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Health Leadership and Management Practices That Support Accountability for Results

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This is to certify that the doctoral dissertation by

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2023

Abstract

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by

Peter Kayiira Byansi

MSc, Queen Margaret University, 2004

BSc, United States International University, 1998

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Although leaders are expected to nurture and sustain a culture of accountability for results, little is known about how health leaders in developing countries perceive, interpret, demonstrate, and promote accountability in their day-to-day practices. The purpose of this generic qualitative study was to explore the management and leadership practices that leaders of public and non-profit health support organizations in Uganda utilize to embody and support accountability for key stakeholders' results. Data from in-depths interviews with 13 participants at the governance, senior management, and middle management levels were analysed using thematic data analysis. Riggio's conceptualization of using multiple perspectives and disciplines to understand leadership guided the study. The findings indicate that the combination of management and leadership practices that promote accountability results are motivated and sustained by the leaders' ethical and moral values, character and soft skills; majorly driven by task, relations, change, and externally-oriented leadership behavior; aligned with the leaders' perceived primary management and leadership roles and responsibilities; and focus on enabling others to identify the right problem to address, recognize and navigate the eclectic ecosystem-wide interests, and mandates. These findings add to knowledge on managing and leading accountability in low-income settings. Implications for positive social change included understanding how to identify, select, develop, promote, and retain managers and staff with the relevant skills, enduring positive intrapersonal accountability motives and practices; this results in building effective organization systems that shape, strengthen, and sustain a culture of accountability for results.

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Dedication

To our children— Katrina Sinza, Digan Kiara Siima, Olive Marcella Suubi, Samora Mwesigwa, and Mariam Nankya —who know when, where, why, and how this scholarly journey began and unfolded. I hope this achievement will inspire you to always go for your goals and make your contributions in life, no matter how long it takes you.

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To all my teachers and mentors from primary to university who taught me to value learning, always aspire for more, and never give up.

To all leaders and health workers in Uganda's health system who embody personal character, believe in and personify personal accountability, commit to and take responsibility for creating, strengthening, and sustaining interventions, systems, processes, structures, and culture that deliver value to stakeholders inside and outside of their organization by always doing their best to do the right things and make a difference.

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In all my academic pursuits, this has been the longest, loneliest, and toughest journey I have ever taken, yet it is also the most edifying and rewarding. Through this journey, I have learnt a lot about the study phenomenon, myself, and what it means to be a positive social change scholar-practitioner and an accountable and adaptive leader. For example, as noted by Zsolnai (2020), I have realized that conducting research and adhering to scientific rigor without considering its relevance in the real world is doing a disservices to oneself and others in the universe. Hence, in the process of taking long to complete this study, I have had the opportunity to search, dig deeper, reflect, and question my assumptions and those of other scholars whose works I have reviewed and cited in this study. I am satisfied that this work contributes to knowledge on leadership and management practices that support accountability for stakeholders' results from the perspectives of exemplar health leaders in Uganda's health system context.

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time to celebrate, embody intrapersonal accountability, and influence positive management, leadership, and accountability practices in Sub-Saharan Africa.

More importantly, I am deeply indebted to the 13 study participants whose ideas and deep insights are documented in this dissertation. I have a deep reverence for your sincerity and honesty about what works and does not work when it comes to embodying and supporting accountability for achieving stakeholders' results in a context where some leaders, managers, and politicians in positions of authority to do not care about how their decisions, behaviors, actions, and policies affect others, nature, and future generations. Thank you for your trust, cooperation, and support during the study. I hope that your experiences and insights will inspire other health leaders to reflect on, appreciate and understand how their personal values, character, spirituality, motives, and the prevailing ecosystem-wide context drive daily decisions, behaviors and actions that impact services delivery and the achievement of stakeholders' results. I hope more and more leaders in health and other sectors in Uganda and other Sub-Saharan countries will be inspired and influenced by your experiences and insights to step up and strengthen intrapersonal accountability; build committed, high performing teams; create and maintain strong systems and institutions that identify and address the right problems and nurture, continually adapt, and sustain a culture of accountability for balanced stakeholders' results in their day-to-day practices at work, home, and in the communities where they live.

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Chapter 1: Introduction to the Study

Leaders in all sectors are expected to influence and nurture a strong culture of accountability for results and to create systems and adapt the systems, processes, structures, and practices that maintain and transform it to ensure that it consistently enables individuals, teams and organizations to not only solve existing and emerging societal problems but also generate lasting stakeholder value (Curry, 2022; Molinaro, 2020; Podger, 2018). Extant studies emphasize the importance of felt accountability by managers of agencies (Maggetti & Papadopoulos, 2022; Overman & Schillemans, 2022). Similarly, the relevancy of self-accountability and peer accountability is gaining attention in the academic and practitioner literature (DeMichele, 2020; A. Dhiman, Sen, & Bhardwaj, 2018; Ghanem & Castelli, 2019a, 2019b; Tran & Paparoidamis, 2021; Wernberg, 2020).

Evidence exists on how leaders in Anglo-Saxon and some Asian settings interpret and enact accountability (Brees & Ellen III, 2022; Brees et al,, 2020; Hewett et al., 2022; Maggetti & Papadopoulos, 2022), but little is known about how leaders in Sub-Saharan Africa understand, demonstrate, and support it in their daily management and leadership practices. In this study, I fill this gap by exploring and documenting the experiences, perceptions, beliefs and opinions of 13 exemplar health leaders of public and non-profit health support organizations (HSOs) in Uganda about the leadership and management practices they have used and found effective in exemplifying and supporting accountability for achieving results that matter most to the employees, the organization, the customers, and the donors, henceforth referred to as key stakeholders. I analyze and interpret accountability for achieving key stakeholders' results in the context of the leadership and management practices and their enablers in Uganda's HSOs and prevailing ecosystem from the stand point of exemplar leaders who embody and support it in their everyday work life.

By focusing on the day-to-day practices of exemplar HSO leaders at the governance, senior management, and middle management levels who have clear understanding of their own motivations and organization's accountability practices, systems and the mechanisms through which they do it, this study fills an important literature gap on what works when supporting accountability for results in low-income countries such as Uganda. Extant research shows that leaders at such levels influence the performance, growth , revival, and survival of organizations, implying that the insights they provide are rooted in their experiences of what works or does not work when demonstrating and promoting accountability for results (Birken & Currie, 2021; Brinkerhoff & Wetterberg, 2018; Curry, 2022; Scholtz & Kieviet, 2018; Wetterberg et al., 2022). By targeting male and female participants from non-profit and public HSOs, the study maximizes the breadth of organizations and experiences of men and women in leadership and management, revealing any similarities and differences in how they understand, exemplify, and support accountability for results in their day-to-day practices.

Marchal et al. (2014) distinguish between two types of health organizations: healthcare organizations (HCOs) and health support organizations (HSOs). HCOs provide health services directly to patients, families, and communities whilst HSOs provide them with technical support, policy environment, and/or resources to support the provision of such services. HSOs influence what HCOs do and determine how, where, when and why they do it (John et al., 2019; Lang & Fagan, 2019; Mbau & Gilson, 2018). According to the institutional isomorphism theory, organizations that control or preside over resources and policies that others depend on can directly or indirectly influence the norms, values, and expectations of the organizations that they regulate, support financially, or provide technical expertise (Aksom & Tymchenko, 2020; DiMaggio & Powell, 1983; Hersberger-Langloh et al., 2021). The technical and financial resources that HSOs provide influence and create the policy environment which determine how HCOs operate and deliver services to their customers and communities (Bruno Marchal, November 29, 2018, email communication). According to Bruno Marchal (November 29, 2018, email communication), examples of HSOs include (a) nonprofit organizations supporting specific services/activities of districts, hospitals or other community-based organizations, (b) ministry of health and other line ministries, (c) national programmes that are not directly responsible for actually providing services but simply provide technical support to those that do, (d) academic and research institutions that train providers and provide the evidence that HCOs rely on to improve the quality of health services.

Though the leadership and management practices that support performance and accountability for the achievement of results in HCOs in Anglo-Saxon settings are well-documented (Callahan, 2019; Elkomy et al., 2020; Mukhi, 2018; Sturmberg, 2018; Swiggart et al., 2020), there is a paucity of similar evidence for HSOs in low-income countries. Moreover, studies conducted in Uganda and other developing countries tend to discuss concepts such as leadership, management, practices, results and accountability without explaining in detail how participants in such settings define, perceive , understand, and apply them(see for example, Melyoki et al., 2018). This is a common problem in some academic and practitioner literature, which risks creating opportunities for confusion or talking passed each other due to lack of shared understanding of what people mean in relation to the constructs under discussion (Carton, 2022; Marin-Zapata et al., 2022). This study contributes to closing this gap by documenting how participants perceive, define, and understand such concepts to reveal insights that may make it possible for others to decide when and how to apply them in teams and organizations in varied settings. Exploring the successful leadership and management practices that exemplar health leaders rely on to enact and support accountability for achieving key stakeholders' results provides vital information that may enable managers prevent re-inventing the wheel, avoid duplication of resources on counter-intuitive competencies or skills that do not appropriately influence behaviors that drive performance and accountability or support and strengthen the management, leadership, and governance of health organizations in Uganda and other contexts in Sub-Saharan Africa.

This chapter summarizes the background literature related to the scope of the study and the knowledge gap that the study addresses. Next, it outlines the problem statement, purpose of the study, research question(s), and conceptual framework for the study. Finally, it describes the nature of the study, the key concepts and data collection methods, definitions of key study terms, assumptions underpinning the study, scope and delimitations, limitations, and significance of the study. It concludes with a summary of the main points.

Background

Ulrich et al. (1999) surmised that effective leadership is reflected in the willingness, ability, and commitment to utilize one's attributes (i.e., what one is, knows, and does) to motivate oneself and others to pursue and achieve balanced results that matter most to key stakeholders. Studies show that the results that matter most to key stakeholders constitute what delights and motivates them to engage with , commit to, and continually support the organization through financial, material, social, and technical means or by utilizing its programs, products or services (Aithal, 2021; Friedman, 2015; Hunsaker et al., 2021; Molinaro, 2020). Fundamentally, the need to ensure accountability for achieving key stakeholders' results drives organizational performance, survival, revival, growth, and sustainability. Accountability increases ownership, responsibility, commitment to efficiency and effectiveness and performance, contributing to achieving the desired results (Aithal, 2021; Aithal & Kumar, 2020; Melena, 2018; Molinaro, 2020; Phillips et al., 2019; Podger, 2018; Podger et al., 2020; van der Tier, 2022). Accountability is a personal, social, and cultural phenomenon whose application and importance depends on the implicit and explicit personal values and deep-seated motives and ecosystem-wide norms promoted and espoused in a given setting (Chang, 2018; T. Kim, 2020; C. B. Miller, 2022).

Existing studies indicate that leaders in all sectors grapple with how to truly identify and effectively achieve stakeholders' results (Hurth et al., 2018; Ulrich, 2019; Voorn, van Genugten, & van Thiel, 2019; Zsolnai, 2020). Increasingly, health organization leaders are required to go beyond measuring and reporting on the inputs (resources utilized), processes (activities implemented) and outputs (products or services produced) to ensure that whatever they expend money, effort, time and other resources on delivers and sustains value for key stakeholders [e.g., reducing costs while improving health services quality] (Elkomy et al., 2020). Achieving stakeholders' results and cultivating a culture of accountability for continually improving them in Uganda's health sector, health system, other sectors, and settings is still a persistent challenge (A. Bailey & Mujune, 2021; Eton et al., 2018; Grossman & Michelitch, 2018; Kwemarira et al., 2019; D. Mwesigwa & Oladapo, 2021).

The current systems of accountability in public and non-profit organizations and institutions in Uganda can best be described as nascent, donor-driven, and sometimes unable to answer relevant questions that can guide decision-making, planning, and implementation of initiatives that deliver lasting value to society. Streams of research on Uganda suggest that in some government ministries, departments, and agencies, the prevailing accountability systems and the management, leadership and governance structures, processes, and policies underpinning them are often driven by the self-interests of donors and an inner-circle of friends and politically connected employees in such settings (Kwemarira et al., 2019; Mukuru et al., 2021; D. Mwesigwa & Oladapo, 2021; Ssennyonjo, Belle, et al., 2022; Ssennyonjo et al., 2022; Wiegratz et al. , 2018). In view of such evidence, it is tempting to conclude that most aspects of Uganda's public leadership and governance systems are driven by selfish intentions of a few elites and politicians in the back and the poorly developed or implemented policies, standards, procedures, and regulations at the front by public managers. It appears that such systems symbolize the elite capture or the tribal politics described in the literature which benefits a few and disadvantages the majority who get poor services and suffer from the effects of poverty and poor governance (Raffler et al., 2019; Wiegratz et al., 2018) .

Studies related to accountability for achieving key stakeholders' results in Uganda's health sector reveal mixed results. On one hand, they showed positive outcomes while on the other they demonstrate inadequate and deteriorating accountability for the achievement of key stakeholders' results. For instance, a World Bank study on health services delivery in Uganda, Kenya, Tanzania, and Senegal revealed that 52% of Uganda's public health providers compared to 27% in Kenya, 21% in Tanzania, and 20% in Senegal were absent at the health facility, meaning they were not available to provide the much-needed health services (Hausken & Ncube, 2018). Similarly, the absenteeism of doctors in Uganda is one of the drivers of maternal delays and cause of adverse outcomes for mothers and their children (Tweheyo et al., 2019; Zhang et al., 2021). D. Mwesigwa and Oladapo (2021) noted that the quality of social, economic, health, and physical infrastructural services provided to citizens by Uganda's municipalities is so poor, and it continues deteriorate due to limited resources, lack of political support, and inadequate accountability for pro-poor services by the politicians and bureaucrats. These studies indicate that health workers are rarely present at their workstations to address the needs of patients, which points to gaps in supervision and management of personnel in Uganda (Tweheyo et al., 2019). Weak supervision and management of personnel results in poor provider effort and loyalty, attitudes, and performance which constitute a major bottleneck to providing quality health services in public health facilities in many low and middle-income countries (Mukuru et al., 2021; Naher et al., 2022; Zhang et al., 2021).

In 2017, Uganda's doctors went on strike due to poor pay and bad working conditions such as filthy, congested, and ill-equipped health facilities(A. Mwesigwa, 2018). This was the twentieth time that health workers were striking, largely for the same reasons (A. Mwesigwa, 2018). Beyond highlighting weaknesses in salary payment, incentives, and working conditions in Uganda's health sector, such industrial action indicates that the health workforce's concerns and important results are not adequately addressed, yet they are central to the realization of other stakeholders' results.

The above issues provide pointers to possible gaps in management, leadership, and accountability in Uganda's health organizations, health sector, and health system. They also point to the need to understand the factors that facilitate or constrain accountability, especially the leadership and management practices and accountability mechanisms used to manage such factors so as to achieve the desired key stakeholders' results or expectations. Beyond the failure to achieve the results that matter most to customers and employees, the findings of these studies also demonstrate that important organizational results such as direction, positive environment and values, accountability, selfless motivation, coordination and control as elaborated in the extant literature are either weak, absent, or intentionally neglected due to selfish reasons (Mukuru, Kiwanuka, Gilson, et al., 2021; R. Palmer & Schaninger, 2018).

The above shortcomings in Uganda's health sector notwithstanding, other studies depict significant progress in achieving health outcomes. Such achievements point to the likely existence of effective management and leadership practices in health care and HSOs, which contribute to the achievement of such results. For example, the infant mortality rate declined from 54 deaths per 1,000 live births in 2011 to 43 deaths per 1,000 live births in 2016 (Uganda Bureau of Statistics[UBOS], MEASURE DHS, & ICF, 2018). Similarly, child mortality decreased from 38 per 1,000 live births in 2011to 22 per 1,000 live births in 2016(Uganda Bureau of Statistics et al., 2018). Maternal mortality also reduced from 438 deaths per 100,000 live births in the 2011 to 336 deaths per 100,000 live births in 2016 (UBOS et al., 2018).The number of pregnant women attending four or more antenatal care visits also increased from 48% in 2011 to 60% in 2016 while the number health facility deliveries also grew from 57% in 2011 to 73% in 2016 (Uganda Bureau of Statistics (UBOS), 2018; Uganda Bureau of Statistics et al., 2018). Furthermore, the HIV prevalence among adults aged 15-49 dropped from 7.3% in 2011 to 6.2% in 2017 (Okello, 2021). Though achieving health outcomes tells half of the story, it suggests that effective management and leadership practices exist and may be responsible for the reported achievements in some organizations and vertical interventions. If the above positive outcomes are not based on poor quality or fabricated data as findings from elsewhere suggest (Aboubichr & Conway, 2021; Halligan, 2021; J. Taylor, 2021) or based on rosy analyses that do not reflect the reality on the ground among the majority of the population as implied in analyses on Uganda (Asiimwe, 2018; Ssali, 2018; Wiegratz et al., 2018), then there is hope that some managers and leaders, organizations, service systems, and networks are doing some good work which is contributing to their attainment. The practices that underpin such results are worth studying because they can provide valuable insights on the values, skills, processes, structures, behaviors, and systems that need to be emphasized, strengthened, and/or scaled to make Uganda's health organizations and health system more responsive.

The media, some academic and practitioner studies tend to emphasize what does not work, especially the barriers and obstacles to the effective delivery of services in most health systems in low-income countries (see for example, Asiimwe, 2018; Ssali, 2018; Ssentongo, 2022; Wiegratz et al., 2018). Generally, in most settings, people find it easy to pinpoint the bad leaders and leadership because this is what is more common and visible in their communities and is highlighted in the news (Plecas et al., 2018). Though this may reflect the dominant reality, but other writers recommend transcending looking at what goes wrong for individuals, in organizations, and in society to also scrutinize what goes right in different contexts because success offers valuable lessons on the resilience factors and effective processes, systems, standards, structures, and why they are effective (Bagian et al., 2020; Nazneen & Araujo, 2021). Similarly, Plecas et al. (2018) recommended exploring and understanding the examples of good leaders and leadership because this can provide valuable lessons on how to bolster positive social and organizational change.

In view of the above observations, it is essential to identify the management and leadership practices that drive and sustain accountability for results in low-income health systems such as that of Uganda. This is important because there is a dearth of evidence on what works in managing and leading for balanced key stakeholders' results, particularly the practices, processes, structures, systems, and mechanisms that ensure accountability for achieving stakeholders' results, how and why they work in low-income countries (Chang, 2018; Doherty et al., 2018; Gilson & Agyepong, 2018; Hammonds et al., 2019; Nxumalo et al., 2018). Though extant literature from the Anglo-Saxon settings emphasizes the centrality of management and leadership in enhancing efficiency and effectiveness in organizations (Detert et al., 2022; Kniffin et al., 2020; Petriglieri, 2020; Walsh, 2020), little is known about whether such sentiments are shared across multiple contexts in low-income countries such as Uganda. This study not only responds to Michelman's call but also other studies that have emphasized the need to study and understand the effective management and leadership practices in different settings and levels of the organizational leadership (Gilson & Agyepong, 2018). I sought to explore and document the leadership and management practices that exemplar health leaders have used and found effective in exhibiting and supporting accountability for achieving key stakeholders' results in Uganda's public and nonprofit heath support organizations.

Generally, there is a paucity of context-specific studies on the effective leadership and management practices and their determinants in Sub-Saharan Africa (Gilson & Agyepong, 2018). Studies exploring the successful leadership and management practices that ensure accountability for achieving key stakeholders' results are scarcer in low-income countries such as Uganda. This is particularly so in the health sector where leadership is distributed (Günzel-Jensen et al., 2018; Nzinga et al., 2018), adaptive (Sturmberg, 2018) and information asymmetry and multiple stakeholders with varying interests and values affect the ability of the principals to be accountable and hold agents accountable for results (Kruk et al., 2018; Kujala et al., 2022; Rhodes, 2021; Ssali, 2018).

In the past 2 decades, most of the studies have focused on the meaning and forms of accountability (Witvliet et al., 2022) accountability and culture (de Zwart, 2022; Endrawes et al., 2021; Rosenblatt & Wubbels, 2021), accountability environment (Curry, 2022; Muhammad, 2022), and on how and when leaders decide to enact process or outcome accountability (Y. Han & Perry, 2020), felt accountability (Maggetti & Papadopoulos, 2022), importance of accountability (Aleksovska et al., 2019), clinical leadership and hybridity in health care management (Nzinga et al., 2019). Of late, there has been growing interest in the practical norms that antagonize or complement the professional and bureaucratic norms in health and education organizations in Africa and impact service delivery (Anders & Makene, 2018; Nzinga et al., 2019). Also, evidence on the effective management practices in health care organization exists. Some studies in Uganda highlighted impact of structural factors such as the global neoliberal policies and corruption on the delivery and sustainability quality of health services (Asiimwe, 2018). Other studies emphasize the inability of citizens to demand for quality health services and hold public servants accountable, opting for improvisation and reliance on traditional medicine and services from the private and non-profit sectors instead of demanding for better public services (Ssali, 2018; Sundararajan et al., 2019). However, little is known about the effective leadership and management practices that health leaders in HSOs in low-income health systems such as Uganda use and have found effective in navigating and negotiating such paradoxes to support and demonstrate accountability for achieving results that matter most to key stakeholders.

Previous studies on accountability in Uganda have focused on legal accountability (Agaba, 2018), social accountability (Arnott et al., 2022; A. Bailey & Mujune, 2022; S. Bennett et al., 2020; Boydell, Nanono, et al., 2020; Boydell, Neema, et al., 2018; E. Nelson et al., 2022), public interest in the stewardship and accountability of public institutions (Kwemarira et al., 2019). A study on the management and leadership practices that support accountability for achieving stakeholders' results in HSOs in low-income settings adds to this evidence base by providing valuable insights that leaders, organizations, and governments can use to not only improve how they organize, coordinate, support, and control their teams, resources, and organizations but also ensure that they are responsive to and responsible for meeting key stakeholders' needs, ultimately ensuring value for money (Podger, 2018; The Global Fund, 2019; The Independent Commission for Aid Impact (ICaI), 2018; United Nations Development Program, 2018). Organizations may use the findings of this study to decide which values, skills, behaviors, and mindsets to emphasize during staff recruitment, training, development, and retention (Carton, 2022; Carton & Lucas, 2018; Lacerenza et al., 2018).

Problem Statement

The social problem addressed in this qualitative study was the inadequate accountability for achieving key stakeholders' results in Uganda's health sector. The research problem addressed in this study was the dearth of evidence on the management and leadership practices that successfully support accountability for achieving results that matter most to key stakeholders in Uganda's public and non-profit HSOs. Inadequate accountability for key stakeholders' results is evident in the chronic health providers' absenteeism(Mukuru et al., 2021; Tweheyo et al., 2019); health workers' industrial action (A. Mwesigwa, 2018); patient dissatisfaction with the quality, uncertainty and fragmentation of health services (Warren et al., 2018); abuse of public resources (Hutchinson et al., 2019); drug theft and poor grant oversight by health organizations and the ministry of health (Birungi & Colbourn, 2019), deteriorating socio-economic, health, and infrastructure services in Uganda's municipalities (D. Mwesigwa & Oladapo, 2021), and failure to achieve the Millennium Development Goal 5 (Mukuru et al., 2021). Amidst all these, the Uganda government spends approximately US $ 2.2 million on treating civil servants abroad, yet its hospitals and health centres remain under resourced with essential medicines, equipment and supplies, and human resources for health(Kwemarira et al., 2019). These bottlenecks indicate that public institutions and organizations lack the right leaders who can do the right things and do them in the right way at the right time. They also suggest that the prevailing organizational and societal culture favours mediocrity or the values of the elite presiding over or supporting the agencies and services systems in Uganda are driven by individualistic motives instead of altruistic motives (Kwemarira et al., 2019; C. B. Miller, 2022; Wiegratz et al., 2018). A recent study by Mukuru et al. (2021) showed that egoistic motives exist, and they eclipse the altruistic and dependable motives during the formulation of the maternal health policies in Uganda. Such blatant lack personal, interpersonal, and external accountability for achieving stakeholders' results not only leads to mistrust and dampening of staff morale and low engagement, productivity, and commitment but also undermines organizational growth, development, and sustainability and country development (Kwemarira et al., 2019; Mukuru et al., 2021). Amidst all these weaknesses, it is tempting to lose hope and conclude that Uganda's health system is rotten to the core and devoid of any honest, hardworking, respectable, and accountable leaders and workers striving to achieve stakeholder results. Such individuals may exist but their experiences and practices of creating and sustaining public value might not be documented and published. Instead, what makes news are the bad apples in health organizations and entire health system. Yet, if the good experiences and practices are documented and published, they may inspire a movement of individuals and groups that not only want to look good but also do good for others and create lasting shared value that benefits all.

Though existing studies shed light on the nature and scope of accountability for individuals, groups, and organizations (Kou & Stewart, 2018; Maggetti & Papadopoulos, 2022; Muhammad, 2022), a gap exists in that little is known about the leadership and management practices that health leaders and managers in low-income health systems such as Uganda have developed, used, and found effective in navigating the prevailing paradoxes or mysteries to embody and support accountability for achieving key stakeholders' results. Though studies show that effective leadership and management practices are contextual (Hallinger, 2018), studies exploring them in low-income health system contexts are still insufficient (Gilson & Agyepong, 2018).

