identify and

select eligible participants for research (Kalu, 2019; Palinkas et al., 2015). Not only is it

important to find participants with the knowledge and experience, but participants must

also be available and prepared to participate and can communicate experiences and

thoughts (Etikan et al., 2016).

Researchers use various approaches for recruiting participants, for example,

proactive, direct, reactive, indirect, and blended approaches (Ibrahim & Sidani, 2014).

Direct communication with potential participants is proactive recruitment (Ibrahim &

Sidani, 2014). Recruiting potential participants through a professional organization is

active recruiting (Ibrahim & Sidani, 2014). In contrast, a reactive approach, researchers

use printed material such as flyers, advertisements, radio, and television to inform and

recruit potential participants about the study.

Researchers use a blended approach, mixing proactive and reactive as a

recruitment method (Ibrahim & Sidani, 2014). Monahan and Fisher (2015) asserted that

researchers frequently use cold calling to contact organizations. Although the method is

challenging, it may prove necessary to gain access to organizations and their employees

(Monahan & Fisher, 2015). For this qualitative case study, professional organizations and

organizational contacts provided names and email addresses necessary to contact

potential participants. Each participant received a separate introductory email to ensure

anonymity. The email explained the purpose of the study and my role.

I sent the participants a formal invitation to participate in this qualitative case study. The next step included contacting each participant by telephone to request a meeting to discuss the study's purpose. After verifying the participant's interest in the study, I briefed them and provided a copy of the consent form via email. The study participants signed the consent form and returned it via e-mail during the interview meeting. Scheduling the interviews involved contacting the participants via email or telephone. To confirm the interview, I sent a calendar invitation to participants that included the conference call information, date, and interview time.

I conducted all interviews via a telephone call. I provided the participants with an overview of the process before the interview. The overview comprised the research description, the interview process, reviewing and collecting the consent form, and responding to questions. I provided information regarding the audio recording of the conversation, purpose, and confidentiality of comments. In order to protect the participant's identity and ensure confidentiality, I use codes instead of names. I got consent from the participants before beginning recording during the interviews.

I conducted the interviews by telephone using a tape recorder. At the end of the interview, each participant received a debriefing. The interviews lasted from 30 to 60 minutes. At the end of the interviews, I thanked each participant for their participation in the study. I transcribed the recorded interviews and used my notes to correct and revise inaudible portions of the recording. I took handwritten notes throughout all the interviews.

Fusch and Ness (2015) argued that researchers should use various data sources and viewpoints to ensure the research results establish validity through data saturation. Data saturation aims to accumulate data until no additional themes materialize (Fusch & Ness, 2015). I interviewed participants until saturation occurred. Fusch and. Ness argued that no specific sample size is used for all approaches to reach saturation. Enormous or small sample size does not guarantee data saturation (Fusch & Ness, 2015). Saturation occurs after no new information or themes occur (Fusch & Ness, 2015). It is challenging to evaluate which strategies are the most effective and what standard of practice researchers should employ when recruiting certain people (Raymond et al., 2018).

Instrumentation

A pilot study was not suitable for this research. Leon et al. (2010) stated that researchers use pilot studies to determine the viability of a method that is for a large-scale research project. The inability to reach data saturation influences the study's value and obstructs the subject's validity (Fusch & Ness, 2015). Data saturation occurs when there is sufficient data to reproduce the research, and no new data realized, and additional coding stops being workable (Fusch & Ness, 2015). For this case study, I collected data by conducting telephone interviews with a purposeful sample of senior leaders in the healthcare industry responsible for developing effective organizational leaders for unstable, reaching data saturation with eight interviews.

Flynn et al. (2018) asserted that it is important for researchers to take full advantage of existing resources and contemplate using different methods to recruit participants and collect data. Strategies used to assemble information do not follow a

logical deduction from the study questions, according to (Maxwell, 2013). Although researchers use various methods to gather data, regardless of the source, the researcher is the only instrument for the study and the primary method for gathering data (Cypress, 2017).

Strategies used to assemble information do not follow a logical deduction from the study questions, according to (Maxwell, 2013). Although researchers use various methods to gather data, regardless of the source, the researcher is the only instrument for the study and the primary method for gathering data (Cypress, 2017). The most valuable documentation method is to validate a claim substantiation from additional sources (Yin, 2018). Because of its overall significance, documentation can be a critical part of the data collection strategy (Yin, 2018).

Bowen (2009) defined document analysis as a methodical process for reviewing or assessing print or electronic information. Typically, researchers use document analysis to complement other research approaches. Essentially, documents provide additional sources of practical information for case studies (Bowen, 2009). Atchan et al. (2017) explained that document analysis provides researchers with information regarding how leaders decide and the consequences of those discussions. Examples of archival documents include memorandums and strategy documents regarding leadership strategies for developing leaders (Sarma, 2015).

The appropriate data gathering method for this qualitative case study involved the recording and transcription of telephone interviews. I audio-record each interview, took notes, and developed a report based on the interviewee's responses for review and

analysis. Using an audio recording ensured an accurate interpretation of the interviews.

An audio recording of interviews is more precise than the researcher's notes (Yin, 2018).

The interview is considered an important case study authentication tool (Yin, 2018). Gill

et al. (2008) explained that interviews offer a thorough comprehension of social

phenomena. Data collection frequently used for qualitative research are interviews and

focus groups (Gill et al., 2008). Yin (2018) asserted that interviews are one of the most

significant sources of case study proof. Case study interviews seem like a managed

discussion rather than well-defined inquiries (Yin, 2018). Yin stated that the researcher

has two things to do during the case study interview. Researchers must adhere to their

specific line of inquiry defined in the protocol.

In qualitative research, the researcher collects data about opinions, feelings, and

experiences (Clark and Vealé). I conducted the interviews by telephone. Doody and

Noonan (2013) explained that a semi-structured interview comprises prepared questions

designed to provoke detailed answers based on the participants' experiences. Qualitative

researchers frequently use semi-structured interviews to collect data in a qualitative

research study (Doody & Noonan, 2013).

Singar and Couper (2017) asserted that using open-ended questions in the

collection and the interviewee's verbatim answers could produce significant insights into

the interviewee's substantive answers. It provided insight into how people answer

questions (Singar & Couper, 2017). For this study, I used open-ended interview questions

to gather data about senior leaders in the healthcare industry strategies to develop

effective organizational leaders for unstable environments. Yin (2018) noted that the

capacity to ask significant questions is necessary for case study researchers. The preferred outcome is for the researcher to establish a pleasant conversation (Yin, 2018). Yin asserted that research is about inquiries and not about responses. Understanding the literature is critical for developing questions based on the literature (Jacob & Furgerson, 2012).

The queries for this case study comprised open-ended inquiries. Using open-ended questions provides an opportunity to be flexible and examine issues as they come up. (Doody & Noonan, 2013). Yin (2018) explained that the study research inquiries focus primarily on what questions. When using interviews to collect data, the researcher has two roles: (a) to adhere to their line of questioning, as shown in the case study protocol, and (b) to pose inquiries in an unbiased manner (Yin, 2018). Gould et al. (2014) argued that there are advantages to using interview protocols, for example, value articulation. During the interview, some people may have trouble expressing themselves (Gould et al., 2014).

As the primary data collection instrument, I gathered data using semi-structured interviews. Li et al. (2019) asserted that semi-structured interviews provide an opportunity for participants in a study to convey their viewpoints within a particular scope, enabling the researcher to assemble interesting and precise data. Unstructured interviews do not reflect any preconceived theories or ideas. Unstructured interviews may last for an extended period and are difficult to control. For this qualitative study, semi-structured interviews were appropriate. Semi-structured interviews comprise few questions that outline the areas for discussion yet allow the researcher participants to

deviate from providing additional information or exploring another idea (Gill et al., 2008).