Review of the extant literature did not reveal studies that specifically addressed experiences, perceptions, beliefs, and opinions about the leadership and management practices that HSOs leaders in Uganda use to enhance and promote accountability for achieving key stakeholders' results. Yet, HSOs and the practices of their leaders and managers influence the nature and scope of interventions implemented in HCOs. The case in point are the maternal health policies that were driven by self-centered motives, leading to the development of services standards and program documents for HCOs to follow instead real policies, which would have guided the development of interventions for reducing maternal mortalities in Uganda(Mukuru et al., 2021). In the past 15 years, multiple practitioner and empirical studies have been conducted on accountability in Uganda, albeit majorly in HCOs or in communities (A. Bailey & Mujune, 2021, 2022; Boydell et al., 2019; Buntaine et al., 2021; Raffler et al., 2019). Even so, these studies emphasized vertical and horizontal accountability but not personal or self-accountability or the practices that exemplar leaders rely on create, maintain, and transform individual and team performance to achieve key stakeholders' results. Other studies have sought to identify factors that affect community participation in health system governance (Mulumba et al., 2021). There is lack of evidence on the combination of leadership and management practices that leaders and managers of public and nonprofit HSOs in Uganda have developed, used, and found effective in supporting accountability achieving key stakeholders' results. Studying such practices is important because quality and accountable leadership and management is essential to organizational performance, growth, survival, and sustainability (Molinaro, 2020; Swiggart et al., 2020). Additionally, there are growing calls for recruiting leaders and managers with skills in management and leadership (Kniffin et al., 2020; Mintzberg, 2019; Mintzberg & Laasch, 2020; Petriglieri, 2020), but it is important to explore and document context-relevant ones. There are also calls for studies on sources of accountability beyond customers and high-level supervisors. Moreover, many leaders in various contexts and organizations not only grapple with how to improve and sustain individual, team, and organizational performance but also how to ensure accountability for the achievement of results that matter to other stakeholders beyond customers and investors (Hunsaker et al., 2021; Le Breton-Miller & Miller, 2020; McCarthy, 2019; Molinaro, 2020; Uygun & Gupta, 2020). Knowing what works in demonstrating and supporting accountability for achieving balanced key stakeholders' results is important because it can help other leaders to not only undertake the right tasks, behaviors, processes, and actions but also how to do them to improve, revive, strengthen, and sustain accountability in their projects, services, programs and organizations.

Carton (2022) advocated for more studies exploring the what, how, why, and when of leadership, leaders, and associated concepts to provide deep insights about how they are perceived at the individual, team, organizational, and societal levels. In this study, I respond to this call to explore insights on how participants understand and define numerous interrelated concepts and the management and leadership practices they currently use or have used in the past to promote, strengthen and maintain accountability for results. Some studies characterize management practices as a form of technology because they are an important resource that determines the success, competitiveness, survival, revival, and thriving of an organization as stressed in the resource-based outlook (Bloom et al., 2019, 2021; Bloom, Lemos, Sadun, & Van Reenen, 2020; Davis & DeWitt, 2021). Leaders and managers who rely on such practices in turn utilize management tools that not only increase the productivity and competitiveness of the organization but also its agility in responding to contextual pressures and opportunities (Cătălina, 2018; Mwai et al., 2018; Rhodes, 2021).

Rhodes (2021) advised that due to the complexity of social systems and because the organizations, the institutions, and the actors that constitute governance networks have no fixed properties, managers and leaders need to consider and embrace the notion that there might be no fixed techniques, tools and strategies that can address the problems that individuals, groups, and organizations face and impact the realization of desired results. Consequently, there is need for continuous learning from the citizens, agents, and street-level bureaucrats about the prevailing beliefs and practices and how they alter people's thoughts, decisions, behaviors, and actions, ultimately impacting the stability of the ecosystem (Molinaro, 2020; Rhodes, 2021). Based on such local knowledge, they should develop and use a set of evolving management, leadership, and governance practices aligned with changing beliefs and practices of actors. For instance, they can rely on storytelling or stakeholder dialogue meetings to glean and foster meanings, beliefs, and identities among actors and influence what they think, what they do, when, how, and why they do it (Rhodes, 2021). Storytelling is informal, yet it provides direction, influences and guides individual and team action because it instantiates the realities that influence people's values, beliefs, and practices (S. K. Ghosh, 2020; Kujala, Lehtimäki, & Freeman, 2019; Rhodes, 2021; Salicru, 2018).

Purpose of the Study

This generic qualitative study explores the experiences, perceptions, and perspectives of exemplar public and non-profit HSO leaders in Uganda about the leadership and management practices they have used and found effective in supporting accountability for achieving key stakeholders' results. The study population consisted of participant from three levels: governance, senior management, and middle management in public and non-profit HSOs in Uganda. The findings of this study contribute to the stock of knowledge on managing and leading accountability for results in developing and low-income countries in Sub-Saharan Africa.

They also highlight other sources of accountability beyond customers and supervisors and what key stakeholders expect from the account givers. Brees et al. (2020) advocated for more studies about accountability because there is a lot that is still unknown about it, especially how it is perceived and enacted in the workplace. This study explores the experiences and perceptions of exemplar health leaders across multiple levels in Uganda's HSOs about what works in embodying and supporting accountability for results. The findings of this research may impact positive social change by being used to inform recruitment, selection, development, and retaining high-performing and accountability-oriented leaders and managers. They may also be used to equip leaders and managers with the specific leadership and management skills that enhance their ability to lead and manage accountability and achieve key stakeholders' results. Policy makers may draw on the findings to develop relevant policies, rules, and codes that enhance performance, compliance, and knowledge management in their organizations. Other researchers can draw on the findings of this research to advance knowledge in the field.

Research Questions

The following overarching research question and four sub-questions guided this study:

1. How do health leaders in Uganda's public and nonprofit HSOs embody and support accountability for achieving results that matter most to employees, the organization they lead, customers or clients targeted by the organization, and donors?
    1.1. What do concepts such as (a) practices, (b) leadership (c) leadership practices, (d) management (e) management practices, (f) accountability, (g) results, and (h) accountability for results mean to study participants?

1.2. What important results for employees, the organization, the customers or clients, and donors are health leaders and their subordinates accountable for?

1.3. What management and leadership practices work well in supporting accountability for achieving results for the employees, organization, customers, and donors and under what contexts?

1.4. What are the barriers and facilitators to ensuring accountability for achieving stakeholders' results and what accountability strategies and tools are effective in dealing with the barriers?

Theoretical and Conceptual Framework for the Study

Theoretical Foundation

Multiple scholars recommend that all studies should be grounded in theory because theories help to elucidate reality or predict a phenomenon (Creswell & Poth, 2018; Kivunja, 2018; Ngulube, 2020). Following Ngulube (2018, 2020), this study was guided by a conceptual framework underpinned by insights, ideas, assumptions, and concepts from multiple theories: complex adaptive systems, stakeholder, accountability, neo-institutionalism, management by objectives framework, flexible leadership behavior, relational agency, personal values, and leadership skills. I relied on multiple theories because the study constructs—management, leadership, accountability, practices, and results— are complex and difficult to do justice to utilizing one or two theories. In view of the complexity of leadership, Riggio (2019) recommended using a "broad lens to study and understand leadership" (p.2), implying that multiple theoretical perspectives and disciplines need to be applied to its exploration. Relying on multiple theories avoids the limitations of a unified theory, which may not aid balanced and realistic analysis, interpretation, explanation, and discussion of a phenomenon and/or the unique issues revealed by the research (Donati, 2018; Ssennyonjo, Ssengooba, et al., 2022). A multi-theoretical outlook facilitates exploration of a research problem from a wide range of perspectives that consider the views and perceptions of eclectic participants, leading to construct clarity and concept operationalization (Zsolnai, 2020). Strong concept operationalization prevents internal and external validity challenges(Marin-Zapata et al., 2022). The concepts, assumptions, and propositions of the theories used in this study are discussed in more detail in Chapter 2 under the literature review, which explains the theoretical foundation and conceptual framework (see Figure 2) of the study. The conceptual framework guided the development of research questions, the literature search, and the analysis, interpretation, and synthesis of data from the interviews and extant studies (Ngulube, 2018, 2020).

Conceptual Framework

According to Ngulube (2018, 2020), a conceptual framework can be presented diagrammatically or textually to illustrate and explain the relationships between the variables in a study. The conceptual framework signposts for the readers the proposed relationships by showing how the independent, moderating, and dependent variables relate with and influence each other (Ngulube, 2018, 2020). The conceptual framework can be constructed from concepts, ideas, and assumptions gleaned from multiple theories, a single facet of a theory, models from extant literature, or personal experiences of the researcher (Ngulube, 2018, 2020).

As shown in Figure 2, the influencing or independent factors are results-based leadership practices (Smallwood & Ulrich, 2019) and results-driven management practices (Bloom et al., 2021; Bloom, Lemos, et al., 2020; Bloom, Mahajan, McKenzie, & Roberts, 2020). The moderating factors are the enablers (i.e., the personal, organizational, and structural factors) whilst accountability for achieving key stakeholders' results is the dependent factor or outcome variable. The enablers share a reciprocal relationship with the management and leadership practices and accountability for achieving key stakeholders' results. This is because they can influence and support the development and application of relevant management and leadership practices and a culture accountability for results and vice versa. Nevertheless, managing organizations in the current digitized, complex, volatile and uncertain epoch has no hard and fast rules or one-shoe-fits- all approaches but guides which change as new evidence emerges or the problems change. Studies show that for the enablers to effectively engender appropriate leadership, management, and accountability practices, they need be of appropriate quality, quantity, and applied at the right time and to the right situations, opportunities, or problems; and underpinned by the right motives and personal character (Crossan et al., 2022; C. B. Miller, 2022; Shrivastava et al., 2019; Zsolnai, 2020). Hence, if the enablers are deficient, applied at the wrong time and on the wrong problem, or used in extreme amounts, they become barriers that prevent or stunt the effective development, application, and transformation of management, leadership, and accountability practices into thriving a culture of accountability for results (Crossan et al., 2022; Molinaro, 2020; L. J. Walker, 2020).

For example, though strong organization systems and processes might exist, if the organization does not have staff who possess the requisite hard and soft skills, competencies, mindsets, behaviors, or the intrapersonal accountability practices who are willing and motivated to apply them to the growth of the organization , collusions between internal and external actors to defraud the organization can still occur, particularly in procurement deals (Merchant & Van der Stede, 2017). Such collusions can outwit any well-developed organizational management control system, processes, or structure (Merchant & Van der Stede, 2017). In such instances, the procurement officer of the organization along with program and finance staff, the internal auditor, and organizational suppliers can collude to defraud the organization. Sometimes, the collusion can involve staff from the donor organization and the bankers of the organization, making it difficult to discover and dismantle the fraudulent chain. In such cases whilst the routine monitoring and checks, segregation of duties, and all the internal and external audits may depict a clean slate, underneath might lay a scam of high magnitude that management control systems may not identify or disentangle (Merchant & Van der Stede, 2017). Sometimes, the collusion may not be related to finances, but it might involve setting low performance targets that require low effort (Andvik, 2021) or it might entail gaming the system by providing fabricated performance data (X. Han & Wang, 2022; Tenbensel et al., 2021). Fundamentally, the effectiveness of management, leadership, and accountability systems and practices is predicated on the capabilities, values, behaviors, and character of the people designing, implementing, and controlling them. If as many as two people in the decision-making and implementation chain have a flawed character and/or lack the requisite competencies, skills, behaviors, attitudes, and mindset to detect or prevent risks, they can and will frustrate or cripple the entire organization to the extent that it will not deliver the desired results as expected or it will do so at higher cost than it should (Donald Sull, Charles Sull, & Ben Zweig, 2022; Franken, 2019; Merchant & Otley, 2020; Merchant & Van der Stede, 2017; Sull, Sull, Cipolli, & Brighenti, 2022; L. J. Walker, 2020). They are also influenced by the social, economic, and political factors that shape decisions, projects, programs and services as multiple studies in Uganda reveal (Asiimwe, 2018;

Ssali, 2018). The key enabling factors that promote and support accountability for results are explained in Chapter 2.

Nature of the Study

A generic qualitative research methodology was used in this research. A generic qualitative methodology is used to explore a phenomenon from the participants' perspective and experiences(Jahja et al., 2021; Merriam & Grenier, 2019). The aim was to get a broad range of subjective opinions to gain knowledge about the meanings and perceptions that study participants ascribe to study concepts, their attitudes, behaviors, beliefs, experiences and reflections on the experiences of enacting and supporting accountability for key stakeholders' results, the leadership and management practices and accountability mechanisms that effective in this process, and enablers and barriers to supporting accountability in Uganda's health sector but not to investigate relationships between variables. A general qualitative design, relying on in-depth interviews was used to investigate these issues because it enables participants to reflect on real-life experiences, current and past events (Merriam & Grenier, 2019). This approach was used because it aligns well with the study purpose and research questions, which were developed to understand participants' experiences and how they interpret them, as well as the meanings and perceptions they ascribe to the study phenomenon (Jahja et al., 2021; Merriam & Grenier, 2019). Although other qualitative designs—grounded theory, case study, narrative, phenomenology, and ethnography— were considered, there were not a good fit for answering the research questions. Generally, qualitative research is useful in exploring and explaining people's attitudes, behaviors, experiences, and reflections on such experiences because it permits in-depths exploration and probing (Merriam & Grenier, 2019).

Definitions

The following terms are important to this dissertation and their definition provides a clear understanding of their use in the context of this study. The terms used here have the meaning attributed to them here unless stated otherwise.

Accountability: This refers to the willingness and requirement for an account-giving actor (e.g., an individual, team, or organization) to explain and justify the decisions, actions, processes, behaviors, and the results of actions to self (*internal/self-accountability*), to peers (DeMichele, 2020; Pearson & Sutherland, 2017; Wernberg, 2020) or an account-holding forum to whom they are answerable (*external/public accountability*), and the ability of the account-holding forum to ask questions, demand for answers, and recommend rewards for satisfactory conduct or sanctions for unsatisfactory actions or results (C. S. Evans, 2022; Maggetti & Papadopoulos, 2022)

Accountability for results: This is the action of or the willingness to take responsibility for the decisions, behaviors, and actions and being answerable for stakeholders' results— what was done, how well it was done, and whether stakeholders are better off as result of what was done or achieved(Luecking & Weaver, 2022; Shore, 2020).

Accountability mechanisms: This refers to any process, system, strategy, technique, or tool used by a leader or manager to hold themselves and others accountable for the mission, goals, performance, and compliance with the organization's policies, culture and values (Curry, 2022; Moran & Lennington, 2022).

Health leader refers to any individual working as a board member, chief executive officer, senior or middle manager, human resources manager, or supervisor in an HSO.

Leader accountability refers to when a leader is answerable to self and others for his or her decisions, behaviors, role obligations, resources entrusted, services, promises, commitments, and results (Molinaro, 2020; Shore, 2020).

Leadership: This a process in which an individual or multiple people with the context-relevant knowledge, skills, behavior, and character self-select(s) or is (are) formally or informally appointed and trusted by others (i.e., team members or others with appointing power and authority) to spearhead an initiative, inspire(s), encourage(s), and guide(s) them to align their interests and values to a shared purpose, and to commit adequate time, energy, and effort to the tasks, networks, processes, and relationships; and find the necessary resources and tools or use existing ones to accomplish priority tasks and activities aimed at achieving a shared purpose (Carton, 2022; Geerts, 2019; Kniffin et al., 2020)

Leadership practices refer to what leaders do and how they do it to achieve a specific purpose or objectives. They relate to the behaviors, processes, activities, systems, or strategies that leaders consciously use every day to inspire, motivate, guide, teach, influence, and provide direction to self, the team, and entire organization, create relationships with stakeholders, align stakeholders' actions, communicate with and mobilize others to believe in and undertake shared activities so as to achieve a shared purpose (Lee, 2018; Plecas et al., 2018; Zanda, 2018)

Management is the practice of getting things done and achieving results through others (Mintzberg, 2019; Mintzberg & Laasch, 2020).

Management practices refer to what managers do and the methods, processes, behaviors, techniques, tactics, tools, systems, structures, strategies, or activities that they utilize to do it and achieve specific objectives (Bloom, Mahajan, et al., 2020; Zanda, 2018).

Performance accountability: This is a form of accountability and relationship in which a manager has a duty to explain and justify to themselves and to others to whom they are answerable about how well the resources entrusted to them were used to provide services or run programs for which they are responsible and how do such services made beneficiaries better off (Luecking & Weaver, 2022). The accountability focuses on the performance measures (indicators) that demonstrate the efficiency and effectiveness in the utilization of resources and management of a service or program or agency.

Practices: These are what is done and how it is done mediated by material arrangements and in alignment with shared perceptions, a specific purpose, motivations and drives, and rules in a given place and time in order to achieve an objective (Buch & Schatzki, 2018).

Assumptions

In this generic qualitative study, I made some assumptions. First, I assumed that the study concepts are perceived and understood differently by the participants. Hence, it was important to hold one-on-one interviews in which it is possible to build rapport and create safe space to listen to participants and probe for clarifications to illuminate the what, why, how, and when of the issues under discussion to avoid taking passed each other(Creswell & Poth, 2018). The second assumption was that it is important to purposively select exemplar health leaders who not only have the relevant experiences, knowledge, mindset but have also earned the respect and trust of peers, employees, and the public for leading their teams, organizations, and ensuring accountability for the achievement of stakeholder results in Uganda's health system (Chng et al., 2018). In contrast with a random sample, such participants have a wealth of experiences, opinions, and beliefs around working toward achieving or contributing to results that matter most to customers, employees, organization, and donors (Herd et al., 2016). I assumed they would be honest, reflective, articulate, and interested in speaking about their experiences and the strategies and practices they use and have found effective in supporting accountability for achieving such outcomes. The information they would provide would be credible because it is based on first-hand life events and experiences. The general qualitative research approach is the most appropriate for exploring these issues because extant studies have shown that it facilitates exploration and understanding of participants' opinions, reflections of experiences, perceptions, definitions of concepts, belief and attitudes about things (Jahja et al., 2021; Merriam & Grenier, 2019). These assumptions were necessary because it was important that participants have the relevant knowledge and experience that can be drawn upon to further our understanding of the management and leadership practices that support accountability for achieving key stakeholders' results.

Scope and Delimitations

Though multiple factors affect accountability for the achievement of stakeholders' results in the health and other sectors (Boydell, Schaaf, et al., 2019; Brinkerhoff, Wetterberg, & Wibbels, 2018; Mamdani et al., 2018), this study only explores and documents the effective management and leadership practices that the study leaders use and have found effective in negotiating and navigating the determinants of accountability so as to achieve the desired results for key stakeholders. This is because extant literature shows that effective leaders, leadership, and appropriate leadership and management practices matter for the performance and transformation of teams and the organizations in this volatile, uncertain, complex, and ambiguous context (Carton, 2018, 2022; Kniffin et al., 2020; Petriglieri, 2020; Plecas et al., 2018; Shore, 2020; Walsh, 2020).

The 13 partticipants included in this study were recommended by their peers because they met the study criteria as exemplars in the field. They were purposively sampled and selected using maximum variation sampling technique from different levels of the organization structure and from the public and non-profit sector to triangulate experiences and perspectives(Fusch et al., 2018). The study only targeted exemplar health leaders because they not only have the experiences, knowledge, and skills, but they have also earned the respect and trust of their peers and employees compared to a random sample of leaders some of whom may not have the pertinent experiences, values, beliefs, and competencies (Herd et al., 2016).

These participants are experts who provided context-specific experiences and perspectives that may be internally generalized to the group, setting, or study population (Kostere & Kostere, 2022; Maxwell, 2021). A generic qualitative research design utilizing in-depth interviews was used because it sufficiently answers the research questions (Dodgson, 2017; Kostere & Kostere, 2022). In-depth interviews made it possible to get answers to questions of how, why, and under what circumstances things happen the way they do (Creswell & Poth, 2018). Gleaning insights from multiple levels of operation, from male and female participants, and from non-profit and public sectors implies that the findings have a reasonable degree of generality which can support further research and enable practitioner to draw lessons they can use to enhance accountability for results in their settings (Kostere & Kostere, 2022; Levitt, 2021; Weinfurt, 2021). Utilizing multiple theories enabled the analysis and interpretation of findings from multiple perspectives and operationalization of the study constructs, which increased the internal and external validity of the results (Marin-Zapata et al., 2022; Zsolnai, 2020). Taken together, these efforts afford people opportunities to assess if the findings are transferable to their settings (Maxwell, 2021; Weinfurt, 2021).

Limitations

The study participants were expected to respond based on what they remember about their experiences with developing and using leadership and management practices to support and exhibit accountability for achieving key stakeholders' results. This was likely affected by recall bias, which may have introduced minor accuracy challenges in remembering the lived experiences. To mitigate the possibility of recall bias, interview questions were asked carefully and short recall periods were used. Probes were also used to enable participants clarify and explain issues, increasing chances of high quality responses and mitigation of study limitations (Creswell & Poth, 2018; Kostere & Kostere, 2022).

This study was designed to identify the successful day-to-day leadership and management practices that support and ensure accountability for achieving results that matter most to key stakeholders. It identifies successful practices that correlate with supporting and ensuring accountability for achieving key stakeholders' results most of the time but it does not mean that they will necessarily lead to success all the time in all contexts. Comparing the unique and common successful practices across the different types of organizations and leadership levels gives the confidence that the study identified the consistently successful practices and not merely random correlation. Ultimately, readers need to appreciate that this research was exploratory and not evaluative. Participants shared what worked in their context at that time. Hence, it simply sought to describe what worked, where it worked, how and why it worked for the study participants in their unique contexts. These experiences and perspectives may or may not apply for other leaders facing similar challenges because the context and timing might be slightly different (Molinaro, 2020). For example, the dynamics and the people involved might be different. The complex adaptive system theory utilized in this study advocates for understanding the relationships among social system actors, the emergent behaviors they engender, and responses of actors thereafter because all this matters in deciding what is appropriate, how and why (French, Lowe, Wilson, Mary-Lee, & Hawkins, 2021; French & Mollinger-Sahba, 2021; Lowe, French, Hawkins, Hesselgreaves, & Wilson, 2021). As the findings of this research reveal, the practice of understanding the context requires leaders and other stakeholders to thoroughly analyze the big picture, explore the hidden and untold story before they can make any conclusions or develop interventions. Extant studies emphasized that continually studying and reflecting on the context enables leaders to identify trends, problems, and opportunities, which they use to develop appropriate interventions that enable organizations to adapt to existing and future needs, grow, survive, thrive and become sustainable (Leithwood et al.,2020; Molinaro, 2020; Shrivastava et al., 2019; Zsolnai, 2020).

Significance

Contribution to Health Services Leadership and Management

This research tackles an under-researched area of the management and leadership practices that support accountability for achieving key stakeholders' results in public and nonprofit HSOs in developing countries. The results of this study provide the much-needed evidence on the effective practices that exemplar health leaders relied on to enhance accountability for results in their settings. The findings of this research may help others avoid re-inventing the wheel or making similar mistakes.

Existing studies showed that leaders, departments, and entire organization struggle with how to enact and extract accountability in health services and other settings (Brees & Ellen III, 2022; Brees et al., 2020; Hewett et al., 2022; Maggetti & Papadopoulos, 2022). Furthermore, in personal and organizational management, knowing what to do and why to do it does not necessarily translate into effective action if one does not know how to do it or is not confident about how to do what is expected of them (Hewett et al., 2022; Mintzberg, 2019). The results of this research respond to Gilson and Agyepong's (2018) recommendation for studies on the effective management and leadership practices in Africa.

Policy makers and training and academic institutions might use the results to develop leaders with the appropriate values, knowledge, skills, attitudes, competencies, strategies and practices that create value for key stakeholders and the entire health systems. Health leaders in other low-income countries may benchmark the results of this study and adapt them to their context, hence influencing their practices and possibly improve service delivery.

Implications for Positive Social Change

The findings of this research might contribute to positive social change by improving how health leaders and managers create and maintain systems and processes, a culture of ownership and accountability in HSOs, particularly how to attract, recruit, develop, and retail leaders and staff who are not only competent but share in the values and purpose of the organization and personally embody accountable values, belief, mindsets, and behavior.

Summary

Effective leadership and management practices are essential not only in driving the performance of individuals, teams, organizations and countries alike but also in transforming organizations, institutions, and communities to create lasting individual and public value (Bloom et al., 2019; Elkomy et al., 2020; Kniffin et al., 2020; Korn Ferry Institute, 2021; Ogunyemi, Adisa, & Hinson, 2022; Petriglieri, 2020; Scur, Sadun, Reenen, Lemos, & Bloom, 2021). Extant studies showed that there is a tendency to focus on what is not going well, yet what works or goes well in teams, organizations, and society may provide valuable insights that others can benchmark to make life better and overcome some problems and challenges in the workplace(Bagian et al., 2020; Nazneen & Araujo, 2021). Furthermore, the literature shows that concepts are understood differently in different organizations and cultures, yet much of the research about leadership, practices, accountability, management, and results is predominantly from Anglo-Saxon setting and framed in the New Public Management theory or other theoretical frameworks developed in the same settings (Hino, 2019; van der Tier, 2022). This misses perspectives from other contexts and the opportunity to use different theoretical lenses to understand such concepts. Multiple scholars recommend using different methods and multiple theories to investigate leadership, accountability, management, and governance to identify the different practices, opinions, and perceptions surrounding these concepts in different cultures and organizations outside of the Anglo-Saxon settings to fill gaps in the current literature (Carton, 2022; Gilson & Agyepong, 2018; Ssennyonjo, Ssengooba, et al., 2022; van der Tier, 2022; Zsolnai, 2020). Chapter 1 has provided an overview of the study. The ensuing chapter introduces the literature review related to the key variables and concepts.

Chapter 2: Literature Review

Introduction

The importance of effective leadership and management practices in increasing the motivation, satisfaction, productivity, and performance of employees; enhancing organizational health; and creating lasting value in organizations and countries alike is well documented in the extant literature (Detert et al., 2022; Kniffin et al., 2020; Molinaro, 2020; Ogunyemi et al., 2022; Petriglieri, 2020; Scur et al., 2021; Ulrich & Smallwood, 2022; Walsh, 2020). Similarly, the importance of accountability and accountable leaders in driving responsive interventions and responsible decisions, behaviors, and actions that enhance relationships and drive sustainable performance and achievement of stakeholder results also known, but mainly in developed countries (Hopkins et al., 2019; Molinaro, 2020; Ogunyemi et al., 2022; Peteet et al.,, 2022a, 2022b; Witvliet et al., 2022; J. A. A. Wood & Ventura, 2021).

Though evidence on the effective management and leadership practices in healthcare organizations is well known, there is a dearth of similar evidence on HSOs(Bloom, Lemos, et al., 2020; Elkomy et al., 2020). Exploring the successful practices in HSOs is important because HSOs not only have or control the financial resources needed to implement activities in HCOs, but they also make, influence, and enforce the policies, standards, and procedures that determine what is implemented or not implemented in HCOs and the entire health system (Male et al., 2022; Mukuru, Kiwanuka, Gilson, et al., 2021; Ssennyonjo, Ssengooba, et al., 2022). In Uganda, non-profit and public sector health organizations largely depend on donations from external funders (Asiimwe, 2018; Ssali, 2018). Similar to others around the world, health organizations in Uganda grapple with how to meet the high expectations for providing responsive high-quality services, accountability, and performance measurement from their benefactors in the face of low resources (Buntaine & Daniels, 2020; Hopkins et al., 2019; Sarkar, Bunders-Aelen, & Criel, 2018). Leaders of such organizations face internal pressure from employees, the organization, and board members to meet their unique expectations (Curry, 2022; Molinaro, 2020; Shore, 2020). People's obsession with fads and bad news or what is not working often eclipses the good work done or what is going well in any setting. In view of this, some writers advocate for understanding what goes right and works well to use it to build and strengthen commitment, resilience, and motivation among stakeholders (Bagian et al., 2020; Nazneen & Araujo, 2021). Understanding the effective management and leadership practices that HSOs leaders have used and consistently found effective in supporting and promoting accountability for achieving stakeholders' results can accelerate learning by enabling others to benchmark and apply them to achieve similar or better outcomes in their settings. When leaders and their team members know what to do, how to do it, and why do it, they commit to consistently doing it, leading to the achievement of the desired results (Curry, 2022; Mintzberg, 2019; Mintzberg & Laasch, 2020; Plecas et al., 2018). What leaders do, how, when, and why they do it in teams, groups, and organizations influences how people think, behave, and feel, ultimately leading to responses that may create positive or negative changes in such settings (Byrne, Crossan, & Seijts, 2018; Elkomy et al., 2020; R. Ghosh & Chaudhuri, 2022; Seijts, Byrne, Crossan, & Gandz, 2019; Shore, 2020).

The purpose of this generic qualitative research was to explore the experiences, perceptions, beliefs and opinions of exemplar public and non-profit HSO leaders in Uganda about the leadership and management practices they have used and found effective in supporting accountability for achieving key stakeholders' results. It also identifies the enablers and barriers to enacting accountability for results, the tools and mechanisms that the study leaders developed and used to navigate or negotiate the barriers. To begin with, to avoid taking past each other, the research questions were designed to explore how participants perceive and define the study constructs.

In this chapter, the introduction has highlighted the literature that establishes the importance of this research. This is followed by the literature search strategy, theoretical foundation, a detailed conceptual framework that informed the research and interview questions, and a review of the literature related to study concepts, including perspectives on leadership, management, results, practices, and accountability; determinants of and examples of leadership and management practices that support performance and achieve results in health and non-health organizations.

Literature Search Strategy

Multiple literature searches in databases were undertaken to complete the literature review and create a conceptual framework for this study. The academic databases searched included EBSCOhost, ProQuest Central, Academic Search Complete, Dissertations and Theses, Emerald Management, SAGE Premier, Academic Search Elite, ABI/ Inform Global, Emerald, SAGE Research Methods Online, Thoreau Multi-Database Search, Scholar Works, EBSCO-CINAHL, OVID MEDLINE, Justor, Science Direct, Pub Med, Cochrane Library, DOAJ (Directory of Open Access Journals), and SSRN (Social Science Research Network). I also searched relevant practitioner organizations, for example, Management Sciences for Health, Health Organizations, HRH Global Resource Center, Clear Impact, United States Agency for

International Development [USAID], National Health Services, UK, Kings Fund, Common Wealth Fund, Uganda Ministry of health, and Korn Ferry Institute to identify grey literature and working papers. I also requested several academics to share with me articles that I could not access through the Walden University library. The concepts explored and presented in this research have been mainly investigated by multiple scholars from Anglo-Saxon settings and perspectives for generations, but much still needs to be known about them in developing countries because of the variations in the contextual influences. To understand and appreciate their depths and breadths required searching academic and practitioner sources. The search terms used were numerous and included: leadership, management, accountability, practices, results, accountability for results, performance, behavior, performance results, practices that promote accountability, leadership practices, management practices, personal accountability, team accountability, organization accountability for outcomes, determinants of effective leadership, performance determinants, performance behavior indicators, processes, systems that drive delivery of results, stakeholders, stakeholder theory, accountability behavior, accountability practices, accountability theory, systems theory, employee results, customer results, organization results, donor results, management research theories, leadership theories, conceptual frameworks, results-based accountability, leader accountability, accountability and management, leadership and accountability, intrapersonal accountability practices, interpersonal accountability practices, leading accountability, managing accountability, results-driven management, results-based leadership, governance and accountability, integrated governance, values and leadership, values-based leadership, leadership and character, values and behavior, differences between leadership and management, managing for results, functions of management, functions of leadership, responsibility and accountability, self-accountability, governance, personal agency, relational agency, intentions and intentionality, character and accountability, ethics and accountability, context, accountability context, leadership and spirituality, accountability systems, culture of accountability, values and accountability, accountability structures, enablers and barriers of accountability, personal values and behavior, personal values theory, institutional work theory, neo-institutional theory, management by objectives, results-based management, results management, behaviors and norms that support accountability, leadership skills and performance, leadership skills and accountability, soft and hard skills. The search predominantly focused on peer-reviewed articles, reports, dissertations or theses, working papers, and books.

Theoretical Foundation

The variables constituting this study's conceptual framework were gleaned from constructs, ideas, propositions, and assumptions inherent in the multiple theories explained in this section. Ngulube (2018) explained that a theoretical or conceptual framework explains how knowledge is generated, interpreted, and manipulated. Hence, in any study, the theoretical foundation and/or conceptual framework assists in developing the research questions, guiding the literature review, and providing the basis for explaining, interpreting, understanding, and reporting the findings (Ngulube, 2018, 2020). According to Ngulube (2018), a conceptual framework can draw on and utilize concepts from a single theory or multiple theories, extant literature, and from the researcher's personal experiences and knowledge of the prevailing context to explain how things are or should be in the study context. The theoretical framework provides the concepts that a researcher uses to explore and explain how and why things are the way they are in a study context (Ngulube, 2018, 2020). Kivunja (2018) noted that a theoretical framework is a subset of the conceptual framework because the latter is the coherent conceptualization of the entire study relying on numerous ideas from multiple theories. Ngulube (2020) also noted that a theoretical framework is composed of ideas or concepts from one overarching theory whereas a conceptual framework utilizes ideas from multiple theories. Extant studies recommend using multiple theories to explore and understand phenomenon because the provide opportunities to identify salient themes, analyze and holistically interpret them from the vantage point of multiple stakeholders and theoretical perspectives (Donati, 2018; Ssennyonjo, Ssengooba, et al., 2022; Zsolnai, 2020).

The constructs in the conceptual framework are presented diagrammatically to depict the relationships that informed the development of research questions, the data collection, the analysis, the interpretation, and the reporting of study results (Ngulube, 2018). In this research, I did not seek to evaluate how these relationships play out in practice, but I simply described participants' experiences, perceptions, and opinions in relation to the study constructs. Relying on multiple theories to explore and understand a given study phenomenon reflects the recognition that it is complex and cannot easily be explained by concepts from one overarching theory as is the case in a theoretical framework (Donati, 2018; Ngulube, 2020; Ssennyonjo, Ssengooba, et al., 2022). The utilization of multiple theories made it possible to conceptualize and analyze the study constructs from the stand point of multiple stakeholders and perspectives, giving rich and varied viewpoints (Zsolnai, 2020). This was important because this study tackles broad and complex constructs that are subject to varying interpretations, and have attracted and continue to attract attention from academics and practitioners alike. To date, the constructs still have no simple answers, as multiple writers have pointed out, implying that there is no single right way to perceive and embody them but a combination of approaches (Brees & Ellen III, 2022; Brees et al., 2020; Curry, 2022; Hewett et al., 2022; Molinaro, 2020). Extant studies recommend utilizing multiple theories to facilitate deeper and comprehensive analysis and understanding of the issues revealed by the research (Ngulube, 2020; Rhodes, 2021; Ssennyonjo, Ssengooba, et al., 2022; Zsolnai, 2020). The texts below explain the theories and their attendant constructs, assumptions, and propositions that informed this study's conceptual framework.

Stakeholder Theory

Stakeholders' theory posits that it is important to identify the people, organizations, and institutions that affect or are affected by the work of the organization (Freeman, 2016; Laasch et al.,, 2020; Phillips et al., 2019). The theory acknowledges that organizations exist to serve, leverage and harness resources, and/ or profit from the broad society, meaning it is wise to identify other organizations , population groups, or institutions beyond the shareholders that affect or are affected by organizational activities in such settings (D. J. Wood et al., 2021). It also posits that the success of any project or organization is predicated on how it efficiently and effectively engages and delights its stakeholders (Balezentis et al., 2021; Gregory, Atkins, Midgley, & Hodgson, 2020; C. Taylor & Lindenmayer, 2021; Van Royen, Pabian, Poels, & De Baker, 2022). Hence, leaders and managers of organizations are obliged to identify, engage, and delight stakeholders by not only recognizing and satisfying their needs, concerns, and understanding the values, interests, and goals that drive their decisions, behaviors, and mindsets but also ensuring that that their actions advance the goals of organization (Phillips et al., 2019).

Some studies indicated that identifying and engaging stakeholders is important because it provides vital information on the right problem to address, enabling the organizations to not only remain relevant, responsive, and competitive but also to minimize wasting resources on wrong issues and interventions (Arras & Braun, 2018; Zsolnai, 2020). According to Mintzberg (2019), information is the lifeblood of any organization because it provides the basis for all decisions, processes and actions that take place inside and outside of it. Hence, timely information whether gossip, hearsay, opinion, fact, or speculation can aid decision-making, solving current challenges, and enable managers to prevent future problems (Mintzberg, 2019).

In most settings and projects, stakeholders include customers or beneficiaries of a service, suppliers, distributors, regulators, investors, the organization, employees, volunteers, politicians general public and communities in which organizations operate or are headquartered because they affect or they are affected by the work of organizations(Luecking & Weaver, 2022; Molinaro, 2020; Phillips et al., 2019). Employees are regarded as the most important stakeholders whose needs ought to be met prior to considering and meeting the needs and concerns of others(Hunsaker et al., 2021; Men, Chen, & Ji, 2021; Men, Qin, & Mitson, 2021; Yue, Men, & Ferguson, 2021). The importance attached to meeting the needs of employees first reflects the belief that an organization’s competitive advantage emanates from its internal resources and not from its positioning in the external environment (Davis & DeWitt, 2021; Mwai et al., 2018). Employees constitute the most important internal resource of any organization because they reflect its human capital and energies that attract and retain all the other resources that enhance its competitiveness, growth and survival (Molinaro, 2020; Mwai et al., 2018). Ulrich et al.(1999) and (Hunsaker et al., 2021) advocated for a balanced approach to satisfying stakeholders’ expectations so that none of them feels marginalized or neglected. Effective leadership and management practices utilize employee knowledge, skills, attitudes, and behaviors by turning them into a resource that create value for the organization and its numerous stakeholders (Kerns, 2019b, 2020, 2022; Molinaro, 2020; Turner, 2022). Stakeholder management is about balancing and navigating polarities, paradoxes, and mysteries that emerge as the needs, interests, and objectives change. Hence, instead of only focusing on employees, effective managers develop and implement strategies that consider the needs of customers or clients, general public, the organization, and the investors concurrently(Hunsaker et al., 2021).

Stakeholder theory has been used and continues to be used to understand organizations in relation to stakeholder engagement, strategy development and management (Baaij & Reinmoeller, 2018). Stakeholder theory aligns well with complex adaptive systems theory because it acknowledges that organizations exist and operate in a complex environment with multiple actors who have varying values, interests, goals and intentions whose interactions affect and are affected by what organizations do and how they do it. In keeping with Friedman's (2015) recommendation of identifying the main customers of the organization and Ulrich et al.'s (1999) submission about the importance of balancing the achievement of key stakeholders' results, in this research, stakeholder theory was used to inform research questions and analysis of data to identify these two aspects. Identification of stakeholders and their results lay the foundation for exploring the management and leadership practices used to ensure accountability for their achievement.

Neo-Institutional Theory

The neo-institutional theory avers that there is a tendency for organizations operating in the same environment and /or facing similar environmental conditions to become similar in both structure and relations (DiMaggio & Powell, 1983; Pope, Bromley, Lim, & Meyer, 2018;

Yang & Northcott, 2019). The theory claims that this tendency is precipitated by three isomorphic pressures: coercive, mimetic, and normative (DiMaggio & Powell, 1983). Coercive isomorphic pressure relates to how organizations are forced and expected to adhere to the formal and informal rules, norms, values, and policies of organizations and institutions on which they depend for legitimacy or resources. Such pressure manifests in the contractual obligations that organizations sign to in order to access funding from donor or through the regulatory frameworks they need to adhere to in order to maintain legitimacy (Yang & Northcott, 2018). Mimetic isomorphic pressure is related to how organizations respond to uncertainty. Under conditions of uncertainty, it is easier and safer to imitate, replicate, or benchmark the practices of other organizations considered legitimate and successful in implementing and adapting to such practices. For example, this may occur through encouraging or requiring organizations to benchmark or replicate the best practices of the donor organization or other entities that seem to have got it right (Pope et al., 2018). Normative isomorphic pressure relates to how organizations tend to conform to similar values, norms, and structures. This is usually because such organizations are presided over by managers with similar educational training and exposure who are more likely to rely on and promote the practices and values acquired from such similar education, training, or exposures (Pope et al., 2018).

Neo-institutional theory is valuable in exploring and explaining how institutional structures such as rules, norms, and routines, internal and external forces influence the creation, implementation, adoption, and adaptation of strategies, behaviors, and different leadership styles in organizations. This theory has been criticized for failing to acknowledge that actors have personal agency and are not always passive recipients; they respond to and shape their circumstances (Reggie, 2022). However, perspectives from the philosophy of action and relation agency theory appear to vindicate it because they reveal that personal agency is shaped and constrained by temporal and contextual considerations (Burkitt, 2018; C. B. Miller, 2022; Peteet et al., 2022a). This is because individuals are accountable to others in multiple direct and indirect relational contexts and cannot do whatever they please due to impersonal interdependencies, time , structural, and other resource constraints (Burkitt, 2018; Guy, 2019). Thus, though people retain their personal agency, it thrives, matures, and flourishes in contexts where there are supportive impersonal and interpersonal interdependencies to nurture, challenge, and exercise it (Guy, 2019). These are found in the multiple contextual social relations and in the institutions and initiatives that deliberately support collaboration, shared problem solving, and enable people overcome bad habits and embrace positive behavior change (Curry, 2022; Moran & Lennington, 2022; Muhammad, 2022; Rhodes, 2021). This implies that individuals do not exist, exercise, and grow their personal agency in a vacuum but within an ecosystem that directly and indirectly influences and determines what they can do, how, why, where and when (Burkitt, 2018; Donati, 2018; Porpora, 2018). Even so, it is important to acknowledge that if everyone is driven by extreme self-interest, cooperation can be difficult, making progressive relational agency difficult to muster, leading to conflicts instead of compassionate accountability (Curry, 2022; Moran & Lennington, 2022). Hence, personal agency is foundational to interdependence because it is only when people choose to exercise their initiatives to do what is right or expected of them based on agreed and implied rules wherever they work or live that impersonal interdependency occurs (Burkitt, 2018). Otherwise, some people may elect to compete with or sabotage others, neglect their responsibilities or simply refuse cooperate despite the existence of clear rules or societal norms that forbid such behavior (Curry, 2022; Moran & Lennington, 2022).

The neo-institutional theory was used to explore and understand how participants utilize coercive power to get their customers or target organizations to adopt certain practices, policies, values and implement certain regulatory requirements to access funding or maintain legitimacy. This was important because most public and non-profit HSOs in Uganda depend on external donations that come with strings attached from foreign back donors (Asiimwe, 2018; Birungi & Colbourn, 2019; Uddin & Belal, 2019). Additionally, for national and international non-profit HSOs to operate in Uganda, they need to be registered by the National Bureau for Non-Governmental organizations and the Uganda Registration Services Bureau [URSB](Glasius & de Lange, 2019; Kelly, 2019). In this case, during the interviews, analysis and interpretations of data, I probed participants' views and scrutinized interview responses to identify instances when participants exerted coercive pressure, for example, by withholding or denying funding to clients that fail to adhere to contractual obligations or normative requirements, or required beneficiaries to pay back unaccounted for or abused funds as is reported elsewhere (Yang & Northcott, 2019). I also explored instances when they applied mimetic pressure, for example, by influencing their partners to emulate best practices. Finally, I explored the existence of instances when participants applied normative pressure by promoting professional values, norms, and practices.

Complex Adaptive Systems Theory

Extant studies suggest that failure to consider and take a systems outlook when studying organizations and their operations risks focusing on snapshots of isolated elements of the context in which they operate, which may lead to poor understanding of the varied forces at play and failure to identify the existing deeper problems(Senge & Ameln, 2019; Shrivastava et al., 2019; Zsolnai, 2020). In view of this, this study utilized concepts and propositions from complex adaptive systems [CAS] theory because health organizations and health systems are open social systems with multiple sub-systems that are not responsive to simple linear solutions(Maya, 2018; Sturmberg, 2018). CAS theory posits that health organizations are made up several sub-systems with diverse agents that are dynamic, open to the environment, interact through many-to-many non-linear relationships, self-organize, and constantly adapt (Grudniewicz et al., 2018; Sturmberg, 2018; P. Taylor & McCarthy, 2021). Thus, such organizations are complex social systems that are challenging to govern because unlike biological systems they are constituted by people with agency who not only seek and respond to information that relates to purpose, meaning, and feelings, but they are also are able to choose what to do, when, how, where, and why (Bouckaert, Ims, & Rona, 2018; Rhodes, 2021; Zsolnai, 2020). As people choose to behave in certain ways, this may influence the creation of new structures that affect how individuals and teams communicate, relate, and account to one another(Grossman & Michelitch, 2018; Guy, 2019; Maya, 2018). The new structures not only affect the governance rules, values, and norms but also the learning, exchange and sharing of information within and between organizations and by extension the nature and direction of the leadership and management practices used to guide people's decisions, behaviors, and activities (Davis & DeWitt, 2021; Mwai et al., 2018; Suliman Mohamed & Eldin Eltayeb Yassin, 2019).

According to Sturmberg (2018, p.30) complex social adaptive systems are "goal delivering". Studies show that the ability of open systems to live up to the expectation of goal delivery is predicated on continually identifying the right wicked problem to address (Zsolnai, 2020) or gap between the current and desired state and defining their purpose, goals, and values beforehand (Maya, 2018; Mouton, 2021; Sturmberg, 2018). The continual search for and identification of the right problem reflects the acknowledging that open systems are made up of people and organizations that seek, respond and transform information and change, calling for adaptation to such changes in order to deliver sustainable and lasting value (Bouckaert et al., 2018; Gast, Probst, & Simpson, 2020; Zsolnai & Flanagan, 2019). Defining these issues a priori and continuously provides the basis for stakeholder mobilization and engagement, formation of co-production alliances and networks, and developing guiding principles to direct the decisions, behaviors, and actions in the CAS, providing a semblance of stability until such a time when the need for new changes arises and creates a tipping point (Sturmberg, 2018). Studies suggest that identifying the right problem to address should consider the scientific-technical, interpersonal-social, systemic-ecological, and existential-spiritual dimensions of the problem and proposed solutions to ensure that what is done does not negatively affect nature and future generations and waste resources on irrelevant interventions (Zsolnai, 2020).

In accountability studies, the practices of defining direction, clarifying expectations and building commitments mirror this CAS requirement because they provides the basis for ensuring accountability for results by holding self and others accountable for them(Molinaro, 2020; Sipes, 2022). To effectively ensure stability, complexity management and leadership calls for continually identifying and dealing with paradoxes because they are the essence personal, organizational and work life (Cunha, Clegg, Rego, & Berti, 2021; Fu, Flood, Rousseau, & Morris, 2020). The complex nature of health organizations and health systems, requires leaders, managers, and other stakeholders to recognize and continually pinpoint the interconnections within and among the sub-systems and the emergent behaviors they engender during their interactions (Sturmberg, 2018). Identifying such emergent behaviors is important because it helps to know how they are likely influence changes in the system, the context they produce, and how this may tilt the balance, leading to positive or negative ramifications(Sturmberg, 2018).

Complex adaptive systems require to continually identify the social, psychological, sociological, economic, technological and structural forces that impact individual and organizational behaviors and performance, especially when, how, why, and where they inhibit positive change in order to develop new values, assumptions, beliefs, mindsets, appropriate strategies and practices that prevent such factors from hindering the organization from achieving its objectives and purpose (Koliba, Gerrits, Lee Rhodes, & Meek, 2022; Molinaro, 2020; Sturmberg, 2018). In studying accountability, leadership, management, and governance issues, understanding the context is important because it makes it facilitates the discovery and appreciation of the big picture, political undertones, and the hidden, neglected, and untold stories (Birungi & Colbourn, 2019; Molinaro, 2020; Nyawira et al., 2021; Rhodes, 2021). Such information is valuable when identifying the right problem, diagnosing it, and defining potential solutions for addressing it (Flynn & Shelton, 2022; Spradlin, 2019; Zsolnai, 2020).

In this research CAS theory was valuable in exploring and understanding how participants perceive and define the study concepts, identify the right wicked problem to address, understand and navigate the prevailing context, and how their perceptions relate with how they undertake their roles and the day-to-day practices that they rely on to fulfil them. The theory was valuable in exploring and understanding the ecosystems that participants and the teams and organizations they work in and with operate and how this affects the management and leadership practices that they develop and implement. The models developed and explained in this research demonstrate this outlook.

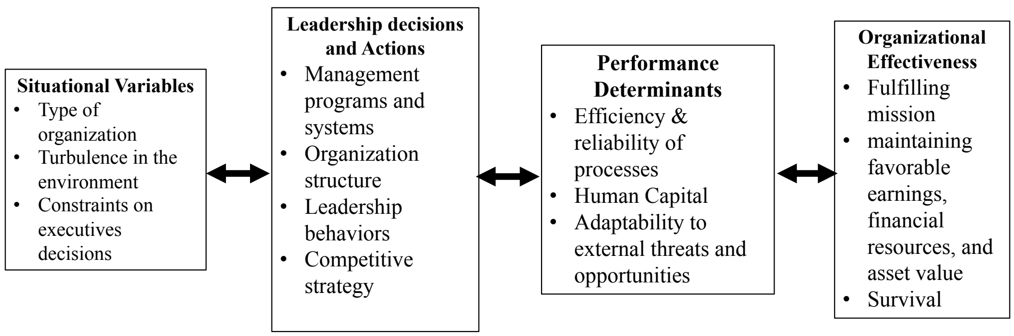
Flexible Leadership Theory

The Flexible Leadership Theory (FLT) was appropriate in exploring and understanding the leadership behaviors that participants use to support accountability for results because its assumptions and propositions are amenable to open social systems(Yukl, 2008). As illustrated in Figure 1, FLT has four interrelated elements: (a) situational variables, (b) leadership decisions and actions, (c) performance determinants (d) organizational effectiveness. According to the FLT, situational variables influence leadership decisions and actions, which in turn influence the performance determinants that drive organizational effectiveness. The core elements of FLT are depicted with double arrows to illustrate their mutual influence and because they operate in and are operated by open systems that are non-linear, dynamic, and adaptive. For examples, though the situational variables influence the leadership decisions and actions, they too can influence them back by developing appropriate systems to deal with them, mitigate their impact , advocate for and bring about change as indicated in the extant literature (B. R. Allen & Bosworth, 2022; Edgeman, 2019; R. D. Miller, 2018; Plenert, 2018).

Similarly, if organizational effectiveness is not being realized as expected, this can trigger rethinking of all the other elements of the model until an appropriate balance is reached. Hence, through the above causal chain, organizational employees up and down the hierarchy seek to achieve organizational effectiveness by working with and through other people to fulfil the organization's mission, ensure the organization's survival, and maintain good earnings, financial resources, and asset value(Yukl, 2008).

Figure 1

Core Elements of the Flexible Leadership Theory



The FLT draws on insights from multiple disciplines including leadership, strategic management, human resources management, organizational theory and organizational change and utilizes them to explain how leaders enhance individual, team, and organizational effectiveness and performance(Yukl, 2008; Yukl, Mahsud, Prussia, & Hassan, 2019). The FLT was useful in exploring and understanding the leadership behaviors that study participants rely on to support accountability for achieving key stakeholders' results in their departments, organizations, and partner organizations. Initially, FLT posited that the decisions and actions that the leaders rely on to influence performance determinants and organizational effectiveness manifest through task, relations, and change-oriented behaviors, however, follow-on studies by

Yukl and others revealed that external-oriented leadership behaviors also come into play to influence organizational effectiveness (Yukl, 2008, 2012; Yukl et al., 2019).