The semi-structured interviews were appropriate for this study because they allow diversion by participants to examine different concepts. How long the interview should last vary and depends on the subject, researchers, and participant (Gill et al., 2008). For this study, the interview timeline was 60 minutes. From the perspective of Yin (2018), the data collection follows a formal protocol that includes a set of questions used in gathering the case study data. The protocol includes the methods and guidelines to adhere to when using the protocol. The protocol is necessary for each circumstance (Yin, 2018). Based on the study protocol guidelines outlined by Yin, I prepared and followed a protocol that contained an outline of the case study objectives, data gathering method, case study questions, and preliminary framework of the final case study report. The protocol is an essential way of enhancing the case study's trustworthiness, designed to guide the data gathering from one case (Yin, 2018).

The most frequent tool used to gather data is a questionnaire (Taherdoost & Group, 2016). The correctness and trustworthiness of questionnaires are an essential part of a study's method (Taherdoost & Group, 2016). Maxwell (2013) had a distinct perspective and argued that the formation of interview questions involves imagination and vision instead of using a mechanical translation of the research question as a guide (see Appendix A) and includes the interview protocol.

Another important facet of data collection is using field notes, writing notes on paper immediately after the interview, observations, thoughts, and ideas. Field notes are

helpful in the data analysis process (Gill et al., 2008). I created and maintained a case study database for the enquiry of what strategies senior organizational leaders used to develop leaders who can lead effectively in unstable environments. The database included copies of audio recordings and transcripts of those recordings.

The database's primary aim is to safeguard collected data in a retrievable format (Yin, 2018). Researchers must consider evaluating the results and judging the data gathering quality using several methods (Cypress, 2017). From the perspective of Yin (2018), a study database is a distinct and systematic compiling of all the case study data. To ensure reliability and validity during the design phase of a study, researchers must consider evaluating the results and judging the data gathering quality using several methods (Cypress, 2017). From the perspective of Yin, a study database is a distinct and systematic compiling of all the case study data.

An excellent study must substantiate what exists and is accurate (Cypress, 2017). Member checking is a validation method used by researchers to make sure the interview transcripts data are an interpretation of the interviewee's comments are accurate (Birt et al. (2016). For Noble and Smith (2015), careful record-keeping, documenting the decision-making process, and ensuring the examination of data is consistent and transparent increases validity. In the end, an independent researcher should be able to replicate the study, and the results should be comparable (Noble & Smith, 2015).

Procedures for Recruitment, Participation, and Data Collection

For this case study, I used purposeful sampling to collect data from a sample of eight senior leaders (i.e., vice presidents and directors) responsible for developing

strategies to prepare leaders who can lead effectively in unstable environments from each organization in the healthcare industry in the United States. Researchers frequently note that finding participants for a research study is the most problematic element of the research (Far, 2018). Herbell (2019) asserted that researchers in nearly 80% of medical trials experience problems finding participants. Finding participants is notably more complicated when at-risk people are the focus of the study. In each case, I interviewed participants until data saturation occurred. Fusch and Ness (2015) argued that it is difficult to calculate the number of interviews needed to attain saturation precisely. Data saturation materializes when no new information is identified, and additional coding is no longer practicable. Palinkas et al. (2015) stated that purposeful sampling commonly used in qualitative research to pinpoint and gather data-rich cases linked to the research focus. Interviews are the data gathering method.

After receiving authorization from the Walden University Institutional Review Board (IRB), I began the data compilation process. Gaining approval from the IRB is a normal part of conducting any research involving people (Yin, 2018). Before interviewing, I got informed consent (see Appendix B) from the participants. Participants in a study received information about the process, the researcher's role, and how the data used (Qu & Dumay, 2011). When the participants signed the informed consent, they agree to several decisions made by other people regarding the research outcomes and future use of the data (Wolf et al., 2018). Researchers commonly use interviews as a data-gathering method (Qu & Dumay, 2011). A standardized method significantly diminishes

the likelihood of conclusions influenced by the researcher's bias (Qu & Dumay, 2011). The interviews lasted from 30 to 60 minutes.

I recorded the interviews using an audio recorder. When a researcher uses audio or video recording for data gathering, the recordings must be transcribed precisely before data analysis starts (Sutton & Austin, 2015). For research, data collection occurs in the field and the organizations taking part in the study. Most researchers keep a file of field notes to complement audio-taped interviews (Sutton & Austin, 2015). Field notes are important because they help researchers document and reference impressions, situational contexts, actions, and nonverbal indications that are a part of the audio recording (Sutton & Austin, 2015). At the end of each interview, the participant received a debriefing. Debriefing interviews promote transparency among the people affected by the study, participants, and the researcher (Collins et al., 2013).

Qu and Dumay (2011) noted that ethically, researchers must debrief participants after the interview to provide closure on the experience. As part of the debriefing process, I thanked people for participating in the study and explain the practice for data usage. The reliability of research findings is the foundation of any qualitative research (Birt et al., 2016). Researchers use member checking as a method for examining the reliability of results. The process involves the researcher compiling the interviews' results for each participant, then sending the information to the participants for review and feedback. I returned the data to participants to check for accuracy and resonance with their experiences. I emailed each participant an interpreted summary of their key responses. I gave the participants one week to respond with changes or additions.

Data Analysis Plan

Case study data analysis involves analyzing, labeling, formulating, testing, or recombining data (Yin, 2018). I analyzed the data for this qualitative study using Microsoft Excel spreadsheets to help organize the data to facilitate coding and identify emergent themes. I applied the continuous comparative technique to uncover developing themes. Researchers use the constant comparative method to create ideas from the data by coding and analyzing simultaneously (Kolb, 2012).

Kolb (2012) explained that the constant comparative method integrates four stages, linking events related to each group, assimilating groupings and properties, outlining the theory, and writing the theory. During the four phases of the constant comparative process, the researcher repeatedly sorts through the data gathering, evaluating, and coding (Kolb, 2012). Corring et al. (2019) noted that the constant comparative approach is a diagnostic technique. The researcher compares all the information to identify parallels and disparities (Corring et al., 2019). I used the constant comparative approach to find distinct themes, patterns, or groupings developed in this study.

There are many methods for analyzing qualitative data (Welsh, 2002). For Welsh, the first step in data analysis comprises an analysis method that targets the specific use of verbal communication or grammatical usage. The second step in the process is to understand the participant's perspective, which helps the researcher interpret meaning (Welsh, 2002). The reflexive method concentrates on the researcher's role in the data formation and analysis procedure (Welsh, 2002).

The researcher begins by transcribing information from audio recordings or written information (Bree & Gallagher, 2016). This process is valuable because it allows the researcher to comprehend each participant's viewpoint (Sutton & Austin, 2105). Bree and Gallagher (2016) noted that various researchers use qualitative research software such as NVivo. Researchers use Microsoft Excel spreadsheets to organize their data, facilitate analysis, and identify themes in qualitative studies (Bree & Gallagher, 2016). The researcher enters information into the spreadsheet to see and shape the data (Bree & Gallagher, 2016).

Interviews yield an enormous quantity of data or text that is hard to assemble and examine methodically (Ose, 2016). The computer-based qualitative data examination software is too complicated to use, given that most researchers only want to categorize and construct data (Ose, 2016). A new and less complicated technique employing Microsoft Word and Excel was developed (Ose, 2016). Data is moved by transcribing Word documents into Excel. Using accessible Excel functions, the text systematized for coding. Next, coding in Excel, the information is organized by content and sent back to Word (Ose, 2016).

I used coding as the primary data examination technique for this qualitative case study. Qualitative researchers use coding as an instrument for mapping data, categorizing, and labeling data gathered (Elliott, 2018). I tagged and organized the data that is pertinent to the research questions in the Microsoft Excel spreadsheet. Elliott (2018) explained that tagging data helps identify every instance in the interview where participants said something applicable to the research question (Elliott, 2018). I used the deductive coding

method for this qualitative study. DiLoreto and Gaines (2016) posited that discrepant outcomes uncovered, and the researcher can report the findings as an opportunity for additional research. Another technique to address contradictions in data is to gather additional data to resolve the inconsistencies (DiLoreto & Gaines, 2016).

Issues of Trustworthiness

Quantitative research validity is the degree to which an idea is precisely measured (Heale & Twycross, 2018). Qualitative research methodology is criticized for the absence of thoroughness, transparency, validation of data gathering, examination approaches used, and findings' integrity (Heale & Twycross, 2018). The ability to show rigor and trustworthiness in qualitative research findings is critical. When properly conducted, qualitative research improves openness regarding data compilation, evaluation, conclusions, organization, and data analysis (Cloutier & Ravasi, 2020).

Credibility

Noble and Smith (2015) asserted that the qualitative researcher must integrate strategies to increase all studies' credibility. Noble and Smith posit that quantitative researchers who use numerical approaches to establish validity and reliability, qualitative researchers integrate methodological strategies to guarantee research outcomes' trustworthiness. I use the case study protocol and pose questions equitably. Yin (2018) asserted that posing inquiries, listening, adjusting, and recognizing the issues address other biases (2018).

Reaching saturation in a qualitative study is the basis for halting data harvesting or evaluation (Saunders et al., 2018). Saturation occurs when no new data surfaces

(Saunders et al., 2018). Anney (2014) stated that to establish rigor, qualitative researchers use reliability strategies: long and diverse field experience, time sampling, reflexivity, member checking, peer scrutiny, interview method, and peers' feedback (Anney, 2014).

Transferability

Transferability defined as the degree to which qualitative studies' outcomes could be transferred to other situations using different individuals (Anney, 2014). Burchett et al. (2011) explained that transferability is the chance that research results are transferable from one sample or situation to others in concurrence. Yin (2018) asserted that the goal is for another researcher to follow the identical method and perform the same research for a second time and discover the same results. Yin explained that the standard way of addressing the reliability question is to make sure processes are specific and practical. Researchers should conduct the study as if someone were observing their every move (Yin, 2018).

One key criterion for assessing qualitative studies' rigor is trustworthiness and the rational connection between the data and the diagnostic claims (Tate & Happ, 2018). It is an excepted practice to increase the study evidence base by examining research conducted in another environment (Burchett et al., 2011). One of the significant concepts in qualitative researchers' vocabulary is a complete description (Ponterotto, 2016). Thick description described as the researcher's responsibility for both recitation and understanding observed social conduct within its setting. Through thick narrative, the researcher captures participants' views and emotional state and the intricate network of associations between them (Tate & Happ, 2018). Tate and Happ (2018) explained that

thick description leads to thick interpretation, leading to the thick meaning of the research conclusions for the researchers, participants, and people who review the study. A thick description involves thoroughly describing the individuals taking part in the study without jeopardizing their identity (Tate & Happ, 2018). Given that this is a qualitative study with a limited sample size, the findings are not likely transferable.

Dependability

Moon et al. (2016) asserted that dependability is about the research results' consistency and reliability and the ability to follow the same process. Both credibility and dependability are connected to every aspect of the research plan, study's concentration, framework, participant selection, data gathering approach, and data volume (Moon et al., 2016). Yin (2018) asserted that occasions for replicating case study research seldom arise. Yin asserted that researchers' work must show concern for reliability, if just in principle. Carcary (2009) asserted that the researchers used the audit trail to establish reliability. An audit trail in qualitative research provides a detailed accounting of the process used for conducting and the results determined (Carcary, 2020). Strategies for establishing research confirmability include integration into the qualitative research method. It allows people to follow the researcher's reasoning and determine if the research conclusions are reliable as a framework for additional examination (Carcary, 2009).

Confirmability

Confirmability shows the degree to which the findings of an investigation could be substantiated or corroborated by other researchers (Anney, 2014). Anney (2014)

pointed out that researchers must use a reflexive journal that documents events in the field and personal reflections about the study. Reflexivity is a valuation of the effect of the researcher's background, discernment, and curiosity on the qualitative research method that considers the researcher's own past (Anney, 2014). To improve this qualitative inquiry's acceptability, I adopted the strategies and trustworthiness criteria suggested (Anney, 2014).

Ethical Procedures

This qualitative research includes human participants, and ethical considerations are mandatory. Ngozwana (2018) asserted that ethical standards are morally necessary because they ensure participants' safety in a study. After receiving authorization from the Walden University Institutional Review Board (IRB approval number: 12-26-19-0135028), I started the data collection process. The participants taking part in the study signed an informed consent form (see Appendix B).

The informed consent form provides participants with information about the research topic, procedures, processes, right to participate, and withdrawal. I communicated to participants that there is no consequence for withdrawing from the study. I ensured the participants understand the risk of participating in minimal, outlined in the informed consent form. People did not receive monetary enticements for participating in the study.

Before conducting the interviews, I gained permission from the participants to record the session. I explained to participants that their privacy is secure during and beyond the study's completion. Particular ethical concerns occur for all research

concerning human beings (Yin, 2018). According to Yin (2018), the need for protecting

people is that nearly all case studies are about human matters.

Yin (2018) argued that protecting participants' confidentiality and privacy is

critical because participants could unknowingly be in an unwanted position, such as a

roster of names that could part of another study (Yin, 2018). I stressed that their names

would never be exposed and that the interviews were confidential. To avoid the

likelihood of identity exposure, I assigned a code to each participant to protect

identification. The study information is on a password-protected computer and

maintained on a flash drive secured in a locked cabinet along with paper documentation

for 5 years. After 5 years, I will destroy all documentation.

Summary

Chapter 3 comprises a review of the five approaches researchers use for

qualitative research, narrative, phenomenological, grounded theory, ethnographic, and

case study. I discussed why the qualitative research method with a case study design is

the selected approach for this study and why quantitative research is not appropriate. It

describes the researcher's role. The qualitative researcher interacts with participants in

their natural setting and is the chief research instrument for gathering and analyzing data

(Clark & Vealé),

I compared and contrasted qualitative and quantitative approaches to conducting

research. Researchers use the quantitative method to search for numbers, whereas

qualitative research is searching for a broad understanding of attitudes and actions

(Barnham, 2015). The sampling strategy was discussed, which included the process for

the selection of participants for the study. Interviews were the technique used for the data compiling for this qualitative study. Yin (2018) pointed out that case study interviews are the chief source of evidence for the case study method. I defined potential participants in the study as individuals who have participated in leadership development programs within their current organization.

In Chapter 3, I explained the ethical consideration for protecting the participants' rights in the study. I discussed the issues of trustworthiness and rigor. Cypress (2017) asserted that researchers define trustworthiness in various ways. Cypress asserted that trustworthiness refers to the quality, validity, and honesty of a study's conclusions. Rigor is the quality of being precise and accurate (Cypress, 2017). I discussed establishing trust, credibility, transferability, dependability, and confirmability, explained the method and process for protecting participants from harm, and included procedures for adhering to ethical rules regarding the informed consent procedure.

Chapter 4: Results

The purpose of this qualitative case study was to explore development strategies that senior organizational leaders use to prepare leaders who can lead effectively in unstable environments. To accomplish this purpose, I interviewed eight senior leaders in the healthcare industry responsible for developing strategies for leaders who can lead effectively in unstable environments. I then examined the participant's responses to the interview questions to identify themes related to the research question.

The general problem is that while organizations face challenges that require highly qualified leaders, many do not have effective strategies for developing leaders to meet the challenges presented by such continuously changing environments. The specific problem is that some senior organizational leaders lacked insight into effective leadership development strategies that prepare leaders for leading in unstable environments. The following research question provided direction for this study: What development strategies do senior organizational leaders used to prepare leaders who can lead effectively in unstable environments?

In this chapter, I discuss the research setting and the study participants' demographics. The subsequent sections comprise a description of the data collection methods, data analysis, and trustworthiness evidence. The study findings section contains the results of the research and a summary of the chapter.