Leadership behaviors enable the leader to influence others to improve performance and produce the desired results when applied at the appropriate time, place, and to the right situations (Yukl et al., 2019). Leadership behaviors are also relevant based on the level in the organizational hierarchy. For example, change-oriented and external-oriented behaviors are more relevant for board members and top executives than for middle managers and supervisors (Yukl et al., 2019). Nonetheless, because leadership is both an individual and shared process, all staff and managers at all levels have a personal obligation to identify issues and take action in concert with their decision rights and in the best interest of the organization and its stakeholders(Curry, 2022; Molinaro, 2020; Zanda, 2018). Therefore, whoever is closest to the problem and/or has the relevant competencies and information is expected to step up and take appropriate action and be attuned to the prevailing context to identify and respond to problems and challenge cues and to communicate them to others in time to mount an appropriate response (Antonakis & Day, 2018; Molinaro, 2020; Plecas et al., 2018; Wattis, Curran, & Cotton, 2019). The task-, relations- and change-oriented behaviors are categorized as internal whilst the external leadership behaviors are categories as such because they seek to get information on threats, trends, and opportunities from the external environment and use it to increase team and work unit effectiveness and adaptability. Each of these meta-categories of behaviors fulfil different outcomes in relation to organizational effectiveness as explained below. In this research, the task, relations, change-oriented, and external leadership behaviors emphasized by FLT were used to explore and understand the ones that participants frequently use to support accountability for achieving stakeholders' results in their context.

Task-oriented behaviors aim to improve efficiency and reliability in the activities carried out by a team or work unit and entire organization. They include four components: planning work unit activities, clarifying roles and objectives, monitoring operations and performance, and Problem-solving (Yukl, 2012; Yukl et al., 2019). Relations-oriented behaviors aim to improve human resources [i.e., task-relevant skills, experience, and education of members] and human relations [i.e., organizational commitment, identification with the organization, mutual trust and cooperation, and optimism about the future] by increasing motivation, commitment, confidence and cooperation (Yukl, 2008). They address the employee's need for relatedness, growth, competence, and self-determination in the workplace and include: supporting [similar to individualized consideration in transformation leadership] (Kouzes & Posner, 2017); developing; recognizing and rewarding; and empowering staff. Change-oriented behaviors aim to improve adaptability by identifying and implementing desirable and appropriate changes in tasks, outputs, or procedures for the team or work unit and includes: advocating change, encouraging innovation [similar to intellectual motivation in transformational leadership] envisioning change [similar to inspirational motivation] (Kouzes & Posner, 2017), and facilitating collective learning. External leadership behaviors aim to enhance adaptability and human capital by gleaning and providing timely and relevant information from external events and contexts, leveraging resources and assistance, promoting the reputation and interests of the department or organization (Yukl et al., 2019). They include: networking, external monitoring, and representing the organization or department to lobby for essential funding or resources, promote and defend the reputation of the work unit or organization, negotiate agreements and coordinate related activities with other parts of the organization or with outsiders (Yukl et al., 2019).

Personal Values Theory

Personal values theory posits that people's values influence their thoughts, decisions, behaviors and actions (Sagiv & Schwartz, 2022; S. H. Schwartz., 2006; S. H. Schwartz, 1992, 2016). Values are a set of rules that people use as a yardstick for what is important in their life. Individuals evaluate their decisions, behavior, other people, and situations based on the values they espouse or live by (Sagiv & Schwartz, 2022; S. H. Schwartz, 2016). Values influence the engagement, commitment, motivation or intentions of individuals , which in turn influence their thoughts, decisions, attitude and behavior (C. B. Miller, 2022; S. H. Schwartz, 2016). In life, at work, and in relationships, depending on the values held and espoused by an individual, his or her actions may be driven by one or a combination of three types of motives (C.B. Miller, 2022, p.62):

- Self-centered ["*egoistic"*] motives in which one seeks to fulfil his or her needs, interests, and goals but not those of others. Individuals with such motives may do a few things that benefit others but only if they act as a bridge to achieving their personal interests.
- Self-less ["*altruistic"]* motives whose aim is to satisfy the needs, interests, and goals of others. Self-less acts may benefit their performers later as derivatives that were not their sole aim.

- Loyalty[“*dutiful”]* motives whereby someone faithfully does something or consistently adhere to doing what is right. For example, he or she completes assignments and meets commitments, follows rules and regulations or laws.

C. B. Miller (2022) surmises that sustainable accountability is motivated by virtuous motives, which manifest in decisions and behavior driven by self-less and dutiful motives. Nonetheless, accountability as a virtue does not guarantee good performance but only provides the conditions that facilitate it (C. S. Evans, 2022). This is because as explained by C. S. Evans (2022) and Burkitt (2018) accountability is both an individual moral responsibility and a relational phenomenon predicated on individual factors (e.g., appropriate skills, behaviors, values, beliefs and character) and impersonal interdependencies (e.g., others fulfilling their accountabilities and responsibilities). James Clear asserted that people behave badly because efforts to change focus on the surface factors instead of their underlying motives (Clear, 2018). Studies in Uganda indicate that the self-centered motives of the elites presiding over the technical and political arm of government inhibit accountability for shared results, leading to poor health services and an unsustainable health system (Kwemarira et al., 2019; Mukuru, Kiwanuka, Gilson, et al., 2021; D. Mwesigwa & Oladapo, 2021). Even so, this does not rule out the possibility that their decisions and actions are not only due to lack of moral responsibility but also because they may not know what to do or how to do it to achieve the right shared objectives(C. S. Evans, 2022).

The personal values theory posits that people possess numerous values with varying degrees of importance, which ultimately instantiate their desirable goals or motives that drive their emotions or desires, decisions, behavior, and action (Sagiv & Roccas, 2021; S. H. Schwartz, 1992, 2012, 2016). The values transcend specific situations and actions, and they are stable over time, which distinguishes them from attitudes, norms, goals, and needs that are linked to a specific situation or context (Arieli, Sagiv, & Roccas, 2020; Sagiv & Roccas, 2021; Sagiv & Schwartz, 2022; S. H. Schwartz, 2016).

Extant studies cluster values around four meta-categories that contrast with each other in twos (Sagiv & Schwartz, 2022; S. H. Schwartz, 1992): openness to change versus conservation, self-transcendence versus self-enhancement, which act as sense-making system that people use to judge, assess, evaluate, explain and just their own and others' choices, decision, behaviors, and actions (Sagiv & Schwartz, 2022; S. H. Schwartz, 1992). Sagiv and Schwartz (2022) reviewed multiple studies on personal values, which showed that they influence the behavior and well-being of individuals. For example, values influence altruistic behaviors such as benevolence; unethical behaviors such as cheating, offering bribes, corruption and concealing information. Benevolence is associated with loyalty, responsibility, helpfulness, and forgiveness and manifests in every day behaviors such kindness, cooperation, and other prosocial behaviors (Sagiv & Roccas, 2021). Self-transcendental values stimulate altruistic behaviors whilst self-enhancement values promote and sustain unethical behavior (Sagiv & Schwartz, 2022). Smith (2020) observed that the manner in which values are described in existing studies is abstract, making it difficult to assess how they are translated into actual behavior in team and organizational contexts. This notwithstanding, the personal values theory was valuable in exploring and understanding the values that influence self-less and dutiful motives (C. B. Miller,

2022) and how such values influence participants' accountability for achieving key stakeholders results.

Accountability Theory

The accountability theory used to develop the conceptual framework was proposed by (Aithal & Kumar, 2016). Reference to an accountability theory was important because extant studies surmised that without personal, relational, and external accountability, it can be challenging to achieve sustainable individual and stakeholder results (C. S. Evans, 2022; Ghanem & Castelli, 2019a, 2019b; Molinaro, 2020; Pearson & Sutherland, 2017). Aithal and Kumar's (2016) accountability theory was valuable in clarifying and explaining the views and insights gleaned from participants interviews because it provides relevant propositions.

Aithal and Kumar's (2016) accountability theory posits that performance accountability is an individual and collective responsibility. It emphasizes that without accountability to self, to peers, for one's job, and to the job giver, individuals are not fully committed, shirk responsibility, and are not motivated to devote adequate energy, effort, and time to pursuing and achieving shared goals(Aithal & Kumar, 2016). It further emphasizes that individuals must first and foremost embody intrapersonal accountability because it is foundational to stimulating, supporting, and sustaining their ability and willingness to not only take ownership, become committed, and accept responsibility for tasks and the consequences of their choices and decisions, but it also enables them to make and keep promises, achieve personal and collective performance targets and goals (Aithal, 2021). This implies that personal accountability drives ownership, commitment and willingness to assume responsibility for assigned individual and shared tasks and goals. The notion of accountability as a collective responsibility is inherent in the assumption that accountability is a relational phenomenon because people are accountable to others in a interpersonal settings, more so during teamwork (Kouzes & Posner, 2017; Mukinda, Van Belle, & Schneider, 2020; Peteet et al., 2022a, 2022b; van der Tier, 2022).

Aithal and Kumar's (2016) accountability theory posits that accountability evolves in eight stages which include planning, target setting, motivation, work strategies, responsibility, role models, monitoring and guiding, and accountability. Aside helping to design research and frame interview questions, this theory was useful in exploring and understanding the determinants of accountability for results and the pathways from self-accountability to external accountability.

Management by Objectives Theory

Coined by Peter Drucker in 1954(Drucker, 1993, 2007), the management by objectives (MBO) theory posits that organizations exist to achieve a specific purpose. To accomplish such a purpose, the organization's decision makers need to set specific and clear overall objectives for achieving it and must effectively engage stakeholders within and outside of the organization in their realization (Drucker, 2002, 2011). Following the definition of the overall organization objectives, the MBO theory recommends that it is important for supervisors at the different levels of the organization to discuss with their subordinates and support them in set specific personal performance objectives and targets aligned with their key areas of responsibility in the overall organizational objectives that need to be completed in a specific time during which they are held accountable (Drucker, 1993, 2002, 2011). The individual and team performance objectives and targets should indicate what people and departments intend to achieve in terms of quality and quantity and when they expect to achieve it. During the dialogue, the supervisor and the subordinates ought to agree on the indicators of success, how and when they will be measured, and the frequency of review and reporting (Drucker, 1993, 2011). The measurement of objective should consider the quantity, quality, and cost of processes and outputs, and time used. The MBO approach not only provides a participatory approach or system for engaging people in setting their performance objectives and targets but also boosts their morale, performance, and provides a jointly developed mechanism for measuring people's performance within a fixed time and engaging them in decision-making. At the organization level, it enhances efficiency because it eases collaboration, coordination, alignment of objectives and communication in department and the entire organization (Drucker, 1993, 2011; Enemuo, Odo, Onyejiaku, & Catherine, 2021). According to Drucker, the supervisors need to undertake routine informal and formal review of progress in the achievement of objectives to enable people reflect on where they were before; where they are now; what they have achieved, how, when, and at what cost; and what help they need to do better. The concepts and ideas from this theory were used to understand the processes that study participants rely on to manage for results and support accountability for achieving stakeholders' results. In particular, it was valuable in understanding how study participants set objectives, measure and report implementation progress, assess achievements, and take appropriate action whenever they fall short of achieving set targets, how they recognize and reward good performance and deal with poor performance, and how they utilize the monitoring data to enhance organizational learning, decision-making, program planning and improvement.

Relational Agency Theory

Leaders and managers are expected to identify the right problem besetting the target stakeholders and formulate solutions that effectively address it (Spradlin, 2019; Zsolnai, 2020). But some of the problems that stakeholders face cannot be tackled alone due to capacity, time, geographical, and resources (human resources, money, materials and equipment, infrastructure, timely and accurate information) constraints (Burkitt, 2018; Halligan, 2021; Rhodes, 2021). The case in point is the HIV and AIDS pandemic and the current Corona-19 epidemic. Research demonstrates that no single country or organization can mount an effective response to such calamities, calling for a multi-sectoral and collaborative efforts with other actors (Ashraf, 2020; Birungi & Colbourn, 2019; Diab, Metwally, & Mohamed, 2021). Similarly, in organizations, individuals and teams are expected to deliver stakeholders' results, yet they cannot singly do everything that needs to be done because they cannot possibly possess all the resources, competence, experience, and time needed to effectively implement the tasks and activities that deliver the desired results. Thus, people depend on the goodwill and support of others to complete assigned roles that contribute to achieving results. This implies that without the impersonal interdependencies emphasized in relational sociology (Burkitt, 2018) , it is difficult achieve personal objectives even if you have a well-laid out plan and personal resources and are individually accountable (C. S. Evans, 2022).

The inability of individuals, teams, organizations, communities, or entire country to singly address some of the problems they face demonstrates that no one is an island or exists in vacuum. People, organizations, and countries are inextricably linked to each in more ways than they are not. For that matter they depend on each other to marshal resources for addressing prevailing problems and achieve desired objectives. Relational agency theory reflects the belief that one's ability to pursue and achieve the desired results is inextricably linked with and enhanced by not only working with and accepting help from others but also by the willingness and ability of everyone in the ecosystem to effectively fulfil commitments and provide resources that actualize impersonal interdependence (Burkitt, 2018; Guy, 2019). In view of this, relational agency theory posits that entities should seek for and utilize others' resources and support to achieve their objectives, and they should equally be willing and able to respond to and provide the needed resources and support to others to enable them do the same (Burkitt, 2018).

Burkitt (2018) and C.S. Evans (2022) suggest that ecosystem-wide factors support or constrain the achievement of individual and shared objectives through impersonal interdependencies. Citing an example of electricity, Burkitt (2018) observed that whilst one may want to complete a report in time, if the power company does not maintain a reliable supply, he or she cannot charge the computer, which will make it difficult to complete the assignment in time. In that respect, success is predicated on whoever is in-charge of switching on and keeping the power on. Similarly, the power suppliers' ability to maintain a reliable supply depends on other impersonal interdependences, for example, from diesel merchants, communities that protect the supply infrastructure from vandalism. These perspectives were valuable when exploring how participants seek help, where and from whom and how they work and collaborate with others to ensure accountability for results. The aim was to identify the practices they use to increase the success of service systems, programs and projects in addressing the system-wide problems affecting the health system. I also explored how such approaches enhanced their capacities and willingness to seek and give sustainable support instead of engendering dependency.

Research on multi-sectoral health efforts in Uganda reveals the tools that leverage the resources to support a coordinated response to health challenges (Ssennyonjo, Criel, Van Belle, Ssengooba, & Titeca, 2022), but achieving results calls for more than the tools and internal coordination. For example, it requires systems that drive ideal behaviors that engender a culture underpinned by strong professional values and norms (Edgeman, 2019; Sackmann, 2021); functional management, leadership, and governance systems and institutions that not only guide planning and execution but also control waste and abuse of resources (Edgeman, 2019; Merchant & Otley, 2020; Merchant & Van der Stede, 2017); leaders and staff with the requisite competencies and attributes that permit them to identify the right problem (Grimani & Gotsis, 2022; Zsolnai, 2020) and effectively make and implement appropriate decisions and interventions (Korn Ferry Institute, 2021; Molinaro, 2022). The right management and leadership practices and skills have the ability and power to facilitate and coordinate all these elements to enable teams and organizations to deliver results (Bloom et al., 2019; Detert et al., 2022; Kouzes & Posner, 2017; The Economist, 2018; The Predictive Index, 2021). Even so, as variously pointed out in the literature , personal and team capabilities and efforts can deliver the expected results if the social and structural contexts are favorable (A. Bailey & Mujune, 2021, 2022; C. S. Evans, 2022). For example, though Uganda operates a decentralized health system, the resources are controlled by the central government whose leaders distribute and allocate them based on political patronage (Asiimwe, 2018; A. Bailey & Mujune, 2021; Rubongoya, 2018; Ssali, 2018; Wiegratz et al., 2018). Hence, sub-national government managers have limited authority and resources to deliver stakeholder results as expected (A. Bailey & Mujune, 2021; D. Mwesigwa & Oladapo, 2021). This is why understanding the context and taking a systems outlook when analyzing problems and recommending solutions is important (Molinaro, 2020; Shrivastava et al., 2019; Sturmberg, 2018; Zsolnai, 2020).

Leadership Skills Theory

Management and leadership skills reflect a manager's capacity and capability to not only make decisions and accomplish certain actions but to also appropriately fulfil his or her underlying expectations or requirements in a manner that is satisfactory to whoever will be evaluating the outcomes or effects of what was done (C. S. Evans, 2022; Wattis et al., 2019). Though both management and leadership skills are important (Detert et al., 2022; Kniffin et al., 2020; Plecas et al., 2018), there are few works that explicitly discuss management skills theories compared to those discussing leadership skills theories, implying that there is limited theoretical guidance in this area. A quick Google Scholar search for the former showed 38 works in 0.04 seconds. Even so, only 11out of the 38 works directly referenced some form of management skills theory. In contrast, a similar search for leadership skills theory showed 153 articles in 0.02 seconds. Detert et al (2022) asserted that management has been eclipsed by leadership and Mintzberg (2019) concluded it is presumed to be a sub-set of leadership, yet it is a distinct essential organizational function (Wattis et al., 2019). This might explain why there are few articles and books discussing management skills theory compared to those tackling leadership skills theory.

Further review of management books and existing scholarly articles revealed a cross-cutting administrative skills framework articulated by Robert Katz which emphasizes the essential skills that are pertinent to management and leadership. According to this framework an effective administrator ought to possess generic technical, human, and conceptual skills if he or she wishes to increase his or her ability to effectively perform and accomplish set objectives under different conditions (Albrecht et al., 2019; Katz, 1955). Katz defined skills as the abilities that are not necessarily inherent but can be developed through continuous training, reflection, and practice to enable an individual to effectively perform and accomplish assigned job tasks under different conditions. According to Katz, the technical skills enable administrators to perform the activities that fulfil the job requirements whilst the human skills enable them to understand, empathize, relate with, and motivate individuals and groups. The conceptual skills enable an administrator to take a broad view and identify, consider, coordinate and integrate the values, interests, short-term and long-term objectives of the organization and other stakeholders(Katz, 1955). Katz perceived an administrator as someone whose role is to oversee and supervise the activities of others and ensure that through their efforts, they achieve certain objectives. His definition of an administrator mirrors the current views on leaders and managers of organization (Carton, 2022; Detert et al., 2022; Kniffin et al., 2020).Thus, the administrator needs skills to not only accomplish personal tasks but to also direct the activities of others to deliver desired results aligned to set performance objectives. Katz's views suggest that the skills used to solve problems and accomplish assigned tasks reflect an individual's mastery of relevant knowledge and possession of appropriate experience, training, and the ability to efficiently and effectively initiate and complete tasks and activities that are germane to a particular job or discipline and achieve the desired outcomes. Wattis et al. (2019) caution against confusing administration, management, and leadership because they each involve different tasks. They point out that administration is about doing routine tasks whilst management is about ensuring the achievement of results even under complex conditions. In contrast, leadership defines the purpose which provides direction to individuals and teams to pursue and achieve common goals. Leadership also inspires and influences people to get the most out of them. In view of these distinctions, Katz's conceptualization of administrative skills suggests that they are more related to management and leadership than to routine administration.

The technical skills (e.g., planning, budgeting, creativity, execution, monitoring, research, building effective teams, etc.) refer to the understanding and proficiency in completing a specific activity that is demonstrable through specialized knowledge, processes, procedures, techniques, analytical capabilities, or tools that are germane to a specific job(Albrecht et al., 2019; Katz, 1955). Human skills (e.g., building a positive work environment, managing relationships with others, gaining consensus, effectively holding conversations with difficult employees, building and maintaining a positive work environment, interpersonal communication) refer to the ability to successfully relate, engage, and work with and through people, especially the bosses, colleagues, subordinates, customers, and other individuals associated with one's job. Human skills manifest through people's awareness of their beliefs, perceptions, assumptions, judgements, behavior, actions and feeling towards others and in evaluating the utility and limitations of their feelings [e.g., self-awareness, empathy, accountability, communication, commitment, cooperation and delegation, empowerment, consideration] (Katz, 1955).

Katz defined conceptual skills as the ability to visualize the entire organization, understand the interdependence of its constituent parts and functions, especially how a change or challenge in any of them affects others(Katz, 1955). They also entails envisioning the relationship between the organization with others in the same sector and market, with the community, and how it affects or is affected by the social, economic, political, and technological forces(Katz, 1955). Based on this understanding, the administrator is expected to think, make decisions, and act in ways that not only maintains the integrity of the organization but also enable it to grow, survive, thrive, and become sustainable. Katz surmised that the quality and success of decisions is predicated on the conceptual skills of those of who make and implement them because they determine the extent to which they visualize and consider how their decisions affect and are affected by the different functions, the employees, and the other factors in the organization's operating environment and ultimately ensure direction, order, coordination, and increased chances of success (Katz, 1955). Reflection on Katz's perspectives on conceptual skills suggests that they are about understanding the internal and external environment to identify problems to address and opportunities to harness; developing personal and organizational purpose; developing a personal vision and inspiring a shared vision; clarifying, aligning, and living personal and organizational values, and developing appropriate strategies for action.

Furthermore, Katz's views on the importance of conceptual skills as the unifying, integrating, and coordinating factor that supports the growth, survival, thriving, and sustainability of the organization imply that he embraces a systems outlook. This is evident in his outlook on the importance of identifying stakeholders, and considering the social, political, economic, technological, and legal issues in the operating settings. Katz's views call for considering how the decisions and actions of administrators and how the organization relates with, affects, and is affected by such stakeholders and factors in the operating environment. His views are similar to today's expectation from leaders and call for them to critically and continually understand the context, the issues prevailing in the operating environment, the right problem affecting the target population, the stakeholders that affect and are affected by its work, and how their decisions, behavior, and actions will affect nature and future generations before making or implementing any decisions or promoting any solutions (Chen, Dyball, & Harrison, 2020; Molinaro, 2020; Shrivastava et al., 2019; Zsolnai, 2020). Understanding the context is important because it enables the leaders in teams and entire organization to not only analyze, interpret, and amalgamate the information and knowledge gained into a shared purpose that galvanizes stakeholders to pursue and achieve shared objectives but also ensure responsiveness and adaptability the ever-changing environment and needs of customers (Hallinger, 2018; Molinaro, 2020).

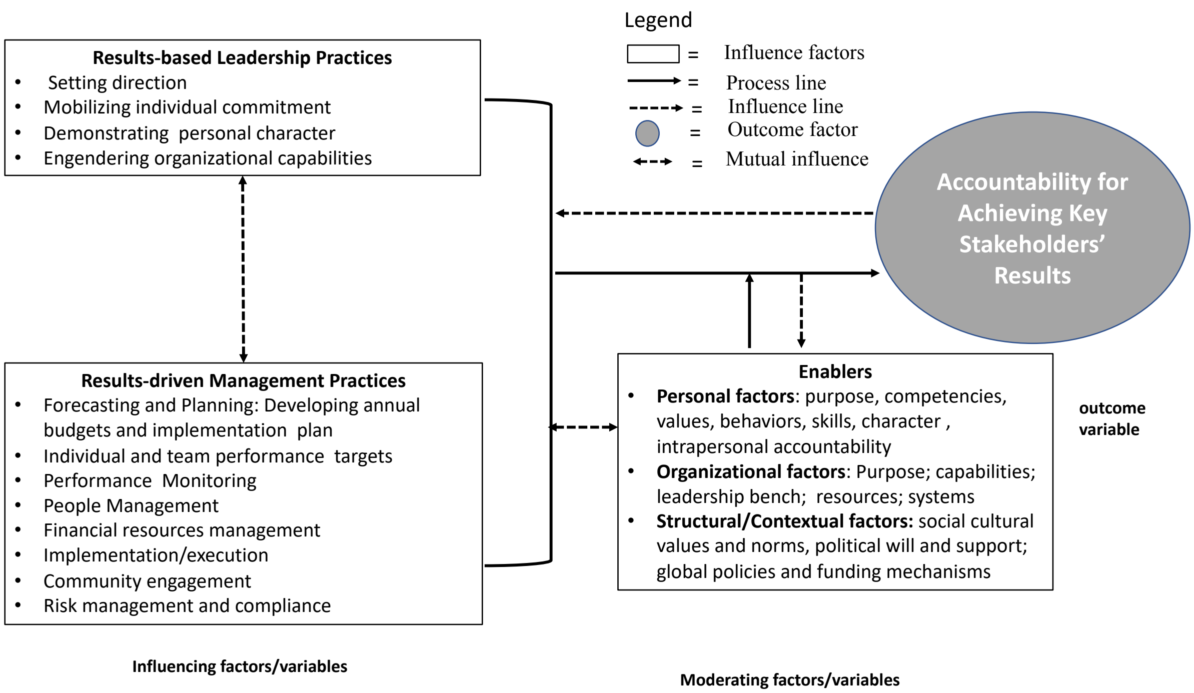
Reference to Katz's Administrative Skills Theory (AST) was necessary in this research because achieving results necessitates doing things to create, maintain, and transform systems, behaviors, cultures, structures, and process, all of which require certain skillsets, beliefs, and attitudes to plan, initiate, and implement. The AST was useful in exploring and understanding the nature and scope of the skills that participants rely on to embody and support accountability for results in their departments or organization.

Conceptual Framework

Following the review of theories and the relevant extant literature, a conceptual framework was developed to guide the study (see Figure 2). In the conceptual framework, it is argued that effective result-based leadership practices and results-driven management practices when moderated by the personal, organizational, and structural enablers, they can positively influence, guide, and enable managers and leaders to develop, execute, monitor, evaluate, and adapt interventions, systems, structures, processes, and strategies that enhance and sustain a culture of accountability for achieving of results that matter most to key stakeholders: employees, the organization, clients/customers and donors.

Figure 2

Study Conceptual Framework



Cognizant of the complex, dynamic, and non-linear nature of open systems, the conceptual framework reflects the recognition that management and leadership practices, the enablers, and accountability for achieving key stakeholders' results share a reciprocal relationship, meaning that they mutually influence each other. The nature of this relationship is depicted through the process, influence, and mutual influence lines as indicated in the figure and legend. Studies suggest that management and leadership practices complement and influence each other (Adler & Laasch, 2020; Detert et al., 2022; Walsh, 2020; Wattis et al., 2019). Management and leadership practices can influence the creation, maintenance, and transformation of enabling factors during the process of build high-performing teams and creating a culture of accountability for results (Curry, 2022; Molinaro, 2020; Shore, 2020; Wattis et al., 2019). When this happens, the resultant enablers represent the desired outcomes from the management and leadership practices, which reflects good organizational health (Bloom, Lemos, et al., 2020; Palmer & Schaninger, 2018; Zanda, 2018). Correspondingly, the enabling factors can mutually influence the nature and direction of the management, leadership, and accountability practices at the individual, team, firm or organization levels (B. R. Allen & Bosworth, 2022; Bloom, Lemos, et al., 2020; Edgeman, 2019). Such mutually influencing relationships recognize that open systems seek, take in, and respond to information in their environment and adapt accordingly (B. R. Allen & Bosworth, 2022; Sturmberg, 2018; Zsolnai, 2020). They also reflect the distributed nature of leadership and the interdependence between managers and their team members (Chatwani, 2018; Hurwitz, 2018). The details and dynamics of the components of the conceptual framework are discussed below.

Results-Based Leadership Practices

Ulrich et al. (1999) asserted that effective leadership is results-based, stakeholder-oriented, and manifests in four broad leadership practices, namely: setting direction, mobilizing commitment, demonstrating character, and building capabilities. As a stakeholder-oriented process, effective leadership is expected to understand and meet the needs of employees, the organization, customers, and financiers in a balanced manner. Each of the four broad practices has specific micro practices that work together to produce balanced key stakeholders' results (see

Table 1). Recent leadership and management research also affirms these leadership practices when it points out that effective leadership defines the purpose [sets directions]; inspires and influence staff [building commitment and increasing motivation]; teaches, guides, coaches, and supports employees to develop and exemplify the appropriate attitudes, values, behaviors, and skills [building individual capabilities] that facilitate the accomplishment of individual and collective performance results (Detert et al., 2022; Kniffin et al., 2020; London, 2019; McKinsey & Company, 2022; Petriglieri, 2020; Walsh, 2020).

Table 1

Ulrich et al.'s Leadership Practices That Support Achieving Key Stakeholders' Results

Broad Practices	**Micro/specific practices**
Set direction	Understand external events
	Focus on the future because it is more important than the past
	Turn vision into actions that achieve desired results
Mobilize individual commitment	Build collaborative relationships that enable the achievement of shared goals
	Share power and authority to increase ownership
	Manage attention to focus people's effort and energy
Engender organizational capability	Build organizational infrastructure
	Leverage diversity
	Deploy teams
	Design human resources systems
	Make change happen
Demonstrate personal character	Live values by practicing what is preached
	Have and create a positive self-image
	Possess cognitive ability and self-charm

Source:(Ulrich et al., 1999, pp. 7-13)

Effective leadership goes beyond inspiring and influencing internal organizational stakeholders to leverage the energies, efforts, goodwill, purpose, relationships and networks of external stakeholders as well. It entails working with multiple stakeholder to collectively create the conditions and environments that support identifying the right problems to solve, acting positively and collectively to address the problem, and engender innovative and sustainable solutions that ensure lasting and positive social, economic, and environmental value to current and future generations (Adler & Laasch, 2020; Liu, 2020; Molinaro, 2020; Zsolnai, 2020; Zu, 2019). Leaders rely on externally-oriented leadership behaviors to not only explore and understand the problems and opportunities in external environment but to also identify possibilities for multi-stakeholder collaboration and coordination with other actors to effectively confront the challenges that cannot be tackled singly due to resource and capacity constraints (Rhodes, 2021; Ssennyonjo, Belle, et al., 2022; Ssennyonjo, Criel, et al., 2022; Yukl, 2008, 2012; Yukl et al., 2019).

Other scholars characterize such efforts and initiatives as responsible management and leadership because they not only seek to increase opportunities for providing services and products that are valuable to society but to also improve chances of restoring broken businesses, economies, and organizational systems, ultimately making society to thrive in new and positive ways (Adler & Laasch, 2020; Carroll et al., 2020). Unlike in the past when the quantitative results counted the most, today, the qualitative changes in the lives of beneficiary populations and communities that are attributable to policy and program interventions also matter, including explanations for how such results were achieved, whose results are achieved the most or not achieved, how and why (Carton, 2022; Luecking & Weaver, 2022; Marston, McGowan, Boydell, & Steyn, 2020; Swartz, 2019). Moreover for such results to count as valuable to individuals and society, they should also be created and maintained in organizations presided over by leaders and managers who exemplify moral and ethical decisions, behaviors, and actions that abhor discrimination in all its forms and consider the survival and sustainability of future generations (Adler & Laasch, 2020; Shrivastava et al., 2019).

Similar to Ulrich and colleagues, this study considered the employees, the organization, the customers, and the donors as the key stakeholders. Ulrich and colleagues surmised that leadership is results-based if it not only creates organization systems that engender accountability for and delivery of key stakeholders' results but also builds a culture that transforms and sustains the ability of the organization to continuously grow, thrive, survive and become sustainable. Ulrich and colleagues further averred that leadership focused on achieving stakeholders' results meets four criteria (Ulrich et al., 1999, p.30):

- balanced because it seeks to achieve results for all four stakeholders. It does so through allocating not less than 10% or more than 60% time to achieving results for each stakeholder, and the total for the four stakeholders should equal to 100%;
- strategic because it seeks to achieve results linked to the overarching strategy of the organization, meaning that it starts with defining the purpose, overarching goals, and top priorities of the organization;
- lasting because it focuses on both short-term and long-term priorities for the stakeholders; and
- selfless because it seeks to achieve stakeholders' results and not the interests of the leaders and managers.

RBL is informed by several leadership theories, signifying that explaining certain concepts involves multiple perspectives. For example, the view that leadership that produces results is selfless aligns with transformational leadership theory which posits that effective leaders motivate others to do more than expected by raising their awareness , inspiring them to transcend personal interests and instead focus on pursuing shared team and organizational goals (Ng, 2017). The behaviors, style, systems, and processes used by leaders represent the leadership practices they routinely rely on to influence team and organizational performance and achieve results (Goleman, 2017; Kouzes & Posner, 2017; McKinsey & Company, 2022). Thus, Ulrich et.al's (1999) four broad leadership practices align with the style, process, and behavior theories of leadership (Yukl et al., 2019). Yukl et al. (2019) noted that effective leaders rely on relations-oriented, task-oriented, change-oriented behaviors, and externally-related behaviors to increase organizational effectiveness. The practice of understanding the external context aligns with the externally-related behavior which entail networking to understand the context and glean intelligence on opportunities and risks (Yukl, 2008; Yukl et al., 2019).

The practice of demonstrating character aligns with the personal values and authentic leadership theories (Maio, Hanel, Martin, Lee, & Thomas, 2020; Sagiv & Schwartz, 2022). This study utilized concepts from the RBL framework and the flexible leadership behaviors theory to analyze the behaviors that support accountability for results. Flexible behaviors are amenable to the complex, dynamic, and adaptive contexts that characterize health organizations and social systems (Brazer, Bauer, & Johnson, Jr, 2018; Hoch & Bentolila, 2021; Sturmberg, 2018). Ulrich et al's (1999) ideas on leadership practices and propositions from the flexible leadership theory were valuable in analyzing and interpreting participants views, perceptions, and opinions related to Research Question (RQ) 3. Utilizing the RBL framework, it was possible to identify the leadership practices that the study participants have developed, used, and found successful in supporting accountability for achieving key stakeholders' results in Uganda's HSOs. Concepts from the flexible leadership theory were also used to explore and understand the performance determinants, situation variables, and leadership decision and actions that affect accountability for stakeholders' results.

Results-Driven Management Practices

Results-driven management practices are credited with enhancing and sustaining individual, team, and unit performance and increase productivity in health organizations, business and manufacturing organizations alike (Bloom et al., 2021; Bloom, Lemos, et al., 2020; Bloom, Mahajan, et al., 2020; Brough, Daniels, & Gardiner, 2022). Research by Nicholas Bloom and colleagues reveals that successful management practices cluster around four broad practices: operations management, people management, performance monitoring, and target monitoring(Bender, Bloom, Card, Van Reenen, & Wolter, 2018; Bloom et al., 2021; Bloom, Mahajan, et al., 2020; Scur et al., 2021a). Successful organizational management is predicated on effective and efficient people management which reflects the ability to attract, recruit, develop, and retain individuals with the right mindsets and skills to develop and execute appropriate interventions and systems that create sustained results (Akduman, 2022; Bloom, Lemos, et al., 2020; Hatipoğlu, 2022; Şahin, 2022).Effective people management involves forecasting the right number needed in the different unit of the organization , determining and measuring their workload, monitoring , measuring and reporting their performance and determining how much it costs to maintain them (Islek & Beylik, 2022; Suklum & Ozturk, 2022). Other studies reveal that management practices cluster around eight categories: (i) forecasting and planning—developing an annual budget and operational plan (Barth & de Beer, 2018; Suklum & Ozturk, 2022;

Zietlow, Hankin, Seidner, & O'Brien, 2018), (ii) setting individual and team performance targets and plans that are aligned with the overall strategy of the organization and annual operational plan (Barth & de Beer, 2018; Hatipoğlu, 2022), (iii) monitoring and measuring performance (Barth & de Beer, 2018), (iv) managing people (Hatipoğlu, 2022; Islek & Beylik, 2022; Şahin, 2022), (v) financial management (Pečarič, 2020; Zietlow et al., 2018), and (vi)community engagement (vii) risk management and compliance (Bracci, Mouhcine, Rana, & Wickramasinghe, 2021; Eckmaier et al., 2022; Hunziker, 2021; National Institute of Standards and Technology [NIST], 2018); and (vii) implementation or execution (Curry, 2022; Ulrich, Smallwood, & Hanson, 2022; Vasbinder, 2022).

The successful implementation of such management practices not only creates order, organization, and improves control and coordination but also augments organizational health and makes it easy to hold individuals and teams accountable for results (Blank, 2020; Curry, 2022). These practices were compared and contrasted with what this study's participants use to support accountability for the results in their teams and organizations.

Enablers

Research shows that the extent to which leaders can develop, implement, monitor, evaluate, and adapt results-based management and leadership practices is predicated on multiple individual, organizational, and structural factors (Asiimwe, 2018; Ellehave, Burns, & Ulrich, 2022; Mukuru, Kiwanuka, Gibson, et al., 2021; Mukuru, Kiwanuka, Gilson, et al., 2021; Wiegratz et al., 2018). The most enduring factors relate the leaders' personal qualities and characteristics, collectively referred to as attributes. They include who one is as an individual (i.e., values, character, and intentions/motives), what he or she knows (i.e., knowledge, skills, and abilities), and what he or she does [i.e., behavior, habits, style, and competencies] (Smallwood & Ulrich, 2019; Ulrich et al., 1999).Lately, there is growing interest in what is unique or extraordinary to the extent that workplaces prefer workers who exhibit skills, competencies, and mindsets that add value by delivering distinctive outcomes (Reckwitz, 2022). Extant literature suggests that attributes reflect a leader's unique and enduring qualities and characteristics that enable him or her to emerge as leaders to lead, control, embrace self-discipline and inspire, direct, empower, coordinate, engage and align others' efforts and energies to produce sustained results that matter to them and/or other key stakeholders (Ahmad & Loch, 2020; Antonakis & Day, 2018; Bracht, Keng-Highberger, Avolio, & Huang, 2021; Clear, 2018; Kniffin et al., 2020; Melyoki et al., 2018; Walsh, 2020). Plecas, Squires, and Garis (2018) characterized the personal qualities and characteristics (i.e., the character, integrity, ethics, and values) of an individual leader as his or her inner core that enables him or her to make and implement ethical and altruistic decisions and actions that create effective positive individual and organizational changes that delivers lasting value not only in the right way and right proportions but also for the right reasons and at the right time. Moran and Lennington (2022) argue that personal attributes determine the extent to which an individual takes ownership for his or her actions and accepts responsibility for how such actions produce or fail to produce the desired outcomes.

Even so, Bracht, Keng-Highberger, Avolio, and Huang (2021) emphasize that whilst personal attributes are essential in predicting and determining a leader's ability to mobilize, organize, inspire, and engage others to cooperatively work together to accomplish shared goals, their success or failure is mediated by the external social and structural factors. As discussed in the section on structural factors, such issues not only lead to the emergence and acceptance of individual as leaders in groups, teams, and organizations but also provide resources and create the environment and conditions that support or constrain performance and accountability for results(A. Bailey & Mujune, 2021; Bracht et al., 2021; Kasim, 2018). The absence or deficiency of any of such factors constitutes a barrier that constrains or lowers the ability and obligation of leaders to not only pursue and achieve the desired results but to also explain and justify their conduct to those who delegated to them the responsibility and/or those affected by the activities and services of the organization (Crossan et al., 2022; Maggetti & Papadopoulos, 2022; Schillemans et al., 2022).

Hence, the enabling personal, organizational, and structural factors represent the determinants and predictors of the extent to which leaders can through their practices create, maintain, and transform systems and culture to enable, guide, support, and sustain ideal behaviors for executing tasks and activities that contribute to the achievement of the desired results (B. R. Allen & Bosworth, 2022). The ideal behaviors ensure that individuals and teams not only efficiently and effectively deliver against set performance goals but to also the employees thrive[i.e., become energized, learn and develop capabilities] and the organization plus its services or products grow and remain relevant (B. R. Allen & Bosworth, 2022; Crawford, Dawkins, Martin, & Lewis, 2018; Marin-Zapata et al., 2022; Molinaro, 2020; Wernsing, 2018). In essence, they are the key factors that influence, guide, and support the development, implementation, and monitoring of results-driven management, leadership, and accountability practices and other elements that affect strategic project and organizational leadership and management as explained below.

For example, Brathwaite (2018) claimed that the availability of relevant resources, competencies, capacity and capabilities not only influences organizational learning but also the characteristics and context that impact strategic implementation and achievement of strategic outcomes. Even so, there are no permanent or universal approaches to leading and managing organizations in today's dynamic world but evidence-driven guides and insights that inspire on-going curiosity (Gino, 2018; S. Harrison, Pinkus, & Cohen, 2018) and adaptability (Champagne, Gaudreault, & Moira, 2020; Uhl-Bien & Arena, 2018). This is because what works today may not work the next day due to the dynamic and ever-changing context and circumstances (Sturmberg, 2018). In other cases, what is a competitive advantage today may become a disadvantage tomorrow, calling for flexibility, continuous study and adaptability to the ever-changing context (Hoch & Bentolila, 2021; McKinsey & Company, 2022; Molinaro, 2020). Moreover, in other situations what works for one organization may be a disadvantage to the other depending on the context and capabilities (Brathwaite, 2018; Hallinger, 2018). Furthermore, opportunities arise as others are vanishing, calling for different ways of viewing, thinking about and doing things. Such ways seeing, perceiving, and doing can arise and blossom if managers have the requisite qualities and characteristics and favorable internal organizational and external conditions and environments. In other cases, things may not change unless there are effective, resilient, and foresighted leaders and managers that not only engage and motivate others to act on them but also build the skillsets and mindsets that drive transformation and adaptation (Curry, 2022; Kane, Nanda, Phillips, & Copulsky, 2021; Vullings & Christie, 2021). Hemerling, Lovich, Grice, and Werner (2020) assert that leaders who will lead and support future transformations and adaptation will need to concurrently utilize their head, heart and hands because the prevailing and anticipated context demands such an outlook.

In the ensuing sections, I discuss the personal factors that underpin the management, leadership, and accountability practices that drive the achievement of stakeholders' results.

Personal Factors

Self-Identity and Purpose

Ulrich et al (1999) asserted that a leader's attributes reflect who he or she is (i.e., his or her values, character and motives). Other commentators argue that people's identities shape their goals, behavior, cognitions, and outcomes because they provide a lens through which they perceive and understand their experiences and environment (Clear, 2018; Shaughnessy & Coats, 2019). This suggests that the practices leaders enact are inextricably linked to their personal identities. Clear (2018) asserts that who the individuals wish to become and want to achieve [outcomes] are so important in driving what they do, how, and when. Viewed through the purpose lens, people's drive to achieve results is predicated on their why, that is, what they would like to see for themselves or others[their why/purpose] (Gast et al., 2020). Purpose is important for leaders and leadership because it engenders self-awareness, respect for others, morality and ethics, vision, understanding and clarifies the vision and direction (Gast et al., 2020; Wattis et al., 2019). Self-awareness enables individuals to understand their strengths and limitation, especially their emotions and how they affect them and others around them (Goleman et al., 2017; Shaughnessy & Coats, 2019; Wernsing, 2018). These perspectives suggest that an effective leaders' ability and willingness to pursue and achieve desired results is driven by who they are [values, character](Ulrich et al., 1999), who they wish to be [beliefs, world view, self-identity] (Clear, 2018) and their why (Gast et al., 2020; Zu, 2019) ; what they know and can do [competencies, knowledge, and skills] (Ulrich et al., 1999); what they actually do [behaviors, habits, styles, systems] (Clear, 2018; Ulrich et al., 1999); and what they desire to achieve [results/outcomes] (Clear, 2018; Ulrich et al., 1999). This implies that the nature and direction of the management and leadership practices that leaders and managers use to pursue goals and support accountability for results is influenced by their purpose, that is, who they wish to be or value they wish to derive from what they do.

This further implies that setting goals and igniting the desire to pursue and achieve them is complete if individuals understand and internalize why what they do matters to them and others. This is because purpose personifies who people and organizations are , wish to become (self-identity) or wish to feel and see someday, which in turn drives their intentions, mindsets, behavior and propensity to develop and apply their know-how to pursue and achieve goals (Adler & Laasch, 2020; Clear, 2018; Gast et al., 2020). Hence, to sustainably inspire performance and achievement of desired results, it helps to understand, tap into, and leverage why people wake up every to come to work and elect to stay with the organization with high levels of commitment, engagement, motivation and performance (Brazer et al., 2018; Detert et al., 2022).

Competencies

Though various researchers define competencies differently, Marin-Zapata et al.'s (2022) work indicates that they refer to the enduring and unique characteristics of a person which increase his or her ability to achieve superior performance in a job. More research shows that competencies are multi-dimensional and manifest in people's motives, traits, knowledge, skills, and self-concepts such as core values, beliefs mindsets, and self-image (Clear, 2018; Moran & Lennington, 2022; Vainieri, Ferrè, Giacomelli, & Nuti, 2019). Possessing the relevant knowledge and skills is instrumental in defining the strategic vision, the developing short-term and long-term plans, and in effectively communicating them to employees and other stakeholders (Piney, 2018; Project Management Institute, 2021; Shore, 2020; Vainieri et al., 2019). An individual's self-concept and traits represent the differentiating factors that enable him or her to develop and utilize appropriate skills, knowledge, culture, and systems that drive superior performance and achieves desired results (Clear, 2018; McAllister, Mackey, Ellen III, & Alexander, 2023; Moran & Lennington, 2022). Individuals who are weak in personality traits such as agreeableness and conscientiousness are more likely to engage in deviant workplace behavior than those who are strong on such traits (McAllister et al., 2023). Deviant workplace behaviors such as corruption, theft, misuse and abuse of organization propriety, physical and emotional abuse of others are associated with poor productivity and inability to achieve results (McAllister et al., 2023). Unlike knowledge and skills that are easy to change through training, experience, and practice, the differentiating factors (i.e. a person's self-concept and traits) take long to change and require relentless practice (Clear, 2018; Goleman et al., 2017; Plecas et al., 2018). This explains why successful organizations take time to thoroughly screen staff , select, develop, and retain those who possess the right differentiating factors that sustainably support achieving results (Curry, 2022).

In relation to leaders and leadership, studies on human resources professionals reveal that possessing certain competencies delivers value to different stakeholders. For example, possessing competencies such as "paradox negotiator, strategic positioner, culture and change champion, total reward steward, compliance manager, and credible activist" enhance the achievement of organizational outcomes such as profits, productivity, customer satisfaction, regulatory compliance, development of new products and attraction of competent personnel (Ulrich et al., 2017a, p.42). Similarly, the competence of "credible activist" increases a manager's ability to create meaningful relationship which enhance personal effectiveness in driving motivation, engagement, and commitment among other staff, improving performance and retention (Ulrich et al., 2017a. p.40). Furthermore, the competence of execution enables the manager to facilitate change by creating systems that drive behaviors and a culture that support timely decision-making, innovation, and implementation of strategies and action plans (B. R. Allen & Bosworth, 2022; Ulrich, 2019; Ulrich et al., 2022). Research by Goleman et al. (2017) reveals that leaders who possess and embody emotional and social intelligence leadership competencies such as self-awareness (i.e., emotional self-awareness), self-management (i.e., emotional self-control, adaptability, achievement orientation, positive outlook) social awareness (i.e., empathy, organizational awareness) and relationship management (i.e., ability to influence, coach and mentor, manage conflict, enable teamwork and exemplify inspirational leadership) are not only adept at identifying and dealing with their strengths and limitations and those of others, but they are also proficient at getting along with diverse groups of people, which makes them excel in engaging, motivating, inspiring, and influencing them to pursue and achieve shared goals. This implies that it is easy for such individuals to initiate and execute leadership practices such as building commitment and demonstrating character because they are endowed with or they have improved the ability to do so.

Skills

Ulrich et al (1999) noted that skills influence the attitude, decisions, choices, behavior, performance and ability of leaders and managers to deliver results. Hard and soft skills are particularly important to leaders and managers because they enable them to efficiently and effectively complete assigned tasks and relate well with others to leverage their support, skills, energy, and resources when completing personal and team performance targets(Peter & Gomez, 2019; Sopa et al., 2020; Wattis et al., 2019). The skills not only increase the leaders' abilities and capabilities to cope with and navigate the ever-changing work context but also enable individuals, teams, and organization do idem and achieve desired results. Successful organizations are adept at attracting the right individuals, workforce, and making people investments that enhance and sustain the skills that can deliver targeted results(Ulrich, 2020). Attracting, developing, and retaining workers with the right skills is important because talent management demands that the right people with the right skills should be placed in the right positions, in the right jobs, at the right time (Ulrich, 2020). This ensures that individuals and team members with the right skills are assigned the tasks that need to be done.

Research shows that soft skills are vital to the ability of leaders to work with and through others because they enable them to effectively identify staff with appropriate attributes (i.e., commitment, motivation, engagement, growth mindsets) or develop them to enhance the achievement of desired results (Billingsley, Lipsey, Burnette, & Pollack, 2021; Canning et al., 2020; Dweck & Yeager, 2019; Goleman, 2017; Gottfredson & Reina, 2021; Marin-Zapata et al., 2022; Ulrich, 2020; Yeager et al., 2022). Even so, there are no unanimous lists of soft skills because people face different problems, work in unique contexts, and undertake varied tasks, calling different skills and support(B. R. Allen & Bosworth, 2022; Ulrich, 2020; Ulrich et al., 2017a; Ulrich, Kryscynski, Ulrich, & Brockbank, 2017b). Nonetheless, findings from accountability, management, and leadership research suggest that the intrapersonal skills that support or constrain individual performance include: emotional self-awareness, intrapersonal accountability, self-leadership, self-control, personal goal setting, introspection, decision-making, willingness to seek and take performance feedback, adaptability, continuous learning, transparency, consistency, authenticity, and self-identity (Bracht et al., 2021; Brees et al., 2020; Choi & Johnson, 2022; C. S. Evans, 2022; Franken, 2019; Goleman, 2017; James & Bennett, 2020; Marques, 2017). In particular, research emphasizes that whilst self-accountability is not aggressively emphasized and promoted , it holds the key to sustainable performance improvement and achievement of stakeholder results because it is self-driven and maintained by personal values, morals and ethics (Brees et al., 2020; C. S. Evans, 2022; Ghanem & Castelli, 2019a, 2019b). The centrality of personal values in influencing people's beliefs, decisions, behavior and actions is discussed in the ensuing section.

The interpersonal skills that enhance team and organization performance include: collaboration, coordination, conflict resolution, ability to work in diverse teams, social awareness, building trust-enchaining relationships, effective communication, peer and felt accountability (Ahmad & Loch, 2020; DeMichele, 2020; Detert et al., 2022; Goleman, 2017; Maggetti & Papadopoulos, 2022; Marin-Zapata et al., 2022; Wernberg, 2020). For example, research revealed that human resources professional who were skilled at creating meaningful and trust-enhancing relationships were more likely to be invited to the decision-making table where they are more likely to not only extend their influence but also learn other skills and mindsets that deliver value for different stakeholders (Ulrich et al., 2017a). Noteworthy, peer accountability skills entail monitoring adherence with ideal behaviors and norms and providing constructive feedback to others to influence them to do the right things, in the right proportion, and at the right time (Kou & Stewart, 2018; Stewart, Snyder, & Kou, 2021; Wernberg, 2020). In this sense, peer accountability is not merely an interpersonal skill, but a practice and a system for driving ideal behaviors and norms that support the achievement of shared goals in groups.