Research Setting

The research setting was with senior leaders in the healthcare industry. I conducted all the interviews via telephone. The data collection started in January 2020

and ended in July 2020. During this period, the United States President declared the

Coronavirus (COVID-19) a national emergency. Healthcare leaders focused primarily on

caring for COVID-19 patients. Because the government nationwide shut down and

canceled countless medical procedures, healthcare providers experienced revenue deficits

and staffing challenges. Critical equipment and supplies were not readily available

because of the outrageous demands worldwide. It was difficult finding available leaders

for interviews during this period.

COVID-19 created additional uncertainty elements because of the challenges of

procuring equipment and supplies, particularly at the virus's outset. The government

established the Coronavirus Aid, Relief, Economic Security (CARES) Act, or stimulus

package, signed March 27, 2020. It provided aid for individuals and businesses affected

by the COVID-19 pandemic. After the government officials in Florida reopen in phases,

and the healthcare providers resumed normal operations, the interviews and data

collection completed.

Demographics

The study population was a purposeful sampling of senior leaders (i.e., vice

presidents and directors) in the healthcare industry. This study focused on senior leaders

with knowledge of developing organizational leaders' strategies to prepare leaders who

can lead effectively in unstable environments. The leaders had knowledge and experience

creating and implementing leadership strategies for developing effective organizational

leaders for unstable environments. I confirmed that each participant met the requirements

to participate in the study. The study participants comprised three vice presidents and five directors.

Data Collection

The researcher is the primary interview tool (Yin, 2018). Professional organizations and organizational contacts provided names and email addresses necessary to contact potential participants. Each participant received a separate introductory email to ensure anonymity. The email explained the purpose of the study and my role.

The next step included contacting each participant by telephone to request a meeting to discuss the study's purpose. After verifying the participant's interest in the study, I provided a copy of the consent form via email. The study participants signed the consent form and returned it via e-mail during the interview meeting. Scheduling the interviews involved contacting the participants via email or telephone. To confirm the interview, I sent a calendar invitation to participants that included the conference call information, date, and interview time.

All interviews were by telephone call. I provided the participants with an overview of the process before the interview. Krouwell et al. (2019) asserted that interviewing in person is the best method for data collection, but from a budget, schedule, and confidentiality aspect, doing interviews by telephone or email could be suitable alternatives. The overview comprised the research description, the interview process, reviewing and collecting the consent form, and responding to questions. The participants provided information regarding the audio recording of the conversation, purpose, and

confidentiality of comments. I used codes instead of names to protect the participant's identity and ensure confidentiality.

Before recording the interviews, I got permission from the participants. The interviews were by telephone, using a tape recorder. At the end of the interview, each participant received a debriefing. The interviews lasted from 30 to 60 minutes. At the end of the interviews, I thanked each participant for their participation in the study. I transcribed the recorded interviews and used notes to correct and revise inaudible portions of the recording. I took handwritten notes throughout all the interviews.

Comparing and contrasting the transcribed interviews helped to diminish errors and enhance accuracy. The interviews included open-ended questions followed up with probing questions to garner additional information and clarification. Following the interviews, I examined the data to identify patterns and themes from their responses. Each participant provided a transcript of their interview for member checking. The participants were informed that they had one week to clarify their comments in the interview. I used codes on documents that linked names or contact information of study participants.

The study invitation sent to the participants included a unique ID on the invitation email. As the researcher, I am the only person who can identify the response of individual study participants. I stored documents containing identifying information, such as signed consent forms, separate from the invitation email to maintain confidentiality. The documents included each study participant's name and unique ID code securely stored separately on a flash drive in a locked cabinet. Only I have access to the documents. The

study participants provided instructions to insert the code into a specific field in the email invitation. After 5 years, all documents destroyed. I keep the study documents in storage in a separate file on a password-protected computer

Data Analysis

The data analysis included transcribing the audio-recorded interviews and reviewing handwritten notes. I reread the transcripts and the notes before starting the analysis process. For this study, I based the data analysis on the participants' interviews, senior leaders with knowledge of development strategies senior organizational leaders used to prepare leaders who can lead effectively in unstable environments.

The analysis process began following the interview transcription and modifications based on member checking if required. The next step was to listen to the recorded interviews again and review the transcribed notes before starting the analysis, following the analysis plan described in Chapter 3 using the constant comparative analysis approach.

The analysis began after the completion of the interview transcription and revisions. During the analysis process, I assigned codes to the interview themes and each interviewee. The first step in the analysis process was to do a preliminary review of the data, looking for insights or ideas that appeared promising (Yin, 2018). The analysis entailed using the constant comparative method (CCM). I applied the CCM to organize codes into categories and identify emerging themes. The next step required organizing the codes into categories into more significant themes. Comparing the emerging themes

from the coding with the interview responses that had similar themes helped determine categories by each interview question using a Microsoft Excel spreadsheet.

The Microsoft Excel spreadsheet supported the tabulation of the data. I reviewed the transcript to identify potential themes related to the study question. I assigned codes to the themes, organized them into groupings for each transcript, and documented them in the Microsoft Excel spreadsheet. Assigning codes to each interview prevented blending data from the different interviews. I used the same method to analyze each subsequent participant's interview data. I used CCM to help identify emerging themes.

I compared the emerging themes mentioned by each participant to the composite analysis of all the previous interviews, updating the spreadsheet each time. I continued to compare and contrast results from each participants' interview with the composite of previous interviews, creating a new composite of all the interviews each time. I repeated the same process repeated until data saturation occurred when no new core themes surfaced. I identified a final set of core themes that represent the overall study findings.

Evidence of Trustworthiness

I used different techniques to assure the trustworthiness of the study data. The interview recordings and transcriptions, after member checking, provided the answers from the participants. Further, I always used the same method for data coding and analysis. The credibility of qualitative research for creating confidence is integrity, transferability, reliability, and confirmability.

Credibility

The reliability of research findings is the foundation of any qualitative research (Birt et al., 2016). To assure credibility, I adhered to the study protocol throughout the data collection process. I used the approved protocol call for asking questions in an unbiased approach (see Appendix A). I used member checking to ensure the accuracy and credibility of the data from each participant before I analyzed it and incorporated it into the composite data. To do this, I emailed individual transcripts to the participants for member checking. Emailing the transcripts provided the participants an opportunity to confirm answers, evaluate for accuracy, and change their interview responses as necessary. Through member checking, researchers connect with participants to ensure shared agreement on insights and study conclusions (Caretta & Perez, 2019). None of the participants had concerns or reservations about the content of the interviews.

Transferability

Transferability of a research conclusion is the degree to which it can be used in other situations (Coghlan & Brydon-Miller, 2014). It is comparable to or an alternative for simplifying and external validity (Coghlan & Brydon-Miller, 2014). It is an accepted practice to increase the study evidence base by examining research conducted in another environment (Burchett et al., 2011). I thoroughly described the framework of the study, setting, and population for possible transferability

Anney (2014) defined transferability as the degree to which qualitative studies' outcomes could transfer to other situations using different individuals. As stated in Chapter 3, the study's focus was on development strategies, and senior organizational

leaders used to prepare leaders who can lead effectively in unstable environments. The study's focus was on specific senior leaders in the healthcare industry using purposeful sampling.

Dependability

Dependability is an additional necessary standard for determining the significance of empirical social research (Yin, 2018).To support the study's dependability, I documented the research method, data gathering, analysis, and results. To assure dependability, I used member checking. Using a voice recorder and a detailed transcription of participants' interviews enhanced dependability. For Moon et al. (2016), dependability is about the consistency and reliability of the research results and the ability to follow the same process.