Reflection on how different commentators frame the importance of effective communication suggests that its utility not only lies in the ability to communicate in writing or verbally but also in listening attentively, paying attention to details, and willingness to take feedback and change for the better, particularly becoming more engaging, mindful, and socially connected with team members. Mintzberg (2019) and Shore (2020) assert that effective communication enables the manager to frame issues, share and obtain valuable information, and schedule activities in a timely manner to enable people plan, execute, and monitor their commitments. Ahmad and Loch (2020) argue that whilst coordination is often viewed as a management skill or function, the utility of leadership is predicted on its ability to mobilize and coordinate collective effort. Thus, it is as a much a management skill and function as it is a leadership one because leaders who embody it, easily build commitment and create the conditions and environments that foster performance (Ahmad & Loch, 2020; Ulrich, 2019). To increase human connections, it is recommended to embrace vulnerability as crucial intrapersonal and interpersonal soft skill that enables managers to be themselves and replace professional distance with uncertainty, risk, and emotional exposure. Embracing vulnerability makes others open up and increases social connections and increase trust for the leader (L. Bailey &

McIntosh, 2020; Crawford et al., 2018). Extant literature further suggests that a leader's success and sustained relevance in learning skills, and implementing appropriate practices and taking appropriate decisions depends on embracing a certain mindset(Kottler, 2018). First, is to honestly admit what he or she does not know or understand. Second, is to acknowledge that the skills that worked in one context may not work in another and invest in continuous learning and development (L. Bailey & McIntosh, 2020; Kottler, 2018; Peter & Gomez, 2019). Leading people and managing an organization are complex and multifaceted undertakings that call for continuous learning because their dynamics are unpredictable, change continuously, and difficult to know upfront or fully grasp at once (Kottler, 2018).

Personal Values

People's values and character often receive limited attention, yet they have a huge impact on not only their motives and ability to make and fulfil commitments and promises that are vital for accountability process but also on their ability and willingness to learn, change, transcend personal interests and support solutions that generate lasting value for the organization, nature, and future generations (Seijts et al., 2019;Seijts & Gandz, 2018; Zsolnai, 2020; Zsolnai & Flanagan, 2019). Values drive people's intentions, motives, and attitudes, determining whether they will make self-serving decisions and choices or undertake work behaviors and actions that contribute to achieving goal that do not harm them, others, nature , or future generations (Askeland, Espedal, Løvaas, & Sirris, 2018; C. B. Miller, 2022; Sagiv et al., 2017; Shrivastava et al., 2019; Zsolnai, 2020). For example, a recent study in Uganda revealed that due to the selfish motives, a small clique of the elite in Uganda's health system chose to develop maternal and child health standards and procedures instead of a policy that would guide appropriate interventions that could avert maternal and child mortality (Mukuru, Kiwanuka, Gilson, et al., 2021). This action not only affected Uganda's ability to meet targets for the Millennium Development Goal 5 but also led to wastage of resources on make-believe interventions and continues to cause avoidable daily death of 300 children and 20 mothers maternal (Edwards, 2018; Mukuru, Kiwanuka, Gilson, et al., 2021). The reported high levels of corruption in Uganda's health sector are driven and sustained by selfish values, which have prevented the development of a health system that provides quality services for all (Kwemarira et al., 2019). Selfish personal values also manifest in the interests and objectives inherent in the neoliberal policies promoted by World Bank and the International Monetary Fund. Instead of supporting Uganda's government to improve and strengthen public services, the policies seem to have engendered corruption and intensified elite capture (Asiimwe, 2018; Nystrand & Tamm, 2018; Ssali, 2018). Molinaro (2020) surmised that unclear or inconsistent personal and organizational values inhibit teamwork and make it difficult to create and sustain a culture of high performance and accountability for results across the organization, stunting growth and the ability to deliver against performance goals. The commonly cited values that high-impact and results-oriented leaders and managers tend to live by that help them exhibit socially and morally acceptable attitudes, decisions, behaviors, and actions are integrity, respect, trusting others and being trustworthy, commitment, honesty, responsibility, transparency, consistency, fairness, empathy, compassion, availability, patience, accessibility, dependability, introspection, mindfulness, persistency, consideration, ownership, and contribution, to name just a few of the ideals that guide them (Askeland et al., 2018; Ghanem & Castelli, 2019b; C. B. Miller, 2021; Seijts & Gandz, 2018). In particular, mindfulness is perceived to be more than a value and conceived as a leadership competency, spiritual, and mental technique that drives and sustain self-awareness, self-control, self-discipline, purpose, self-leadership, living in the now, consideration, and focus, key attributes that are essential in decision-making; evaluating, setting, and pursuing individual and shared goals (S. K. Dhiman, 2021).

Personal Character

Effective leadership practices are associated with personal character (Byrne et al., 2018; L. J. Walker, 2020) The Project Management Institute (2021) asserts that character is the foundation of leadership influence without which leaders cannot inspire, guide, and motivate others to collaborate and commit to pursuing shared goals. Character is a combination of virtues, values and personal traits. Virtues are the moral and ethical behaviors that typify exemplar leadership and personality (Crossan et al., 2022; Crossan & Smith, 2019; C. B. Miller, 2021, 2022; Seijts et al., 2019). Virtues include personality traits such openness and resilience and can manifest in people's sacrosanct personal values, for example, fairness, honesty, compassion, integrity, self-control, courage, prudence, accountability, and fidelity (Collis & Anand, 2021; Mercel Meyer & Sison, 2020; Witvliet et al., 2022). Individuals who lack personal character tend to be deficient in accountability and morality, which shows in how irresponsible, negligent, corrupt, inconsiderate, dishonest, intolerant, and selfish they tend to be (Crossan et al., 2022; D. I. Walker, 2019; L. J. Walker, 2020). Such individuals behave like that because they do not think, believe, or feel that they are liable or answerable for anything (e.g., decisions, behaviors, or actions) or to someone [i.e., to self, peer, supervisor, or others in society] (Aithal, 2021). Ultimately, such individual rarely regret or feel ashamed of their decisions, choices, and behaviors, even if they harm them and others, the environment, or future generations (Shrivastava et al., 2019; L. J. Walker, 2020; Zsolnai, 2020).

From a behavioral and habits analysis point of view, such people's self-identify might be the fundamental problem (Clear, 2018; Shaughnessy & Coats, 2019). This is because there is a reasonable chance that such individuals have made unaccountable choices and decisions for a long time to the extent that they currently identify themselves as unaccountable individuals who always don't make considerate decisions, and they don't need to because they believe they are right in continuing to do what they do and how they do it (C. S. Evans, 2022; Maggetti & Papadopoulos, 2022). Research suggests some individual fail to positively change their behaviors and attitudes because they enhance their position, identity, or rank within the team (Kerns, 2021; Madden, Reed, & Reed., 2021; McAllister et al., 2023). Such individual become attached to their ranks, offices, or accustomed to behaving uncourteously to others that whenever they contemplate changing for the better, they think and feel others won't fear them or fail to respect their space and privacy. Clear (2018) asserts that people's beliefs— their world view, self-image, and judgments about themselves and others— predict and determine the extent to which they can and will change their behavior because they reflect what they believe to be true and who they wish to become.

Personal Behavior

People's behavior is fundamental to all human activities, including leadership, management, and accountability practices (B. R. Allen & Bosworth, 2022; Plenert, 2018), yet it remains an ambiguous and complex construct that is subject to multiple meanings and debates depending on the field of whoever is discussing it (Calhoun & Hady, 2021; Henriques &

Michalski, 2020; Madden et al., 2021). Moreover, behavior change takes time, requires prior rigorous preparation, peer and social support and its successful execution is limited if not backed by a growth mindset, persistence, and adaptation (Church & Dawson, 2018; Madden et al., 2021; Moran & Lennington, 2022). Moran and Lennington (2022) argue that the adoption of context-appropriate behavior is usually the major determinant of success than the circumstances that individuals face or the resources that they have or can access. This is because two individuals can face the same opportunities or circumstances, yet one will fail and the other will thrive based on how he or she behaves. This implies that the nature, direction, and timing of one's behavior matters a lot when it comes to creating enduring change, pursuing greatness, and enacting performance practices. In relation to accountability, moral behaviors are important because they reflect wise, thoughtful, and ethical decisions and actions.

When discussing leaders' individual approaches to managing and achieving the desired sustainable results, it is important to distinguish behavior from performance (Kerns, 2019a). This is because behavior is any observable activity that may or may not produce the desired results, but performance is a series of actions targeted at producing specific results. This implies that results-driven behaviors are not any action but a series of specific and intentional tasks, activities, and processes that have a reasonable chance of achieving specific results (Barth & de Beer, 2018). Some commentators claim that one of the indicators of such behaviors is the organization culture, that is, the way people down and up the hierarchy think, make decisions and choices, act and interact daily each other and others in the external environment (Devane, 2018; Molinaro, 2020; Sackmann, 2021). Organizational culture represents and reflects the internal environment of the organization which determines how key stakeholders' results will be achieved and sustained over time. Culture not only manifests in the organization's values, beliefs, norms, and artefacts (Barth & de Beer, 2018; Mbau & Gilson, 2018), but also in the growth mindset and the responsible decisions, choices, attitude, and actions exhibited by employees down and up the hierarchy which are in the best interest of the organization and seek to achieve organizational objectives (Dweck, 2019; Dweck & Yeager, 2019; Merchant & Van der Stede, 2017) and create lasting value to ecosystems, people, communities, non-human creatures, and future generations (Zsolnai, 2020).

The effective task-related behaviors include individual and team planning to not only set performance targets but also identify the resources needed, potential barriers, evaluate options, and likely sources of support (Curry, 2022; Hawkes & Spedding, 2022; Nethravathi, Maiya, & Aithal, 2022) and consistent execution and timely work performance coupled with regular and transparent communication and weekly , monthly or quarterly progress and performance review meetings (McCarthy, 2019; Merchant & Van der Stede, 2017). The effective relations-behaviors include accepting and taking ownership and responsibility for tasks, decisions, and their outcomes, which makes someone amenable and dependable (McCarthy, 2019; Molinaro, 2020); collaborating, coordinating, and cooperation with others to achieve shared goals and committing to keeping promises (Ahmad & Loch, 2020) and creating a sense of camaraderie among staff up and down the organization hierarchy so that they feel a sense of belonging, connectedness support, and intrinsic motivation, making the organizational environment conducive for work socialization, and forming dependable relationships (Gartenberg & Serafeim, 2020; Hunsaker & Knowles, 2022; Petriglieri, Ashford, & Wrzesniewski, 2018; Sherief, 2019). Molinaro (2020) asserts that truly accountable leaders display five behaviors: "holding others accountable for high standards, tackle tough issues and make difficult decisions, communicate the strategy across the organization, express optimism about the company and the future, and display clarity about external trends in the business environment" (p.61). Similarly, Tate, Pantalon, and David (2022) observe that accountability behavior manifests in not only creating clarity about the tasks that needs to be completed and by whom, why the task needs to be done, and ensuring that the right people with the commitment and competencies have been selected to undertake and support the tasks but also embracing vulnerability and taking ownership for the outcomes. These perspectives suggest that through their behaviors, leaders and managers at all levels can set high performance and accountability standards that others want to emulate to not only achieve high performance but also solely responsible for the outcomes. The behaviors of leaders, directly harness people's talent, energy, and motivation and cause them to be accountable and utilize their potential to produce the desired stakeholder outcomes. A leader's behaviors also indirectly inspires and influence people to not only commit their energy and other resources but also align their interests to the achievement of shared goals provided leaders across the organizational hierarchy role model integrity, ethics, transparency, selflessness, honesty (Kottler, 2018; Project Management Institute, 2021; S. G. Schwartz, 2018) and promote innovation and adaptability (Kane et al., 2021).

Organizational Factors

Research shows that the ability to develop, implement, monitor, evaluate and adapt effective management and leadership practices, drive performance and support accountability for results is based on several internal organizational factors: Purpose, capabilities, resources, culture, and systems (B. R. Allen & Bosworth, 2022; Gartenberg & Serafeim, 2020; Gast et al., 2020; G. George, Haas, McGahan, Schillebeeckx, & Tracey, 2021; R. D. Miller, 2018; Molinaro, 2022; Zu, 2019). Whilst management and leadership practices can influence the creation, maintenance, and transformation of these factors, if they are absent or they exist but they are not of the right quality and not applied in the right quantities, at the right time to create the right tipping point, it is challenging to identify, develop and execute impactful practices (Crossan et al., 2022; Curry, 2022; Plecas et al., 2018). By their nature, practices reflect a combination of a series of interrelated and mutually influencing elements that include values, beliefs, behaviors, norms, activities, actions, and processes that people, organizations, and societies develop, copy, modify, and utilize to guide how, when, and why they pursue and achieve desired objectives (Gherardi, 2019; R. D. Miller, 2018; Seidl & Whittington, 2021). These elements are important to the performance and growth individuals and organizations alike. However, for these elements to develop, grow, thrive, and mature to a level at which they can effectively serve their purpose, they need the right conditions and environment that supports their identification, emergence, expression, modification and adaptation at the right time and in the right proportions to match any changes in the organization or external context (B. R. Allen & Bosworth, 2022; Gherardi, 2019). Similar to the human body cells and muscles, without the right conditions, routine utilization and development, practices become stunted, atrophy, and people eventually cease to use them. The sections below discuss these conditions, which interact with the personal and structural factors to create the environment necessary for the relevant management and leadership practices to emerge, grow, thrive and drive performance and for the culture of accountability for results to take root and enable the organization to meet the needs and concerns of key stakeholders.

Organizational Purpose

Research shows that achieving organizational results starts with articulating its purpose , mission, values, vision and objectives that inspire and build commitment among stakeholders (Dhingra, Emmett, Samo, & Schaninger, 2020; Gartenberg & Serafeim, 2020; Hanberg, 2021). The purpose provides the basis creating, maintaining, and transforming projects, systems, practices, and culture to drive and sustain the achievement of stakeholders' results (Beenen, Pichler, Livingston, & Riggio, 2021; Brathwaite, 2018; Molinaro, 2020). Purpose articulates the reasons for doing something which inspires and motivates people to commit their energy and emotions to pursuing and achieving it (Gast et al., 2020; Hurth et al., 2018).

Effective leaders define and concretize the organization's purpose through the strategic planning process involving multiple stakeholders and continue to communicate it to stakeholders to create clarity (B. R. Allen & Bosworth, 2022; Baaij & Reinmoeller, 2018; Curry, 2022; Kenny, 2018b, 2018a). Nonetheless, some writers confuse an organization's purpose with its mission, values, vision and objectives, yet they are distinct and serve different roles (Kenny, 2022). An organization's mission is what it wants to be and do whilst its values reflect what is important and the objectives are the statements of specific outcomes that the organization intends to achieve (Kenny, 2018a, 2018b, 2022). In contrast, the purpose is about the difference (s) an organization would like to make in the lives of its target clients or stakeholders, its deep-seated why (B. R. Allen & Bosworth, 2022; Gast et al., 2020). When an organization's purpose is clear and supported by people, it can galvanize them to do the right things to actualize it provided there are appropriate systems to drive the relevant behaviors and norms that make it possible for people to do the right things and do them well (B. R. Allen & Bosworth, 2022). The purpose along with well-aligned mission, vision, values, and objectives, unite people and provide the foundation for developing, implementing, monitoring, evaluating, changing or adapting the other factors necessary for pursuing and achieving stakeholders' results (B. R. Allen & Bosworth, 2022; Edgeman, 2019; Gast et al., 2020; Kenny, 2018b; Molinaro, 2020, 2022; Nethravathi et al., 2022; Rangan, 2019). Hence, aside signaling to individuals and teams how what they do matters, purpose provides direction to internal and external stakeholders because it clarifies the long-term impact that the organization desires to make on its target clients and community as whole(Shore, 2020; Wattis et al., 2019).

Resources

Resources such as qualified, motivated, engaged, and committed personnel; timely and accurate information; infrastructure and equipment; and money may seem obvious but without them, it is difficult for any organization to achieve results and much less implement the relevant practices or develop the culture to sustain them in the right quantity, quality and right time (Edwards, 2018; Molinaro, 2020; Phiri, Ng'andwe, Mwenda, Zulu, & Sibalwa, 2019).Though under-resourced organizations struggle with lack talented leaders to sit on their decision-making table to make innovative and creative decisions, rich and strategic ones with money and other resources attract and hire all the top brains and put them to their service (Curry, 2022; Gallardo-Gallardo, Thunnissen, & Scullion, 2020; Layne, 2022). Prior to hiring and deploying staff, such organization project their manpower needs and the workload of each employee (Islek & Beylik, 2022). For such organizations, initiating and implementing the essential management and leadership practices is relatively easy because they have the workforce with the requisite skillsets, behaviors, and mindsets. Though such organizations also fail, particularly if they pursue objectives that are not aligned with what their stakeholders need (Piney, 2018; Project Management Institute, 2021), but their leadership bench is easy to replenish because they have enough resources and utilize them to develop systems, structures, and processes to ensure that the right leaders and staff join and stay on their teams to foster and execute cutting-edge projects and programs that deliver the targeted results (Akduman, 2022; Edgeman, 2019; Hatipoğlu, 2022; Plenert, 2018; Suklum & Ozturk, 2022; Ulrich, 2019). Studies on Uganda's public health services show that they are understaffed (Asiimwe, 2018; Ssali, 2018). For example, the ratio of doctors to patients in Uganda is 1:24,725 compared to 1:7,100 in Kenya (Ssali, 2018), meaning that Uganda's health sector lacks the capacity to effectively to provide the much needed services to the population, especially the poor. Additionally, the decentralized district local government health system lacks the financial and material resources to provide the requisite services, which limits their ability to achieve stakeholder results (A. Bailey & Mujune, 2021; D. Mwesigwa & Oladapo, 2021).

In relation to information, research shows that when individuals and teams have clear, right ,and timely information on roles and expectations, performance expectations and results, appropriate behaviors, core values, accountability systems, competitors, risks and treats, and organization objectives, they make appropriate choices, decisions, and implement evidence-based actions, which in turn contribute to the achievement of desired results (De Smet, Dowling, Mugayar-Baldocchi, & Schaninger, 2021; De Smet & Schaninger, 2021; Wardwell, Fleming, Hamilton, & Wardwell, 2021). Clear, timely and accurate information about opportunities and threats (e.g., privatization, deregulation, globalization, and internet commerce) in the external environment can make the difference between organization success, failure, and closure (

Wardwell et al., 2021; Weber, Krehl, & Büttgen, 2022). Such information can be obtained from continually exploring the context to identify the right problem to address (Spradlin, 2019; Zsolnai, 2020) and the right customer needs (Molinaro, 2020), processes that require money and qualified personnel to effectively complete them. In the context of accountability, clear, timely and accurate information is important due to the following reasons advanced by Halligan (2021):

- *Facilitates public accountability*: information is used for reporting and putting on record what was done, accounting against expectations and interventions and demonstrating whether progress is being attained on the activity. The progress is documented through measurable results [i.e., outputs and outcomes]
- *Enables central control*. Relevant information enables central control because it clarifies relationships between teams, potential and highlights actual risks, all of which trigger developing appropriate central control systems to address and mitigate such risks.
- *Enables management learning and improvement*. The right and timely information makes it easy for managers across all organizational levels to learn and make relevant improvements, including adapting their practices to align them with the prevailing context
- *Facilitates planning, strategy development and adjustment:* With accurate and timely information, it is possible to successfully plan better and adjust strategies to effectively and efficiently contribute to the delivery of stakeholder results. Planning not only increases chances of success but also provides a blueprint for diagnosing sources of problems when things are not going as planned.

- *Results or priorities:* Timely, accurate, and relevant information is the lifeblood of any successful organization because it can be used to set priorities and deliver responsive results. When setting priorities individuals and teams know the expected results, which enables them to channel their energy and effort to the right tasks and activities with reasoned chance of producing them. In essence, information not only clarifies priorities, and mandates but also makes it possible for organizational workers and managers to apply their competence appropriately.

Commentators on Uganda's neoliberal experiences suggest that information is so important because whoever controls it governs the socio-economic development narrative and influences the decisions and actions of people and organizations in that setting (Wiegratz et al., 2018). For example, though World Bank and International Monetary Fund studies and speeches depict Uganda as a successful economic story, the reality on the ground indicates that many Ugandans are still poverty-stricken and the economy is declining instead of rising (Asiimwe, 2018; Nystrand & Tamm, 2018; Wiegratz et al., 2018). Consequently, investors who make decisions based on such analyses risk being disappointed when they discover that the economic outlook is not as projected. Though leaders and managers can initiate practices for obtaining and utilizing appropriate information, they need accurate baseline information on which to build and make relevant decisions. Hence, organizations need to devote significant resources to generating, analyzing and sharing the right timely information to enable appropriate decision-making and action. The importance of information as a vital resource in organizations has led to investments in knowledge generation and management, leading to improvement in problem identification, priority setting, strategy development, service delivery, and achievement of results (Kaiser, Baumgartner, Grill, & Neumaier, 2022; Mwai et al., 2018). Even so, such investments are possible with money to pay for them or donors who fund them as part of their technical support (Desta, Abitew, Beshir, Argaw, & Abdlkader, 2020) or as a strategy for verifying whether the agreed results have been achieved (Hatipoğlu, 2022; Husain & Ermine, 2021). Even so, the risk of getting doctored data and/or portraying the biased information is ever present (Tenbensel et al., 2021; Wiegratz et al., 2018).

Organizational Capabilities

Capabilities are characterized as the core organizational differentiators, that is, the things that set an organization apart from others. They include the collective skills, abilities, and expertise that are stable over time and not easy to imitate that transform the technical know-how into desired results (Smallwood & Ulrich, 2019; Ulrich, Smallwoood, & Todd, 2020; Ulrich et al., 1999). The capabilities reflect the ability to effectively identify what stakeholders expect from the organization and respond to it accordingly (Smallwood & Ulrich, 2019). For example, customers may expect excellent customer services, innovation, low prices and efficiency. The extent to which the actions of staff and leaders of an organization demonstrate and fulfil these needs in an efficient and effective manner reflects its capabilities (Smallwood & Ulrich, 2019; Ulrich et al., 2020). In this regard, they constitute the organization's identity because they reveal what it does well and is known for by its key stakeholders and the general public.

Ulrich et al. (2020, p.2) noted that there is no universal list of capabilities for all organizations, but there are examples that well-run organizations exhibit, which include the following:

- *Strategic clarity*: clarifying direction by defining a clear purpose, mission, vision, values, and overarching strategy to actualize the purpose. Baaij and Reinmoeller (2018) argue that creating a clear, evidence and stakeholder-informed overarching strategy is the most defining task of any effective leader. This is because it serves as a mechanism used to not only mobilize resources and motivate stakeholders but also guide the making of operational choices on core tasks and activities, allocation of resources, and the development of action plans;
- *Talent*: attracting, developing, and retaining engaged, committed, and motivated employees who can drive the innovation, creativity, and transformation of the organization;
- *Agility*: implementing changes quite fast;
- *Customer focus*: winning the trust and loyalty of customers;
- *Right culture*: developing an appropriate culture that reflects the ideal behaviors and values that produce the desired results. Other studies also emphasize that an organization's culture is a major determinant of whether staff and leaders will develop and exhibit positive behaviors, mindsets, and processes that drive and sustain the achievement of stakeholders' results (Barth & de Beer, 2018; Project Management Institute, 2021);
- *Collaboration*: fostering collaboration that leverage resources and increase ability to tackle shared challenges;

- *Social Responsibility:* balancing the need for organization growth with the survival of future generations by being socially responsible (see also Ogunyemi, 2022 and Zsolnai and Flanagan, 2019);
- *Innovation:* creating new products and services that solve pressing customer and societal problems and reduce costs;
- *Efficiency*: delivering products and services at the lowest possible cost without compromising quality;
- *Accountability:* reliably deliver on commitments and take responsibility for the outcomes of the decisions and actions by creating the right processes, tools, and mindsets that influence individuals and teams to ensure that their decisions and actions are timely, cost-efficient, and ethical;
- *Information:* acquire and share timely, relevant, and accurate information to enable decision-making; and
- *Leverage technology*: understanding the technological trends, investing in and taking advantage of current technologies to increase organizational effectiveness.

Viewed through the practices lens (Buch & Schatzki, 2018), these capabilities point to the ideal leadership practices that should abound in an organization if it wishes to be competitive and sustainable. Hence, managers who wish to increase the productivity, performance, and effectiveness of the organization ought to embrace and promote them in their teams and units. This is because many writers present them as the effective leadership practices that enable leaders to build excellent, ethical and enduring organizations (Barth & de Beer, 2018; Curry, 2022; Molinaro, 2020; Plecas et al., 2018; Project Management Institute, 2021). For example, clarifying direction impacts the achievement of all stakeholders' results whilst creating an appropriate culture, ensuring accountability, and ability to quickly implement change to increase employee impact, all of which represent practices: what managers do or should do to increase their effectiveness (Barth & de Beer, 2018; Curry, 2022; Project Management Institute, 2021).

Leadership Bench

Although the capability of attracting, developing and retain committed, engaged, motivated, and high-performing employees includes leaders, the importance of having a strong leadership bench bears special attention because it is central for accountability and the performance of the entire organization. The notion of having a strong leadership bench refers to having leaders and managers at all levels of the organization who possess the soft and hard skills, behaviors, mindset, values and character that support doing the right things in the right quantity and quality at the right time to enhance organizational health, growth, thriving and sustainability. This kind of leadership is important because the caliber of leaders who make, implement , and monitor organizational decisions and actions matter for achieving and ensuring accountability for results (Curry, 2022; Molinaro, 2020, 2022). Hence, if an organization has unskilled, poorly performing, weak, or unethical leaders sitting on the decision-making table, it is highly unlikely that they can or will develop the appropriate leadership practices that create, maintain, and transform appropriate organizational systems and much less nurture and sustain a culture of accountability (Curry, 2022; Molinaro, 2020, 2022; Shore, 2020). Virtue scholars suggest that it is difficult for organizations to develop, grow , and thrive beyond the competencies and moral standing of their leaders and the political , economic, technological, and social environment in which they operate, further amplifying the importance of leadership and context as key determinants positive social change (Curry, 2022; C. S. Evans, 2022; Hallinger, 2018; C. B. Miller, 2021, 2022; Plecas et al., 2018; Wiegratz et al., 2018). To develop and place the right competent and accountable managers on the decision table, Molinaro (2020) recommends analyzing the existing leadership accountability gap and there after identify, promote and develop managers who challenge the drive and performance of other employees and measure results at the team and organizational levels. Curry (2022) recommends screening and identifying accountable leaders before recruiting them, and to critically observe those already admitted for signs of lack of accountability so that they are dismissed before it is too late. Other commentators recommend routine performance measurement to identity non-performers, coaching and mentoring managers to adopt the behaviors, attitudes, and mindsets needed to create tools and processes that support accountability for results (B. R. Allen & Bosworth, 2022; Plecas et al., 2018; Shore, 2020). These actions are important because without individuals with appropriate ethics and morals, soft and hard skills, it is unrealistic to expect them to enact accountability enhancing management and leadership practices (C. S. Evans, 2022; Goleman et al., 2017; Plecas et al., 2018; Shore, 2020). Molinaro (2020) and Curry (2022) note that mediocre leaders are commonplace and represent a cost to organizations because they negatively impact employee engagement, motivation, commitment, and trust. Critical economic, political, social, and leadership scholars and commentators suggest that public services in low-income countries are poor because of clientelism and tribal politics which enable incompetent and unethical individuals to preside over and control vital institutions where they majorly capture rents but add limited value that cannot create the much-need widespread positive social change (Kuffour, 2021; Wiegratz et al., 2018).

Organizational Systems

Organizational systems encompass the tools, processes, values, and structures used to guide behaviors, support the implementation of the strategy, enhance organizational capabilities, and deliver the desired stakeholder results (Piney, 2018; Project Management Institute, 2021). Efficient and effective organizational systems enable the emergence, implementation, and adaptation of appropriate management and leadership practices and vice versa (B. R. Allen & Bosworth, 2022; Edgeman, 2019; Piney, 2018). Organizational systems include: work processes; the structure [how work is divided up and connected]; rewards (incentives and consequences of delivering or not delivering what the strategy and capabilities require); people [talent management system and leadership competencies]; culture [shared values, beliefs, assumptions and norms that influence what leaders reward, pay more attention to, and value]; program management, control, and reporting; (B. R. Allen & Bosworth, 2022; Barth & de Beer, 2018; Edgeman, 2019). Edgeman (2019) defined a system as the path taken by an enterprise which is comprised of a set of principles and procedures that guide its actions as it seeks to fulfill its objectives. Organizational systems are developed, maintained and transformed to empower individuals and teams to make appropriate decisions and respond correctly to problems as they arise. Appropriate and functional organization systems not only enable organizations to solve problems and deliver against performance targets but also ensure their survival, credibility, competitiveness and ability to sustain the developed solutions (B. R. Allen & Bosworth, 2022; Edgeman, 2019). This is because when systems combine with purpose, they drive the ideal behavior needed for the production of sustainable results (B. R. Allen & Bosworth, 2022). Research shows that poor systems cause good people to produce poor results because they make it difficult for them to see, to know, to understand, and to do the right things at the right time for the right purpose even if they devote their best and adequate effort and energy to them (Barth & de Beer, 2018; Husain & Ermine, 2021; Piney, 2018; Project Management Institute, 2021). Multiple commentators indicate that embracing a systems view and developing formal systems to guide the organization prevents painting a flowery picture of the future without due attention to the forces at play and a reasonable path to take to reach it and solve the deep underlying problems (B. R. Allen & Bosworth, 2022; Project Management Institute, 2021; S. G. Schwartz, 2018; Sturmberg, 2018).

Formal and effective systems make it possible to complete tasks and activities with less conflict, waste, and high quality (B. R. Allen & Bosworth, 2022). Organizations can have myriad systems depending on the specific end goal they wish to accomplish, but B. R. Allen and Bosworth (2022) recommended focusing on three interrelated essential systems, namely: work systems, management systems, and improvement systems, and to devote adequate time, effort and resources to designing them well so that they work together without variations that can cause bad behavior. One way to avoid variations in behavior is to move away from general to specific and do away with informal, undocumented and uncommunicated systems that lack transparency and leave many people unsure of what to do (B. R. Allen & Bosworth, 2022). For example, instead of people making up what to do as they go, there should a formal system for strategic planning that decides what to do, why, when, by whom, for whom, and the resources required. The work systems seek to improve the workflow to provide services or products that meet customers' needs and accomplish the organization's purpose with the support of improvement systems and management systems(B. R. Allen & Bosworth, 2022).

Work systems are the functional units (e.g., production, programs, maintenance, logistics, finance, research and development) found in the organization chart that are led by supervisors or managers (B. R. Allen & Bosworth, 2022). Improvement systems deal with the cross-cutting work and issues in the departments and entire organization and seek to build a culture of improvement to make the organization better. Depending on the organization, improvement system may include problem-solving, idea generation and tracking, coaching and training, or knowledge management. Management systems focus on leading the organization by selecting, recruiting, developing, and retaining leaders who ensure that work is being done, risks are identified and improvements are routinely made. They seek to build alignment around a common purpose, creating lasting value for the customer, preventing and addressing risks. Management systems may be comprised of strategic planning; human resources; compliance and risk control, including internal and external audit; information technology; monitoring, learning, and accountability; organizational development; and decision-making protocols.

Organization structure

The organization structure not only determines the internal organization, coordination, and communication, but it also represents the relational nature of people who work and regularly interact with each other as emphasized by the relation agency theory (Burkitt, 2018; Guy, 2019). Guy (2019) noted that when people regularly live, work, and interact with each for some time, they start to think, feel, and act the same way, which makes them share the same styles, beliefs, tastes, or practices that signify groupness or social cohesion. As people interact with each other they develop meaningful bonds, however, this also call for division of labour to ensure that different individuals have specific roles with distinct decisions rights and obligations (Guy, 2019). Guy (2019) surmised that the difference between people's roles divides and unites them at the same time, implying that it matters how roles are defined, organized, and coordinated because they not only enable people to effectively work together but also how teams and organizations ultimately run and function.

Molinaro (2020) noted that more than 84% of the work in today's organizations is accomplished through a matrix structure where managers and employees answer to two supervisors. Though a matrix structure is meant to create value for the organization, it instead creates ambiguity and lack of role clarity, making it difficult to decide who own the outcomes of the decisions and actions reached through such a structure (Molinaro, 2020). The matrix structure means that managers and staff spend a lot time in meetings trying to negotiate and align their work processes and tasks with others, which overwhelms them because on top of their work, they have to considers others and figure out how to work well together. In the absence of a strong leadership bench with leaders that can create processes and systems that clarify who owns the outcomes under a matrix structure, ambiguity reigns causing individual to retreat in their silos which in the long run defeats the purpose of such a structure in the first place (Molinaro, 2020). Barth and de Beer (2018) advised that the structure should be aligned to the purpose, mission, values, processes, culture, and strategy of the organization to foster and re-enforce collective beliefs that lead to value orientation. A value-orientation motivates and incentivizes people to pay more attention to safety, customer satisfaction, taking consistent action to achieve stakeholder results, and to embodying honesty and integrity (Barth & de Beer (2018); transformation, innovation and adaptability(Kane et al., 2021; Vullings & Christie, 2021).

Organizational Processes

Organizational processes are a series of tasks and activities that enable individuals, teams, and entire organization to efficiently and effectively achieve goals. Hanberg (2021) asserted that processes are better than intentions because they cause people to develop behaviors and habits that enable to systematically set and achieve goals. Clear and effective processes enable organizational components to work together without any conflict (Hanberg, 2021; Merchant & Van der Stede, 2017). The common organization processes include production or programming (in non-profit organizations); human resources; marketing and communication; finance; information, communication, and technology. Extant literature categorizes production or programming as core or main organization processes and the other as support or assistant processes (Merchant & Otley, 2020; Merchant & Van der Stede, 2017). In some business organizations, marketing identifies target customers, defines their desires and needs as production produces good and services for target customers. In such a setting production and marketing are regarded as the main functions whilst finance (which generates and manages the budget, monitors spending as needed and specified), human resources; information and communication technology; and operations management are considered as support functions (Merchant & Van der Stede, 2017).

Within the above organizational processes, the key tasks and activities include problem identification and analysis [the key is to identify the right problem or needs for the main customer] (Flynn & Shelton, 2022; Spradlin, 2019; Zsolnai, 2020); objective setting [i.e., what the organization intends to achieve in the short-term and long-term]; strategy formulation[i.e., how to use the resources to achieve the set objectives]; and management control[i.e., clarify expectations so that employees know how to behave, ensuring employees work hard to achieve objectives in line with the strategy, and ensuring employee have the capacity to do what is expected of them to achieve objectives because success in life is 25% strategy and 75% execution; making sure employees have performance-driven behaviors that do not work against or around organizational systems that are expected to deliver results] (Merchant & Van der Stede, 2017); monitoring, learning, and evaluation. According to (Merchant & Van der Stede, 2017) execution and strategy implementation are synonymous with management control. The extent to which these tasks and activities are affectively developed, implemented, monitored, evaluated and adapted to the context is predicated on how aligned the organization processes are and the quality of systems that coordinate, integrate and build a culture of accountability to sustain them (McCarthy, 2019; Merchant & Van der Stede, 2017; Molinaro, 2020). Effective and accountable leaders create systems aligned to these processes to guide behaviors that create a culture of performance and accountability (B. R. Allen & Bosworth, 2022; Molinaro, 2020).

Structural Factors

Political Will and Support

Research shows that organizations operate within a political context and under the policies and laws of the country of operation (Kasim, 2018; Pattiruhu, 2020; Rao, Kumar, & Shekhar, 2019; Riep, 2021). Political will and support facilitate the design and implementation appropriate policies and laws that ease the operation and performance of projects and organizations in that setting (Endler et al., 2021; Selle, Strømsnes, & Kuhnle, 2019). In highly controlled political and economic contexts, it is not uncommon for governments to support and maintain inefficient services, departments, and organizations (Fleury, de Mauro, Oliveira, Mauerberg Junior, & Fleury, 2018). It is also not uncommon for leaders and managers of organizations or broad systems to ignore or neglect cost-effective solutions to existing problems in favor of expedient or politically correct approaches (Bold et al., 2017; World Bank Group, 2017). Bold et al. (2017) and World Bank Group (2017) emphasized that political will and support is important in allocating resources that drive service delivery and its absence engenders practices (e.g., clientelism, corruption) that negatively impact the quality of service. Similar views are expressed in the work of Kasim (2018) on the malaria control program in Rwanda and Uganda.

Extant literature suggests that strong political will and support enables good governance which manifests in strong and well-aligned institutional structures, process, policies, and systems that ensure that appropriate management and leadership practices are developed and propagated in public, private and non-profit institutions, signifying a reciprocal relationship (Pastor, Nabeta, & Wanyama, 2022; Pečarič, 2020; Prange & Kattenbach, 2019). Institutional structures, processes, and systems not only distribute power and define roles and responsibilities but also intentionally or inadvertently influence formal and informal norms and values, attitudes and perceptions that may drive or constrain a performance and accountability culture in the organization (Barth & de Beer, 2018; Nzinga et al., 2019). Regrettably, in Uganda, the culture of bribery and corruption has permeated the health sector to the extent that recruitment of health workers is tainted with it, making it difficult to recruit adequate and qualified worker to provide quality services to the population (Zakumumpa, Maniple, & Kirya, 2022). Lack of political will and support is blamed for the ever growing levels of corruption in Uganda's health sector because politicians seem to rely on it to promote nepotism and clientelisms (Kakumba, 2021; Zakumumpa et al., 2022). Kottler (2018) cautioned against making generic statements about lack of political will and support and advised to always specify the issues or problem to pave way for finding practical and realistic solutions.

Social Cultural Values and Norms

Practices are driven by shared perceptions, formal and informal norms and values, which is why what leaders focus on most is what subordinates perceive as important (Anders et al., 2018; Barth & de Beer, 2018; Buch & Schatzki, 2018). This implies that changing practices requires changing their purpose [motivation for the behavior, activity], shared perceptions, and the formal and informal rules and standards that govern and propagate them. This is because practices reflect human complexity, particularly how individuals, organizations, and communities think and react to their context in multiple and complex ways. When the motivation, rules and standards are changed, the constellation of practices enacted and reproduced constitutes the culture of a group or institution at that point in time (Nicolini, 2017; Nicolini & Monteiro, 2017). Research in Africa shows that there are practical norms that antagonize or complement the professional and bureaucratic norms in health and education organizations in Africa and impact service delivery(Anders & Makene, 2018; Nzinga et al., 2019).

Nicolini (2017) noted that practices are perpetuated for as long as certain people or groups still value their ends (purpose) and still have the motivation (drive) for which they internalized and performed them, and the material arrangements to enforce or propagate them still exist. The notion of ends and motivations as key drivers of practices explains why individuals and groups continue to perform and propagate certain practices even when they are associated with negative outcomes for them or others. The case in point are the practical norms [e.g., civil servants and health providers who do not follow official regulations, for instance, breaking rules and using public resources for personal gain(Hutchinson et al., 2019). Though effective management and leadership practices can address these issues, in the absence of appropriate social norms, values, strong political and support, it can be challenging to ensure accountability for results in such a setting. For instance, studies on corruption in Uganda indicate that the current social norms and values propagate and sustain it because if an individual steals money or abuses other public resources but shares with or is perceived benefit one's tribesmen, alumni, and friends , then that is not bad progressive corruption(Baez-Camargo et al., 2020; Komakech, 2019).

Global Policies and Funding Mechanisms

Developing and implementing health projects and programs or effectively running a health organization calls for alignment with the relevant global policies such as the Sustainable Development Goals (SDG) and funding mechanism such as the Global Fund and he US President's Emergency Plan for AIDS Relief [PEPFAR] (Birungi & Colbourn, 2019; Pless, Sengupta, Wheeler, & Maak, 2021; Scobie, 2022; Vähämäki & Verger, 2019). The ability of the organizations to access and effectively utilize funding from such global funding mechanism to run projects and services determines whether they will be accountable for stakeholders' results. Aligning their projects and activities to the SDG goals increases chances and opportunities for funding from the global funding mechanisms. Furthermore, for governments to access funding from external donors for services, they must adhere to neoliberal policies , procedures and requirements such as deregulation, decentralization, and public-private partnerships(Asiimwe, 2018; Ssali, 2018).

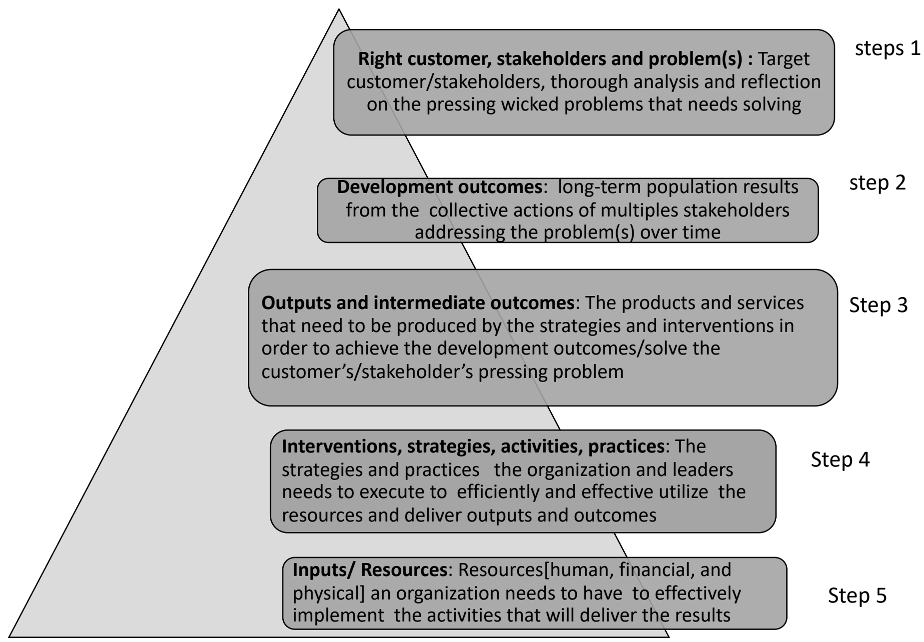
Accountability for Achieving Key Stakeholders' Results

To promote and support accountability for achieving key stakeholders results, studies suggested that effective leaders, managers, and organizations embrace a systems outlook and take time to define their target stakeholders, identify the right problem they would like to solve, and the results that matter most to them(Friedman, 2015; Luecking & Weaver, 2022; Sturmberg, 2018; Zsolnai, 2020). The steps they use are illustrated in Figure 3. The process starts with identifying the target customer(s) or clients for the team or organization and their most important needs or pressing problem they want to be solved (Luecking & Weaver, 2022; Spradlin, 2019).

This implies that success in promoting accountability for results and delivering the right stakeholders' results starts with identifying the main stakeholder that the project or organization would like to serve and the right wicked problem(s) that the stakeholders or clients are trying to solve or would like to see solved to make their life, organization, or work better (Luecking & Weaver, 2022; Spradlin, 2019; Zsolnai, 2020). After that, they identify the development outcomes, that is, the enduring difference they would like to see among the beneficiaries, community, or clients that their interventions or policies will contribute to realizing (Friedman, 2015; Luecking & Weaver, 2022). Friedman (2015) characterized such results as population results to which multiple stakeholders contribute and no single organization can claim them or be held accountable for their achievement. After that they clarify the outputs and outcomes that their interventions need to produce in order to contribute to the achievement of the target population outcome.

Figure 3

Steps Taken to Define and Achieve Stakeholders' Results



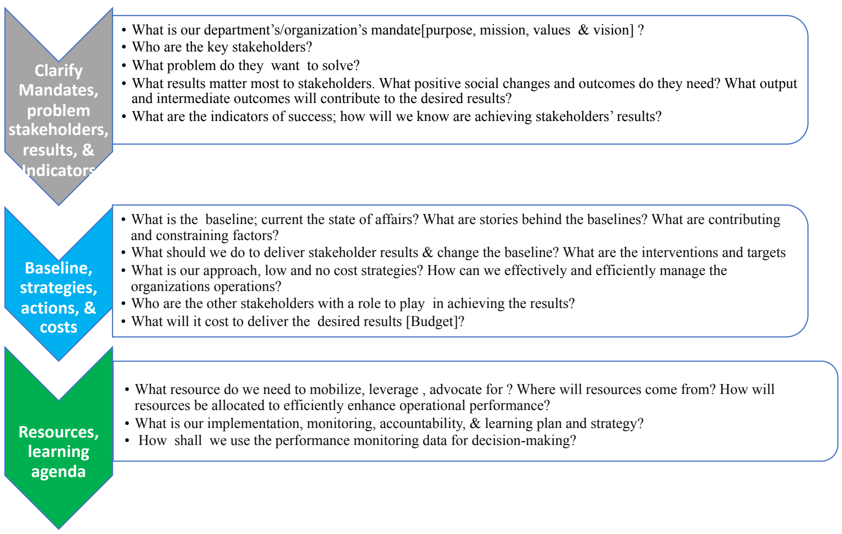
Source: (My analysis of ideas from Barth & de Beer, 2018; Flynn & Shelton, 2022; Luecking & Weaver, 2022; Project Management Institute, 2021; Spradlin, 2019; Zsolnai, 2020)

The outputs and outcomes represents the performance results for which the agency, project, and its workforces should and will be held accountable for (Luecking & Weaver, 2022). This process continues until all the five steps in Figure 3 are completed and the resources needed to plan, execute, monitor, and evaluate interventions that will deliver the outputs and outcomes that contribute to the population results are determined.

To effectively complete the steps in Figure 3, studies intimated that effective organizational leaders and managers work with and through their team members and other stakeholders to address the questions indicated in Figure 4 (Beschel, Cameron, Kunicova, & Myers, 2018; Friedman, 2015; Luecking & Weaver, 2022).

Figure 4

Important Questions When Defining Stakeholders' Results.



Source: (My analysis and synthesis of ideas from Friedman, 2015; Hanberg, 2021; Kenny, 2018a, 2018b; Luecking & Weaver, 2022; Nethravathi et al., 2022).

Studies further recommended addressing these questions prior to or during the strategic planning sessions, individual and departmental operational planning, and continually revisiting them during routine weekly, monthly, and quarterly performance review meetings, ensures continuous learning and adaptation to the changing context (Jakobsen, Baekgaard, Moynihan, & Van Loon, 2018; Luecking & Weaver, 2022). In this study, the steps indicated in Figure 3 were valuable in exploring and understanding the approaches that study participants use, how they applied them, and which ones they found effective in supporting accountability for and the achievement of key stakeholders' results.

Literature Review Related to Key Variables and/or Concepts

The literature reviewed and used to discuss the theoretical foundation and develop the conceptual framework covers the key variables and concepts. The sections below briefly tackle the pending concepts to ensure clarity.

What are Practices?

Although commonalities exist, the meanings attributed to practices vary by context, sector, organization and authors. Even so, practices are generally defined a sequence of purpose-oriented activities that are usually routinized , influenced by shared perceptions, and organized by rules (Buch & Schatzki, 2018; Schatzki, 2017). Reflecting on and analyzing the extant literature reveals several pertinent issues related to practices. First, practices can be anything ranging from strategies, behaviors, techniques, tactics, processes, a series of interconnected activities, or systems that are routinely used individually or cooperatively on things that people care about, interest them, or interfere with their desired way of life (Buch & Schatzki, 2018; Schatzki, 2017). Second, practices are purpose-oriented, meaning they are initiated, propagated, and maintained to achieve specific ends or outcomes. Examples of the purposes for which practices are created and propagated include providing rules, standards, procedures and guidelines for human thoughts, behavior, and actions, which makes it possible to have a shared way of thinking, handling, and doing things or a shared way of solving common problems or mitigating their effects (Buch & Schatzki, 2018; Schatzki, 2017).

Nicolini and Monteiro (2017) noted that the purpose for which practices are created and propagated is “partly given, partly emergent, partly negotiated, and partly out of people’s control” (p.3). This suggests that before practices are accepted, they are contested, vetted, and experimented with to assess their utility and efficacy in meeting the intended ends. The practices that prove efficacious over objective space and time are adopted, modified, and propagated. The idea that intended outcomes can get out of control implies that what is done, thought about, or described can have intended or unintended outcomes. Indeed, the extant literature shows that some of the outcomes of the activities undertaken in organizations can be intended or unintended, positive or negative (Barth & de Beer, 2018; Project Management Institute, 2021).

Third, they are governed by shared perceptions, formal and informal rules about what is right, appropriate or normal in a given setting or group. The notion that practices are driven by shared perceptions, formal and informal norms and values also explains why what leaders focus on most is what subordinates perceive as important (Plachy, 2018b, 2018a, 2019;). It further implies that changing practices requires changing their purpose [motivation for the behavior, activity], shared perceptions, and the formal and informal rules and standards that govern and propagate them. This is because practices reflect human complexity, particularly how individuals, organizations, and communities think and react to their context in multiple and complex ways. When the motivation, rules and standards are changed, the constellation of practices enacted and reproduced constitutes the culture of a group or institution at that point in time (Nicolini, 2017; Nicolini & Monteiro, 2017).

Fourth, practices are propagated through material arrangements that they create or contribute to creating or simply tag on (Nicolini, 2017). Material arrangements include people (through their hands, eyes, mouth, mind), artefacts and other entities (e.g., houses, organizations, families, teams) which act as a medium for producing, debating, enacting, and reproducing practices (Nicolini, 2017). The material arrangements facilitate, prefigure, and channel the development, enactment, and reproduction of practices (Buch & Schatzki, 2018). Consequently, practices are intimately linked to the material arrangements which they contribute to creating and in which they are enacted and reproduced. This implies that material arrangements are critical in channeling the practices because they ensure their existence and propagation. It follows then that one of the objectives of practices is to contribute to creating or sustaining the material arrangements that can support their perpetuation or else they risk oblivion or disappearance (Nicolini, 2017). In organizations, the creation of formal and informal management, leadership, and governance processes, structures, and systems facilitates the formation propagation, and maintenance of practices.

Fifth, practices are interdependent because one practice can rely on another's outcome as a resource for its propagation (Nicolini, 2017), for example, at a health facility or service organization, the practice of customer care has an interdependent relationship with the practice of keeping time. The practice of keeping time not only influences customer care at a health facility but also increase health worker-patient interaction and provider effort which is reported to be minimal in low-and middle-income countries. This is because when health workers keep time, they may start serving patients in time, which reduces waiting time and possibly increase provider effort and patient-health worker interaction time. Conversely, the practice of customer care compels individuals to learn other practices that can enhance or maintain it, time keeping included.

Sixth, practices are intimately connected to the context in which they are produced and propagated. Practices and the context in which they are enacted and reproduced have a reciprocal relationship; whilst context influences practices, they too influence it, leading to an ongoing cycle of influence and change (Schatzki, 2017). The implication of this that different context engenders different practices and vice versa.

What is Leadership?

Leadership is one of the most researched and written about constructs, yet hitherto, it has no shared definition. It is assigned as many meanings as the studies that seek to understand it (Antonakis & Day, 2018; Plecas et al., 2018). Consequently, leadership means different things to different people in different contexts. Recent studies suggest that leadership is a process of engaging, motivating, influencing, and teaching people to inspire them to honestly contribute their ideas, commit their efforts, energy, time, skills and resources to cooperatively working with others to achieve collective objectives (Detert et al., 2022; Kniffin et al., 2020; Petriglieri, 2020; Walsh, 2020). Studies further associate leadership with defining the purpose or direction of a team and entire organization, defining and promoting values such as commitment, integrity, honesty, dedication, transparency, respect, resolve, determination, trust and trustworthiness among staff to shape effective decision-making and actions for achieving collective results (Adler & Laasch, 2020; Walsh, 2020). Leadership is associated with groups and emphasized during periods of success (Detert et al., 2022; Walsh, 2020). The effectiveness of leadership in truly enabling individuals, teams, and organizations achieve results is majorly predicated on several factors, including:

- the qualities and characteristics (i.e., character, values, traits, capabilities, and competencies) of the leaders (Crossan et al., 2022; Plecas et al., 2018; Ulrich, 2019; Ulrich et al., 2017a, 2017b, 2020);
- leader's accountable behavior (Molinaro, 2020) and possession of strong soft skills that enhance relationships (Goleman et al., 2017), and
- availability of good followers who recognize the leader, provide valuable and honest ideas, and support his or her direction and guidance (Khan, Abdullah, Busari, Mubushar, & Khan, 2019).