Confirmability

I used the transcripts to help uncover, remove, and segregating any personal biases during the assessment, coding, and analysis of the data. Anney (2014) explained that confirmability shows the degree to which the findings of an investigation could be substantiated or corroborated by other researchers. An examination track is possible by defining the conclusions made during the research process to substantiate the researcher's methodological and interpretative views (Houghton et al., 2013). To ensure confirmability, I used member checking to confirm the accuracy of the interview transcriptions.

Study Results

The purpose of this qualitative case study was to explore development strategies senior organizational leaders used to prepare leaders who can lead effectively in unstable environments. The study addressed this research question: What development strategies do senior organizational leaders used to prepare leaders who can lead effectively in unstable environments? The interview questions for the participants included six open-ended questions (see Appendix A). Table 1 summarizes the themes that emerged from analyzing the study participants' responses. Thirteen clear themes emerged for the senior leader interviews, based on the percentage of the participants who mentioned a theme (see Table 1). Note that all participants used each of the top five strategies, as denoted by the fact that 100% of the participating senior leaders identified them in their responses to the interview questions. Fusch and Ness (2015) contended that researchers should establish validity by gathering data until they reach saturation, the point at which no additional themes emerge.Therefore, I reached data saturation after eight interviews.

Table 1

Leadership Development Strategies Used to Prepare Leaders to Lead Effectively

Strategy	Percentage
Focused first on the current state of leadership development	100%
Gathered input from executive leaders to determine what successful leadership looked like	100%
Developed a competency model to determine the leadership skills needed from an organizational and individual perspective	100%
Conducted interviews with leaders at different levels	100%
Executive team helped identify key competencies	100%
Reviewed data on the turnover rate and employee engagement	87.5%
Vetted leadership development programs with leaders in the organization at different levels to see if they concurred with the leadership competency model.	87.5%
Created leadership development programs for different levels based on the competency model	87.5%
Aligned the strategy with the organization's strategy, goals, and objectives	62.5%
Communicated to multiple levels and ultimately got buy-in from top to bottom	50.0%
Targeted specific groups that needed the most support (managers and directors)	50.0%
Developed a 3-year strategic plan based on a needs assessment	50.0%
Benchmarked leadership development strategy against other organizations	50.0%

Leadership Development Strategy 1—Focus First on the Current State of

Leadership Development

Of the participants interviewed, 100% focused first on the current state of

leadership development. M3 stated that focusing on the current state of leadership

development first provided an opportunity to clearly define business gaps between the

current and future needs and pain points. M4 reported that using the learning needs

analysis to gather data helped to identify the current environment in which the

organization is functioning. M5 agreed with M4, stating that conducting a learning needs

analysis of current leadership development helped identify gaps between current, future

needs, and pain points. All the participants emphasized the value of focusing on the

current state first.

Leadership Development Strategy 2—Ask Executives What Successful Leadership

Looks Like

The first participant (M1) stated that the first step in developing a leadership

strategy is identifying what successful organizational leadership resembled. M1 asserted

that gathering information from executive leaders first is a critical component of

developing a successful strategy. M2 concurred with M1 regarding the importance of

meeting with the executives first. Each participant pointed out that without an executive

agreement, the leadership development strategy would not be successful.

Leadership Development Strategy 3—Develop a Competency Model

Of the participants interviewed, 100% had created leadership development

programs based on the leadership competency model. M2 stated that identifying and

focusing on critical competencies allowed him to better align the development strategy with the organization's strategic initiatives. M4 agreed, asserting that identifying and focusing on critical competencies allowed him to align better the development strategy with the organization's strategic initiatives.

Leadership Development Strategy 4—Interview Leaders at Different Levels

All the participants interviewed leaders at different levels to gather information from different leadership development perspectives. M6 asserted that the groups created a hunger for change. According to M7, groups helped gain agreement on the leadership development strategy and gather information about their leadership development needs and challenges. M1 agreed with M7 interviewing leaders at all levels and identifying critical competencies aligned with the leadership development strategy.

Leadership Development Strategy 5—Have the Executive Team Identify Key Competencies

M1 stated that the chief executive officer (CEO) and the chief human resources officer (CHRO) took the lead in identifying six competencies that identified what it means to be a successful leader across all levels organizational-wide. M8 asserted that the executives identified 12 critical competencies. The competencies help align leadership development programs with the leadership development strategy. M6 explained that the executive's alignment of the competencies and the strategy helped identify better and develop the next group of upcoming leaders.

Leadership Development Strategy 6—Review Data on Turnover Rate and Engagement

Of the participants interviewed, 87.5% reviewed data on turnover rate and engagement. The participants stated that employee turnover is one of the most critical and frequently used human resources metrics in the interviews. M4 explained that reviewing turnover rates and engagement helped identify departments experiencing issues and departments doing well. M5 responses aligned with M4 regarding the value of reviewing turnover rate and engagement scores and increasing engagement and reducing turnover rates added to each leader's annual goal requirement.

Leadership Development Strategy 7—Vet leadership Development Programs with Leaders at Various Organizational Levels

Some 87.5% of the leaders interviewed vetted the leadership development programs with leaders at various organizational levels. M6 reported that vetting the program with leaders helped build relationships and agreement for the leadership development programs. M2 agreed with M6 regarding vetting the program with leaders and how it helped to gain agreement. M1asserted that she could see in the leaders' eyes that vetting the leadership program with them was the right thing to do.

Leadership Development Strategy 8—Create Leadership Development Programs for Different Leadership Levels Based on a Competency Model

M3 reported that his team members who attended the program had improved in team building and communications. Of the leaders interviewed, 87.5% created leadership development programs for further leadership development based on the competency

model. M8 stated that a focused leadership development strategy and competency model helped determine behavioral expectations for leaders at all levels of the organization and align the leadership development program based on leaders' specific needs at all levels.

Leadership Development Strategy 9—Align the Leadership Development Strategy with the Organization's Strategy, Goals, and Objectives

Some 62.5% of the participants interviewed align the leadership development strategy with the organization's strategy, goals, and objectives. M5 stated that leaders aligning goals to the organization's strategy, goals, and objectives should explain how goals align with the leadership development strategy. M7 concurred with M5, asserting that aligning the leadership development strategy with the organization's strategy, goals, and objectives resulted in a greater focus on how goals relate to the business.

Leadership Development Strategy 10—Communicate the Strategy to Multiple Levels to get Top-to-Bottom Support

M1 stated that getting executive support first and then communicating the strategy to multiple levels helped get top-to-bottom support. Of the participants interviewed, 50% communicated to multiple levels. M6 stated that several leaders were unaware of the leadership development strategy. Their goals did not align with the leadership strategy. Because of the misalignment, the organization continues to lose revenue due to low patient experience and scores, and the turnover rate continues to be high. M7's answers aligned with M6's responses in that not communicating to multiple levels negatively affected the effectiveness of the leadership development strategy due in part to the misalignment of goals.

Leadership Development Strategy 11—Target Specific Groups that Need the Most Development

Of the leaders interviewed, 50% targeted specific groups that needed the most development. M3 stated he targeted groups with a high turnover rate and low engagement scores first, using the targeted group as a pilot group. It helped to promote the leadership development program. M7's answers aligned with M3's responses in asserting that targeting specific groups that needed the most support helped promote the program and vet its effectiveness.

Leadership Development Strategy 12—Develop a 3-year Strategic Plan Based on a Needs Assessment

M1 stated he developed a 3-year strategic plan based on the results of a needs assessment. Each quarter, the executives review the strategic plan to determine what happened during that period. M2 concurred with M1 on reviewing the strategy frequently to make necessary adjustments and identify gains. M2 reviewed the strategic plan every six months.

Leadership Development Strategy 13—Benchmark Leadership Strategy Against Other Top-Performing Organizations

M3 stated that experiential learning and action learning, often quoted as the best leadership development practice in organizations, was an integral part of the leadership strategy. M4 reported benchmark data shows that executive involvement and sponsorship are critical to leadership development strategy success. Of the participants interviewed, 100% engaged the executive team first to get their agreement and support.

Additional Insights from Interview Data

Besides providing data to answer the central research question about strategies used to prepare leaders to lead effectively in unstable environments, the participants also provided data related to (a) how they determined which strategy was the best approach, (b) in what ways the strategies were successful, (c) key obstacles they faced in implementing these strategies, (d) how they overcame these obstacles, and (e) what additional information might be beneficial to others faced with developing effective organizational leaders for unstable environments.

How Participants Determined the Best Strategy. To determine which strategy was the best approach, M1 said, "We first examined key business drivers that impact the organization, for example, staffing, revenue, customer satisfaction, and future knowledge requirements." The training needs assessment helped to identify skill gaps. M1 and M2 concurred that the training needs assessments' results and the business drivers helped them determine which strategy was the best approach. M5 stated that identifying what effective organizations looked like was critical in determining which strategy was the best approach.

How the Strategies were Successful. M6 stated that the strategy was successful because they used a leadership competency model to create a coherent framework for developing multilevel leadership, involving training programs for supervisors, managers, and executives. Thus, internal promotions increased by 6% from previous years. M3 reported that leaders improved communications, provided communications, provided feedback, and established a more positive atmosphere among team members. Like M3,

M7 used a competency model to develop leadership training for leaders at all levels. Thus, the leaders improved in communication, self-awareness, and learning ability.

Obstacles Faced. M4 explained that the lack of resources was a significant obstacle to implementing the strategy. M5 also noted that inadequate resources hindered implementing the strategy. M6 said, "Pulling people out of work to attend instructor-led training sessions was an obstacle, particularly full-day programs." M1 stated that getting buy-in from leaders at all levels was an obstacle because, over the years, leadership development strategies were not sustainable or supported by all leaders in the organization.

How Participants Overcame the Obstacles. M4 stated that gaining support from the executives at the outset helped persuade the CEO to approve an additional $50,000 for leadership training. M6 stated that reducing the time leaders were away from the work environment, which included reducing 7-hour sessions to 4 hours, distilling some into 90-minute programs, and offering eLearning sessions in-classroom training, helped overcome obstacles to implementing the leadership development strategies. Like M4, M7 and M8 noted that having support from the executive team, including the chief financial officer (CFO), increased the leadership development program's funding, in one case from $67,000 to $160,000.

Additional Insights. M1 asserted that it is essential to build a clear vision for developing effective leaders. Share the vision with leaders at all levels of the organization. The vision will create a hunger for change. M2 stated that holding people accountable is a critical component of developing effective leaders. M3 said, "The

implementation of any strategy is full of surprises for that reason, prepare to understand team dynamics." M5 stated that creating a set of metrics to determine the overall effectiveness of the strategy is essential. Like M5, M7 stated that using defined metrics to measure the strategy and leadership development program's effectiveness was essential to successfully implementing strategies for developing leaders who can lead effectively in unstable environments.

Summary

This case study's primary goal was to explore development strategies senior organizational leaders used to prepare leaders to lead effectively in unstable environments. This chapter described the processes used to collect, transcribe, member checking, and code the research data and the study findings regarding the research question determined by analyzing the interview data. The study findings for the central research question were these 13 leadership development strategies:

- Focus first on the current state of leadership development.

- Ask executives what successful leadership looks like.

- Develop a competency model.

- Conduct interviews with leaders at different levels.

- Have the executive team identified essential competencies?

- Review data on turnover rate and engagement.

- Vet leadership development programs with leaders at various organizational levels.

- Create leadership development programs for different leadership levels based on a competency model.

- Align the leadership development strategy with the organization's strategy, goals, and objectives.

- Communicate the strategy to multiple levels to get top-to-bottom buy-in.

- Target specific groups that need the most development.

- Develop a 3-year strategic plan based on a need assessment.

- Benchmark leadership strategy against other top-performing organizations.

This study's results may contribute to the significance in practice because the capacity to be an effective leader is an essential skill that contributes to projects' success and staff members' and the organization's effectiveness. An organization that cannot develop its leaders' skills and knowledge pays a high cost in reduced growth, inability to respond to unrelenting changes, and inability to meet existing and looming challenges (Sinar & Wellins, 2017). Conversely, trained leaders influence outcomes and make leaders more agile and better prepared (Sinar & Wellins, 2017). The last chapter analyzes the research results, limitations of the study, suggestions for future research, implications for social change, and conclusions.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative case study was to explore development strategies that senior organizational leaders used to prepare leaders who can lead effectively in unstable environments. Eight senior leaders provided the study data. Leslie (2015) and Mehrabani and Mohammad (2015) argued that various leaders are not prepared to meet leadership requirements because they lack the required skills and knowledge. Given the fast-paced world's complexity, there is a desperate need for a relevant and competent role model of effective leadership (Mebrabani & Mohammad, 2015).

The study found 13 core leadership development strategies. All participants stated independently in their interviews that they used each of the top five strategies. These top five strategies determined the current state of leadership development, asking executives what successful leadership looks like, developing a leadership competency model, interviewing leaders at different levels, and asking the executive team to help identify critical competencies.

This study showed that 62.5% of the participants interviewed aligned the leadership development strategy with organizational strategy, goals, and objectives. Of the leaders interviewed, 50% communicated to multiple levels and ultimately got agreement from top to bottom targeted groups that needed the most development, such as groups with high turnover rates and low engagement scores. Fifty percent also developed a 3-year strategic plan based on a need assessment and benchmarked their leadership development strategy against other organizations.

Interpretation of Findings

The findings of this study results showed that some leaders are ill-prepared to lead in environments characterized as fast-paced, unrelenting, and volatile. Baltaci and Balci (2017) reported strategies for developing leaders based on outdated management viewpoints, primarily static models, and did not offer solutions to solve problems. Pelc and Sulich (2020) noted that the effects of economic shifts had heightened the need for leaders with a unique skill set. This study's results expanded upon the existing research knowledge and literature and aligned with the research question that guided the study.

The research findings were consistent with the literature reviews on understanding what strategies leaders used to develop leaders for turbulent times. Pelc and Sulich (2020) noted that the global work environment is changing at an unprecedented pace. It creates a pragmatic advantage in unstable environments, requiring developing new strategies and embracing new opportunities (Pelc & Sulich, 2020). The research showed that some strategies for preparing individuals to assume leadership positions in an environment characterized by unpredictability, persistent change, and ambiguity are ineffective.

When asked what strategies they used for developing effective organizational leadership for unstable environments, all participants said they started by examining the current state. One participant explained that focusing on the current state of leadership development first provided an opportunity for clearly defining gaps between current and future needs and identify pain points. Seven out of eight participants reviewed data on employee engagement and turnover rate to determine leadership skills and knowledge gaps. All the participants stressed the importance of conducting focus groups with leaders

at different levels to gather information from different leadership development perspectives.

Sinar and Wellins (2017) reported that trained leaders positively affect an organizational ability to achieve its goals and objectives. The traditional approach to creating leadership strategies and fostering leadership development worked when the economy was more static and predictable (Bunker et al., 2012). Analyzing the participant's reflections on how they determined the best approach, I found that some participants examined vital business drivers that impact the organization, such as staffing, revenue, customer satisfaction, and future knowledge requirements. Three study participants stated that performing learning needs analysis to gather data helped identify the current environment in which leaders function, enabling them to identify skill gaps. All the participants explained that identifying what effective organizations looked like was critical in determining the best approach. Various participants explained they vetted the strategy for developing leaders in the organization at different levels to see if they concurred with the leadership competencies model and then created leadership development programs for different levels based on the competency model.

Cole and Snider (2019) reported that leaders needed training on navigating uncertain situations. When questioned regarding how the strategies have been successful, each participant developed a competency model to identify which skills a leader needed from an organizational and individual perspective. The participants noted that the competency model helped define the skills needed to be a successful leader and provided

a coherent framework for developing the multi-level leadership skills of supervisors, managers, and executives for leading in uncertain times.

One participant used a competency model to develop leadership training for leaders at all levels. The leaders improved in communication, self-awareness, and learning ability.

Sinar and Wellins (2017) reported that gaps in leadership skills negatively affected the organization regarding money-making growth, the capacity to respond quickly to substantial shifts and changes, and readiness to meet future business issues. Moerschell et al. (2013) noted that leaders should not believe previously productive would lead to organizational success. Several participants in this study stated that the lack of resources for leadership development because of the difficulty of obtaining support from leaders at all levels was a significant obstacle to implementing leadership strategies.

Study participants agreed that gaining support from the executives at the beginning helped persuade the CEO to approve additional funding for leadership training. One noted that reducing the time leaders were away from the work environment, which included reducing 7-hour training sessions to 4 hours, condensing some into 90-minute programs, and offering eLearning sessions, helped overcome obstacles to implementing the leadership development strategies. Several leaders focused on specific groups that needed the most development, as recommended by Answell and Boin (2018). Participants in one leadership development program noted that having support from the executive team, including the chief financial officer (CFO), increased the leadership program's budget.

When asked if the participants could offer additional information for developing effective leadership strategies, one participant asserted it is essential to build a clear vision for developing effective leaders and share the vision with leaders at all levels of the organization to create a hunger for change. Another stated that holding people accountable is a critical component to developing successful leaders. A third said, "The implementation of any strategy is full of surprises for that reason, be prepared to understand team dynamics." Several stated that using defined metrics to measure the strategy and leadership development program's effectiveness was essential to successfully implementing strategies for developing leaders who can lead effectively in unstable environments.

In summary, this study's findings align with the literature in that leaders often lack the skills and knowledge to lead organizations in a changing and faced paced environment (Pelc & Sulich, 2020). Faced with globalization, rapid innovations in technology, and rapid and constant change, leaders of organizations find it challenging to achieve their goals and objectives (Super, 2020). They face two significant leadership development problems, skills, and knowledge deficit among individual leaders (Yeager & Callahan, 2016). Arguably, this study's findings can lead to improved leadership development programs and, thus, more effective leadership strategies for succeeding in an increasingly challenging business environment.

Limitations of the Study

I use the case study approach for this research as, according to Yin (2018), using the case method is one of the most challenging social science activities. Simon and Goes

(n.d.) asserted that qualitative studies' data collection often occurs at the participant's site. Zainal (2007) posited that regardless of how qualitative researchers conduct their inquiry, there may be limitations. Zainal pointed out that researchers often criticize the use of case studies because of its lack of robustness as a research method, the design of a case study is critically important.

From the perspective of Virtaharju and Liiri (2019), their study had significant implications for how leaders prepare to lead. Virtaharju and Liiri's single case study results showed the conditions under which the line weakened over the years, causing a lack of leadership. The practical implication of that case study is that daily work practices, tasks, and organizational methods influence how and where leadership emerges in an organization. The research has limitations because it included one case of an industrial organization, and a few individuals participated in the interviews.

Recommendations

Recommendations for further research and analysis of what development strategies do senior organizational leaders used to prepare leaders who can lead effectively in unstable environments? Based on the literature review, leaders lacked the skills and knowledge to lead organizations (Leslie, 2015). Many leaders realize the importance of having competent leaders who have the skills and knowledge to lead in environments characterized by unrelenting change, defined as ambiguous, unrelenting, and unyielding (Westover, 2010). Geerts et al. (2019) noted that the objective is to gather at baseline when the program concludes conclusively. A results-centered methodology seemed to be the most successful curriculum model (Geerts et al., 2019).

Further research needed to find out how to assist leaders in using their learning skills to enhance their skills and abilities, given that leaders did not have the needed skills and abilities to meet the work environment's challenges (Coloma et al., 2012). According to Coloma et al. (2012), further research is needed irrespective of the large body of published work. Gentry et al. (2013) explained that leaders need a different skill set to be successful. Further research is necessary to help leaders use their learning experiences to improve their skills and abilities, given that leaders may lack the critical skill and abilities to meet the challenges of the work environment (Coloma et al., 2012).

Some leaders could not quickly adjust to leading in rapidly changing environments, and additional research is needed to determine the best approach for preparing a volatile and changing work environment (Manderscheid & Harrower, 2016). Further research is needed to determine how to develop strategies that provide leaders with the skills need for leaders to compete in a global business environment effectively. Leaders need employees to continue learning and acquiring new skills and knowledge (Moerschell et al., 2013).

Blanchard et al. (1999) posited that leaders needed to create new strategies to attract customers within an increased competition environment, solve problems, and inspire people. Hence, there is a need for effective leaders who have the skill and abilities to lead in an environment that is fast-paced and uncertain. Blanchard et al. noted that people are desperate for authentic leadership examples. Future research could expand the framework of this study and examine other variables as possible influences of

development strategies used to prepare leaders who can lead effectively in unstable environments?

Yeager and Callahan (2016) argued that was a need to analyze organizations facing the significant problem of skills and knowledge deficit among leaders. The consequence of not finding qualified leaders is causing a substantial strain on the organization (Yeager & Callahan, 2016). Drago-Severson and Blum-Destefano (2014) found that what they believe contributes to the skill deficit: leadership development primarily focuses on developing leaders' skills and comprehension of information.

Bennis (1989) found that the concept of being a leader is not as problematic as most people thought every person has leadership capacity. Future research on the practical application of the transformation leadership theory might offer information on methods to create leadership development strategies effective in developing leaders (Bass, 1990). At the individual level, transformational leadership enhances each person's effectiveness within teams and thus functions as a critical driver of innovation.

Mediocre leadership behavior adversely influences an employee's motivation, engagement, and performance (Akea, 2017). Data gathered from this study could provide executive leaders with the tools to develop a more effective leadership development strategy that closes gaps in leadership skills and knowledge in their organization. A more effective leadership development strategy could improve leaders' performance and diminish the impact of ineffective leadership.

This study's findings showed a need to clarify what competencies are needed in a fast-paced and uncertain environment. Leadership preparation courses are unsuccessful in

preparing individuals to be leaders because the curriculum only focuses on improving the leaders' abilities and comprehending the content, rather than putting into practice what they learned (Drago-Severson & Blum-Destefano, 2014). Given the growing intricacies of leadership responsibilities and many challenges in educating leaders, Drago-Severson and Blum-Destefano (2014) pointed out that the results suggest it is possible to help leaders develop new skills and knowledge through transformational learning to handle better the multifaceted stresses of the organizations.

The research finding showed that developmentally oriented leadership training affects leaders' thinking and practice in powerful long-term ways that are critically needed for leaders to handle problems (Drago-Severson & Blum-Destefano, 2014) efficiently. Bersin (2013) asserted that leaders need to change their tactics for developing leaders. In contrast to Yeager and Callahan's (2016) assertion that there is a shortage of skilled people, Bersin argued that the issues leaders are experiencing are not due to a shortage of people. Instead, they are due to a shortage of critical skills (Bersin, 2013). There is a need for future research to explore the implications of tightness-looseness for other leadership theories of leadership, for example, substitutes for leadership, shared leadership, and transformational leadership (Aktas et al., 2016)

For this study, I used a qualitative method, which gives a single perspective of the data. Additional research can comprise both qualitative and quantitative methodologies. The quantitative method could provide statistical data to examine further and explain the impact of leadership development on organizational results. Venkatesh et al. (2013) suggested that using a mixed method could provide beneficial information about several

phenomena that cannot be fully understood using only a quantitative or qualitative approach. Taguchi (2018) asserted that historically researchers used the mixed methods for cross-validation purposes.

Implications

In addition to the overall and specific leadership problems with the leader not being prepared to lead in unstable environments, this study addressed the literature gap regarding strategies used to develop leaders to lead in the current business environment. The possibilities for constructive social shifts are unmistakable. The findings may facilitate the development of more effective leaders. The study's social change impact derives from the potential of the identified leadership development strategies to facilitate the development of more effective leaders to deal with increasingly unstable environments. Leaders can positively influence their stakeholders and society, such as increased job creation, higher wages, and better products and services.

Individual Implications

At the individual level, transformational leadership enhances each person's effectiveness within teams and thus functions as a critical driver of innovation. Subsequent research and application of the transformation leadership theory might offer information on methods to create leadership development strategies effective in developing leaders (Bass, 1990). Employee engagement affects business outcomes, such as higher productivity and profitability (Gallup, 2017). Ineffective leaders contribute to employees' disengagement, which costs organizations in the United States about 483 billion to 605 billion dollars every year (Gallup, 2017).

Harvard Business Publishing Corporate Learning (2017) agreed with Gallup (2017) that effective learning and development approaches could help leaders build a team of leaders who will have the knowledge and skills to lead the business effectively through transformations. Wang et al. (2011) emphasized that their research shows that transformational leaders lead both individual team members and leaders to accomplish higher performance levels (Wang et al., 2011). Bennis (1989) found that being a leader is not as hard as most people think because; every person has the leadership capacity. Nearly everyone could identify some leadership knowledge and experience (Bennis, 1989) as leaders are neither made nor born. It is a leadership effort that makes an effective leader rather than external techniques.

Organizational Implications

Leaders can positively affect all their stakeholders and society through increased job creation, higher wages, better products and services, and other means. Hanson (2013) argued that leadership development is developing leaders' abilities and leaders to lead to successful learning and achievements. Significant leadership development is crucial to effective transformations in organizations (Harvard Business Publishing Corporate Learning, 2017).

For Harvard Business Publishing Corporate Learning (2017), leadership development programs were a major driving factor in organizations' capacity to effect change. Leaders that make learning and development a strategic priority increase success rates with their transformation efforts compared to those that do not make leadership a top priority (Harvard Business Publishing Corporate Learning, 2017).

Ghasabeh and Provitera (2017) argued that worldwide organizations function in a fast-paced and uncertain environment. Leaders wanted more effective leaders to lead in a global environment (Ghasabeh & Provitera, 2017). Transformational leadership is about leaders' essential strengths that help them implement organizational changes skillfully (Ghasabeh & Provitera, 2017). This qualitative case study should help identify leadership development program strategies leaders can use effectively to develop leaders who can lead effectively in unstable environments.

In this study, I addressed the general and specific problems. The general problem was that while organizations face challenges that require highly qualified leaders, many do not have effective strategies for developing leaders to meet the challenges presented by such continuously changing environments. The specific problem was that some senior organizational leaders lack insight into effective leadership. Yeager and Callahan (2016) posited that unstable environments place considerable strain on organizations that do not have effective strategies for developing effective leaders.

Implication for Practice

Leslie (2015) asserted that leaders lacked the skills and knowledge to lead organizations. Organizational leaders must realize the importance of having competent leaders who have the skills and knowledge to lead in environments characterized by unrelenting change, defined as ambiguous, unrelenting, and unyielding (Westover, 2010). Jacob and Furgerson (2012) asserted that a comprehensive review of the literature provides essential information about the study topic and other scholars' opinions.

The research showed that a significant body of research on technology management had furthered theoretical and practical understanding. There is little evidence of a comprehensive, systematic differentiation of technology management at various levels and consequent implication for leadership development (Medcof, 2017). Given the issues concerning technology leadership and management's lack of knowledge and skills, future research is needed (Medcof, 2017). Kaiser et al. (2012) argued that the pressures leaders faced were because of advances in technology.

Leadership development is much more than developing leadership skills. It was a vital component of an organization's comprehensive goals and strategy (Dalakoura, 2010). Leaders that integrated and aligned leadership development at all levels into their goals and strategy are more likely to see tremendous growth in organizational performance (Dalakoura, 2010). The business landscape has changed (Dalakoura, 2010). Considerable changes are happening, both external and internal.

Externally over the past decade, the business environment has undergone an unrelenting change, rapid advances in technology, global competition, and disproportionate ambiguity (Dalakoura, 2010). The organizational conditions in which leaders must function have changed asserted (Dalakoura, 2010). To survive in the new business environment and be successful, they need to close the skill gap at all leadership levels (Dalakoura, 2010).

Community Implications

There are various benefits for the community, such as increased job creation, higher wages, and better products and services. Data gathered from this study could

provide executive leaders with the tools to develop a more effective leadership development strategy that closes gaps in leadership skills and knowledge in their organization. A more effective leadership development strategy could improve leaders' performance and diminish the impact of ineffective leadership. Bad leadership behavior adversely affects an employee's motivation, engagement, and performance (Akea, 2017).

Gallup noted that some leaders lacked the skills and abilities to be effective, contributing to active employee disengagement (Gallup, 2017). Disengaged workers cost the United States $483 to $605 billion in lost output every year. Gallup further noted that if leaders in the United States doubled the proportion of engaged employees from one-third to two-thirds, the problem would disappear, but to accomplish this, a leader must transition from the traditional command and control leadership style to a more collaborative style. Improvement in leadership skills could decrease help reduce disengaged workers' costs to the United States.

Conclusions

The literature review showed that some leaders lacked the skills and knowledge to lead organizations (Leslie, 2015). Leaders need to understand the importance of having competent leaders who have the skills and knowledge to lead in environments characterized by unrelenting change, defined as ambiguous, unrelenting, and unyielding (Westover, 2010). The purpose of this qualitative case study was to explore development strategies that senior organizational leaders used to prepare leaders who can lead effectively in unstable environments.

I found a common theme that executives know a leadership skill gap exists, as many leaders cannot successfully lead their organization. Another finding is that executives have not taken the necessary steps to put in place leadership development programs that prepare people to lead in a global work environment. Instead, they are relying on leadership development methods that were successful in the past. The problem with relying on the traditional ways of doing things is that what worked well previously may not work in the new work environment (Bunker et al., 2012).

Leaders must be comfortable with ambiguity and disorder (Moerschell et al., 2013). From the perspective of Richard et al. (2017), leadership development programs increase leaders' effectiveness. Leaders should rethink their tactics of developing leaders. They cannot rely on a few formal programs to teach leaders everything they need to know to be effective leaders. A comprehensive leadership development strategy is essential to organizations, managers, employees, and leadership development programs that improve individual leaders' skills and abilities.

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Appendix A: Interview Protocol

Strategies for Developing Effective Organizational Leaders for Unstable Environments

The purpose of this qualitative case study is to explore development strategies that senior organizational leaders use to prepare leaders who can lead effectively in unstable environments.

Name of Participant_____ Location: _____

Date: _____ Time: _____

Instructions:

1. Greet the interviewee and introduce yourself.

2. Provide an overview of the research and the purpose.

3. Obtain a signed consent form, including permission to record. Ask the interviewee if he or she has any questions.

4. Provide information about the audio recording of the conversation, purpose, and confidentiality of comments.

5. Begin the interview by recording the interviewee's name, date, time, and location.

6. Ask interview questions and give the participant time to respond adequately to the question.

7. Listen carefully to the participant's answers and follow-up with probing questions if necessary.

8. At the end of the interview, thank the interviewee for participating and time.

9. Provide an opportunity to add any other information.

10. Provide your contact information if they have any questions and turn off the audio recorder.

<div align="center">Interview Questions</div>

1. Please walk me through strategies you use for developing effective organizational leadership for unstable environments.

2. How did you determine which strategy was the best approach?

3. In what ways have the strategies been successful?

4. Tell me about key obstacles, if any, did you experience implementing these strategies for developing effective organizational leadership?

5. During the implementation phase, how did you overcome the obstacles you encountered?

6. What additional information can you offer that could be beneficial to others in developing effective organizational leadership for unstable environments?