The above perspective seem to refer to ideal leaders who earn the trust and goodwill of others not the bullies who deceive and hold others hostage due to the resources they control, the power and authority they exercise (Plecas et al., 2018).

What are Leadership Practices?

Leadership practices are conceived as the abilities, processes, tools and strategies used to appeal to people's emotions and sense of purpose (Gast et al., 2020; G. George, Haas, McGahan, Schillebeeckx, & Tracey, 2021; Gyori & Tatiana Kazakova, 2020; Morton, Colby, Bundick, & Remington, 2018; Zu, 2019) to influence, inspire, guide and motivate them to willingly and enthusiastically commit to individually fulfil personal commitments and cooperatively work with others to pursue shared goals and ultimately achieve stakeholders' results (Detert et al., 2022; Kniffin et al., 2020; Petriglieri, 2020; Walsh, 2020). Other commentators perceive them as the competencies that leaders and managers rely on to mobilize, engage, coordinate and engender cooperation, motivation, and commitment among stakeholders with diverse and conflicting interests (Ahmad & Loch, 2020;Smallwood & Ulrich, 2019; Ulrich, Kryscynski, Ulrich, et al., 2017a; Ulrich et al., 1999).

What is Management?

Management is perceived as the process of getting organizational work accomplished through, with, and by others (Blank, 2020). In contrast, Detert et al. (2022) defined it as the ability to plan, budget, recruit, supervise, and fire non-performing staff whilst Adler and Laasch (2020) characterized it as the process of pursuing and achieving the organization's purpose as defined by leadership. Other studies associate management with budgets, operations, strategy planning and execution, implementing and monitoring organizational systems, and ensuring that results are achieved in the most efficient and effective manner (Merchant & Van der Stede, 2017; Walsh, 2020). These perspectives suggest that management is a goal-oriented process and mechanism through which managers ensure that resources (i.e., people, buildings, equipment and machinery, finances, technology, information, and materials) are utilized well and group efforts are exerted in the best and cheapest way possible at that point in time to achieve the purpose of the team or organization.

Management is further be conceptualized as an orderly way of efficiently handling the activities and actions of others and available resources in order to accomplish organizational goals (Merchant & Van der Stede, 2017). Management is often regarded as an orderly process because it involves planning, organizing, directing, and controlling the efforts of others and how resources are expended in pursuit of common goals (Merchant & Van der Stede, 2017; Mintzberg, 2019; Mintzberg & Laasch, 2020; Walsh, 2020). However, Mintzberg (2019) surmised that management in the practice of pursuing and achieving results through others based on manager's personal vision and intuition, experience, and ability to systematically glean and utilize existing and emerging information and knowledge to make and implement timely and responsive decisions. According to Mintzberg (2019), management is an art, a craft, and a science that determines the extent to which teams, organizations, and countries alike can mobilize, allocate, and effectively transform resources into desired outcomes. Even so, this should be done in a manner that does not the jeopardize the environment and compromise future generations (Mintzberg & Laasch, 2020; Shrivastava et al., 2019; Zsolnai, 2020)

What are Management Practices

Management practices refer to the processes, tools, tasks, strategies, and activities that managers and organizations routinely utilize to efficiently and effectively drive and sustain productivity and performance in order to achieve organizational objectives (Gachugu, Owino, & Iraki, 2019). Successful management practices are associated with designing, implementing, monitoring, adopting, and adapting organizational systems, structures, processes, tools, and strategies that enhance productivity and performance, leading to the efficient and effective mobilization and utilization of resources to deliver stakeholders' results (Bloom et al., 2021; Bloom, Lemos, et al., 2020; Bloom, Mahajan, et al., 2020).

Extant studies suggest that management is concerned with two important issues: (a) how to utilize resources to grow the organization in a manner that efficiently and effectively meets stakeholders' needs and helps them solve pressing problems (b) ensuring that the growth is sustained for a long time and does not compromise the environment and well-being of future generations (Adler & Laasch, 2020; Carroll et al., 2020; Shrivastava et al., 2019; Zsolnai, 2020). To achieve this, managers have to rely on certain management practices. Though some management practices such as planning, organizing, decision-making, organizing , directing , coordinating, and controlling are universal (Merchant & Van der Stede, 2017), others are contextual. To develop, maintain, utilize, and adapt the right management practices that can work well with staff and in a different situation is a continuous challenge for leaders and managers in all organizations and countries alike (Bender et al., 2018; Bloom et al., 2019; Scur et al., 2021a).

Management Versus Leadership

The perspectives proffered above about management and leadership indicate that the two constructs are distinct and play complementary roles or functions in teams and organizations. They suggest that leadership is about defining the purpose and values and mobilizing, engaging, directing, coordinating , inspiring and influencing people to commit to living the values and cooperatively take the desired direction to achieve collective goals (Detert et al., 2022; Kniffin et al., 2020; Petriglieri, 2020; Plecas et al., 2018; Walsh, 2020). In contrast, management is conceived as the process of mobilizing, organizing, controlling, and efficiently transforming resources into lasting customer value in a manner that not only ensures organizational growth but also protects environment and secures the well-being of future generations (Adler & Laasch, 2020; Carroll et al., 2020). Studies also suggest that anyone in a team or organization can and is expected to step up to take up leadership because unlike management, it is not based on a formal position but the willingness and ability to accept ownership, take responsibility and do the right things for the right purpose to enable others tackle emerging challenges at the right time (B. R. Allen & Bosworth, 2022; Carton, 2018, 2022; Carton & Lucas, 2018; Plecas et al., 2018; Ulrich, 2019; Ulrich & Smallwood, 2022; Ulrich et al., 2022). This implies that leadership can be assumed by anyone with the most appropriate skills, experience, knowledge, and capabilities related to the challenge that the team is currently dealing with even if he or she does not hold a formal leadership position in the organization(Plecas et al., 2018). Even so, the individual selected as the leader should be willing to step up to diligently and enthusiastically fulfil the tasks and activities that meet the leadership challenge at that time (Kouzes & Posner, 2017; Molinaro, 2020). The literature suggests that the primary tasks of leadership are to identify the right problem(s) to solve (Spradlin, 2019; Zsolnai, 2020) and provide direction, guidance, support employee growth and development, engage, encourage, nurture positive relationships that enable collaboration, influence and inspire others and ensure that the team members pursue and achieve agreed individual and collective goals that effectively address the problem(s) identified (Antonakis & Day, 2018; García-Sierra & Fernández-Castro, 2018; Huang, Jin, Lynn, & Men, 2021; Kniffin et al., 2020; Petriglieri, 2020; Plecas et al., 2018; Walsh, 2020). Identifying the right problem to solve is considered a crucial task for leadership because many projects, programs, and policies are initiated and implemented using scarce resources, but they make little difference in the communities due to applying solutions to the wrong problem, the high numbers of people reached notwithstanding (Luecking & Weaver, 2022; Spradlin, 2019). In contrast, management is based on a formal position in an organization and its primary tasks of are to develop, implement, monitor and adapt systems, processes, tools, structures and strategies that engender behaviors and mindsets that create a high performing and accountable culture that efficiently utilizes resources, minimizes and prevents risks, and deliver stakeholder value (B. R. Allen & Bosworth, 2022; Detert et al., 2022; Merchant & Van der Stede, 2017).

What are Results?

Results are perceived as the "conditions of well-being for children, adults, families and/or communities" (Luecking & Weaver, 2022, p.13). They reflect the outputs, outcomes, or impact of decisions, policies, behaviors, funding, projects and programs of individuals, agencies, or services systems. As outputs they reflect the services, goods, or products produced from the inputs used and activities implemented in projects or under policies whilst as outcomes, they reveal the short-term and medium-term effects of the outputs [i.e., services and products accessed and utilized] on the targeted population or community (Lainah Changambika, 2020; Luecking & Weaver, 2022). The impact demonstrates the long-term effects of an intervention or program on society or environment (Financial Mechanisms Committee, 2021). Results have been distinguished between population results and performance results whereby the former refers to the conditions of well-being for the entire population in a given geographical area whilst the latter refers to the short-term and medium term effects that the outputs of an organization, program, or service system have had on the individuals , organizations, and communities served directly (Friedman, 2015; Luecking & Weaver, 2022). Service system, projects, or programs rarely have direct influence or control over the outcomes, which can be positive or negative (Financial Mechanisms Committee, 2021; Luecking & Weaver, 2022). Similarly, many actors and interventions contribute to the attainment of populations results [e.g., safe neighborhood or reduction of the HIV prevalence] because no single actor has the resources and capacity to tackle the myriad issues contributing to their realization (Friedman, 2015). Consequently, it is difficult to attribute improvements in society or environment to a single program or intervention (Luecking & Weaver, 2022).

What is Accountability?

Accountability is conceptualized as the requirement by the individuals, teams, or organizations to explain and justify their decisions, behaviors, and actions and that if they meet or do not meet expectations and standards, they are sanctioned or rewarded as the case may be (Maggetti & Papadopoulos, 2022). Accountability is also perceived as an individual and relational process that creates stability and gives meaning to social and organizational life because it regulates people's decisions, behaviors, and actions (Brees & Ellen III, 2022; Brees et al., 2020; Hewett et al., 2022). Without individual and collective accountability, it is believed that chaos and confusion would prevail because people and organizations would behave and act as they choose, leading to crises and problems for individuals, families, and society (Eton, Mwosi, & Ogwel, 2022; Hewett et al., 2022; Kaba, 2021; McCarthy, 2019).

Accountability is both a virtue and internal and external mechanism aimed at controlling and coordinating people's decisions, behaviors, and performance in order to achieve set goals (Ghanem & Castelli, 2019a, 2019b; Yates, Gebreiter, & Lowe, 2019). External accountability refers to policies, processes, and systems created by an outside entity with the power to give rewards and punishments (T. Kim, 2020). These are intended to control the decisions, behavior and actions of individuals so that they achieve specific goals. It involves asking questions such as "who is accountable, to whom, for what, at what level and with what consequences" (Leithwood et al., 1999 as cited in T. Kim, 2020, p.18). Internal accountability refers to building the individual and collective capacity within the organization to answer for, explain, and the decisions, behavior, actions and their outcomes in relation to the challenges identified by workers within the organization (T. Kim, 2020). An affective system of accountability relies on positive values, personal ownership, commitment, shared aspiration, responsibility, timely and accurate information to monitor results, addresses a specific problem, relies on intrapersonal, interpersonal, and intrapersonal interdependences to be executed, improved, and adapted to the changing context. Its success is predicated on the implicit and explicit values and norms, skills, and behaviors of individuals and organization, resource commitment, creativity, ownership, and responsibility of individuals that implement it individually and collectively (C. S. Evans, 2022; Maggetti & Papadopoulos, 2022; C. B. Miller, 2022).

What is Accountability for Results

Though the phrase "accountability for results" is frequently used, particularly in discussion related to New Public Management, it is not always defined to clarify what it means. A multiple database search revealed one article from the Reform Support Network which the phenomenon is defined it as "Making decisions to continue, improve, or end practices based on data; implementing incentives tied to performance; and engaging and communicating results to internal and external stakeholders" [p.2]. This definition implies that accountability for results entails evidence-based decision-making, ensuring performance and incentivizing people based on whether they have achieved agreed performance objectives. It also implies the ability and willingness to engage and give timely and accurate information to stakeholders about the results achieved based on the evidence, whether good or bad.

The work of Mark Friedman and extant studies on results-based accountability (RBA) suggest that accountability for results is a systematic approach to thinking and taking action, measuring and strengthening the performance of individuals, services systems, agencies, and programs, and holding them accountable for improving the quality of life of children, youth, women, families and entire communities (Friedman, 2015; Hopkins et al., 2019; Orme, 2021).

Key Stakeholders and the Results That Matter Most to Them

Without achieving the outcomes or results that matter most to key stakeholders, organizations and the services they provide cannot grow or much less survive or be sustained. With time, key stakeholder such as staff become dissatisfied, which may lead to their loss of morale, goodwill, commitment and engagement. Organizations, programs, and service systems that answer to the call to achieve key stakeholders' results are more likely survive and become sustained in the current volatile, uncertain, complex, and ambiguous context than those that do not. The sections below discuss the key stakeholders—employees, organization, customers, community, and donors— and the outcomes matter to each of them. The discussion begins with employee outcomes and concludes with community outcomes.

Employee Outcomes

According to Frederick Herzberg's two-factor theory, some factors determine organizational workers' job satisfaction whilst others cause job dissatisfaction. Motivation factors—achievement, recognition, the work itself, responsibility, and opportunities for advancement—increase job satisfaction (S. G. Schwartz, 2018). Hygiene factors—salary, working environment, interpersonal relationships, organizational policies, administrative policies, and supervision— determine job dissatisfaction. Herzberg's theory points to the outcomes that matter most to employees in an organization. Health organizations wishing to improve employee performance and retention ought to continually identify and address such outcomes. This is because health workers drive the health system and ensure that other building blocks function as expected.

Though the health workforce's outcomes and expectations may vary by cadre (i.e., doctors, midwives, nurses, auxiliary workers, and Community Health Workers), many cut across cadres. Studies showed employees expect many things from their organization, leaders, and co-workers. These expectations represent the outcomes that matter most to them. The outcomes cut across organizational contexts and include: role clarity with specific performance and behavior expectations (Barth & de Beer, 2018; Curry, 2022); job satisfaction (Cortez, 2021; Pocztowski et al.,2021); safe and quality work conditions (S. Ahmed et al., 2018); engagement (Gallup Inc, 2022);employment Security (Colley, 2019); teamwork culture (Grant et al., 2018); public recognition (Grant et al., 2018); sense of accomplishment (Gast et al., 2020; Kipfelsberger & Kark, 2018) performance-based pay, recognition, and incentives (Grant et al., 2018; Pocztowski et al., 2021); work-Life balance (Scur, Sadun, Reenen, Lemos, & Bloom, 2021b); good interpersonal relationships that foster social support (Jigssa et al., 2018); personal and career development and empowerment(Grant et al., 2018); autonomy (Peteet et al., 2022a); supportive supervision (MacDonald, 2022) and well-being (Qin & Men, 2022).

The studies cited above suggest that if most of these workforce outcomes are not adequately met it affects workers' motivation, productivity, performance, retention, and the quality of services that they provide. When employee outcomes are satisfied, they emotionally, physically, psychologically and intellectually invest themselves in the job that needs to be done, which subsequently reflects in the quality of outputs and outcomes produced (Coyle-Shapiro et al., 2022; Eib et al., 2022; Hatipoğlu, 2022; Pocztowski et al., 2021; S. G. Schwartz, 2018).

Organization Outcomes

The importance of organization in society is predicated to on their ability to efficiently and effectively undertake four functions— setting goals, adaptation to environment, maintaining the culture and values, production or provision of services— in order to solve pressing societal problems (Marchal et al., 2014). In order to effectively undertake these functions, organizations must not only have resources and infrastructure but also the requisite attributes to put them to good use and continually innovate. Research by Mckinsey found that successful organizations exhibit nine attributes buttressed by 37 management practices (Fusch et al., 2018). These attributes constitute the essential outcomes of an organization, which if absent, it cannot perform its functions, achieve sustain performance, and survive in the dynamic environment. The conceptualization of organization outcomes is two-pronged. Some writers describe them in terms of what an organization is expected to achieve or minimize to avoid entropy whilst other perceive them in relation to the distinguishing characteristics that make it possible for an organization to produce what is expected of it. Purveyors of the former outlook view organizational outcomes in terms of favorable customer ratings, strong financial performance, profitability, safety incidents, patient safety, employee turnover, absenteeism, quality defects, sales production, and shrinkage (Barth & de Beer, 2018; Coyle-Shapiro et al., 2022; Şahin, 2022; Suklum & Ozturk, 2022). Others view organizational outcomes in terms of psychosocial safety, organizational change readiness, and ethical culture (Hawkes & Spedding, 2022). Leaders and managers are expected to implement practices that lead to the realization of such outcomes. Hawkes and Spedding (2022) noted that psychosocial safety is driven by practices such as amicable staff-leader relationships, role modeling, and senior management support for safety.

Organizational change readiness is driven by effective communication of the vision and empowerment, which grants staff the autonomy and allows them to innovate (Hawkes & Spedding, 2022). The leadership practices that support an ethical culture include: role modeling; enforcing strict policies , standards, procedures (Hawkes & Spedding, 2022); continuous risk identification, prevention, and mitigation (Chartered Institute of Internal Auditors, 2021; Eckmaier et al., 2022; Hunziker, 2021; Institute of Risk Management, 2018); and segregation of duties (Zietlow et al., 2018).

The outcomes expected of an organization also depends on its ownership (i.e., if it is public, private-for-profit [PFP], or private-not-for profit [PNF]), mission, vision, and core values of the organizations. Public and PNFP organizations are expected to improve the quality of life of children, adults, and families in the communities served through increased access to and utilization of quality social and health services, improving society/communities, and employee satisfaction (Thi Tran et al., 2020; Zietlow et al., 2018). Private-for-profit organizations are expected to produce high return on investment/profitability, customer satisfaction, employee satisfaction, and contribution to improving society/community [i.e., by ensuring safety, ethics, clean environment, and social responsibility] (Barth & de Beer, 2018). Based on this analysis, the cross-cutting expectation from all organizations irrespective of ownership include employee satisfaction and contribution to improving society/communities. In essence, these broad outcomes constitute what organizations are expected to deliver to employees, customers, other shareholders, and society in general in return for the goodwill (for a public and PNFP organization) and profits (for a PFP organization) they enjoy. However, for the organization to fulfill these obligations, it should have the essential capabilities: strategic clarity, accountability, leadership, culture, environment, speed, innovation, talent, social responsibility, collaboration, information and customer focus (Smallwood & Ulrich, 2019; Ulrich, 2022; Ulrich et al., 2020).

Customers or Client Outcomes

Health support organizations work with and support private, public, and nonprofit health organizations, including other HSOs. In addition to the outcomes outlined above for all organizations, healthcare organizations need adequate financing so that they can effectively run their operations and provide quality health services to their patients. Studies showed that the outcomes that patients care most about when they seek services from healthcare organizations generally include (a) high quality of health care services; (b) positive experiences (i.e., respectful and timely treatment by the providers); (c) affordability of services received; (d) and positive outcomes of the medical treatment received, for example, reduced pain and symptoms, ability to live normally and become productive again, survival, and longevity (Hozak, D'Mello, & Nelson, 2021; J. W. Nelson, 2021).

In particular, when patients seek and utilize existing healthcare services, they expect low re-admission rates, being safe from harm or falls, no or limited hospital-acquired infections, no or very low mortality rates, effective patient-clinician communication and satisfaction, low preventable hospitalization rates, improved daily functioning, and amelioration of disease symptom severity (Hozak et al., 2021; J. W. Nelson, 2021; Wattis et al., 2019).

However, realization of the above patient outcomes is affected by other factors, some of which are within the control of health organizations whilst others are independent of them. Such factors include food security and nutrition; treatment adherence; efficacy of the drugs used; efficacy of the diagnostic equipment; timely availability of appropriate drugs and supplies; and the attitude of a patients about the treatment, health workers, and recovery prospects (Jones et al., 2018; Murray & Mehta, 2018; Tolchin, Dworetzky, & Baslet, 2018).

Donors and Investors' Outcomes

Depending on the type of organization, it can either be funded by donors or investors or both. Public and non-profit health organizations tend to be financed by government and donor resources whilst private-for profit organizations are financed by private investors. Even so, some donors and governments can invest in private-for-profit organizations so that they can provide subsidized services to vulnerable and indigent populations in the communities where they operate. Both donors and investors invest money in organizations for a purpose and specific objectives, which constitute the outcomes they seek to achieve from their philanthropy or investment as the case may be. The objectives of donor and investors change and influence the practices of organizations that depend on them for financing. Ulrich et al. (1999) argued that they key outcome for investors is stockholder value, which manifests the return on invest they get at the end of each year.

Donors give money to achieve multiple outcomes. Some do it to meet corporate social responsibility requirements (Hanberg, 2021). Others donate funds in pursuit of positive social change objectives, for example, improving the quality of life of children and women, reducing child and maternal mortality (Luecking & Weaver, 2022). Foreign government agencies donate to projects and other countries pursuant of several outcomes, including promoting their policies and interests (Asiimwe, 2018; Ssali, 2018; Wiegratz et al., 2018), creating and sustaining positive social change, marketing products (e.g., condoms, pharmaceuticals, equipment, etc.) and selling their services (e.g., road construction as is usually the case in Chinese supported projects in Africa) to other countries, creating employment opportunities for their citizens, influencing recipient country policies, extending their political influence, and increasing their bargaining power for vital resources (e.g., minerals). The other underlying outcome and expectation of donors is timely, efficient and accountable use of resources by recipients.

Community Outcomes

Health individuals contribute to health communities. It is therefore not unreasonable to assume that if health systems outcomes are achieved, the community is transformed. Thus, achieving health system outcomes translates to achieving community outcomes. Health systems are expected to deliver three important outcomes: improve the health of populations, improve patient experiences of care, and reduce or control the per capita healthcare costs by ensuring efficient use of resources and protecting citizens from catastrophic health expenditures (Jacobs et al., 2018; Kokko, 2022). If the triple aim is achieved, then community outcomes are also realized because population outcomes will be realized.

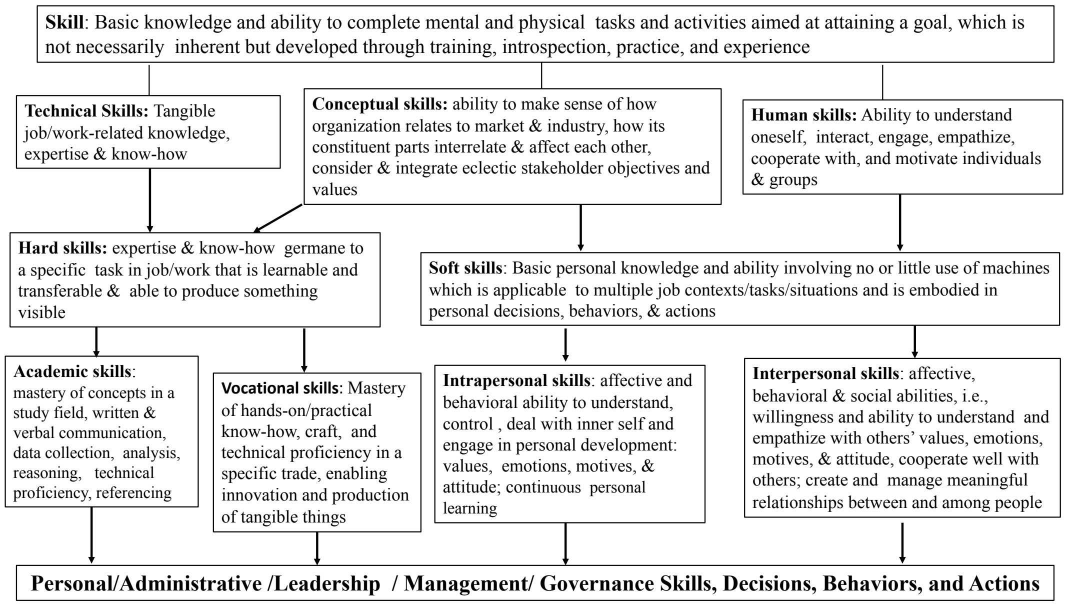
Leadership and Management Skills

The ongoing debates about the differences and similarities between management and leadership suggest that both functions require certain skillsets and mindsets to complete and fulfil certain performance expectations and requirements associated with them (Adler & Laasch, 2020; Carton, 2022; Kniffin et al., 2020; Mintzberg, 2019; Petriglieri, 2020; Walsh, 2020). Hence, it is useful to examine and reflect on any documented management and leadership skills. From an accountability view point, doing so is important because as explained by C. S. Evans (2022) whilst someone might be willing and desirous to be accountable, if he or she does not know what to do and how to do it well to fulfil the expectations and underlying requirements of whoever will be evaluating his or her decisions and actions, he or she will be judged unaccountable. This implies that living accountability is predicated on having the relevant skills, beliefs, and mindset to effectively and efficiently enact it in line with the underlying expectations and requirements (C. S. Evans, 2022).

Extant studies advance numerous views about the essential leadership and management skills that leaders and managers should possess to effectively fulfill their roles and facilitate organizations to achieve stakeholders' results. Though their perspectives are couched in different words, but deeper analysis reveals that they converge into Katz's three broad skills categories or the hard and soft skills referenced in the skills map in Figure 5. Taken together, the perspectives from most of the existing studies suggest that effective leadership is driven and sustained by personal competency which manifests in skills such as self-knowledge and awareness, personal learning and development, managing time and energy, effective communication for interpersonal and public interaction and engagement, conflict resolution, negotiation, developing trusting relationships that create an environment for receiving and giving timely information and constructive feedback , maintaining integrity, resilience, achieving work-life balance, self-regulation, and decision-making (Crawford et al., 2018; Eib et al., 2022; Hawkes & Spedding, 2022; Jiang & Xu, 2022; Orukwowu, 2022; Shore, 2020; Tate et al., 2022).

Figure 5

Skills Map



Source: (Goleman et al., 2017; Katz, 1955; Marin-Zapata et al., 2022; Sopa et al., 2020)

Similarly, perspectives on the essential management skills reveal interesting results. For example, Detert et al. (2022) asserted that being a good manager requires key skills in hiring, engaging, developing, coaching, supervising, evaluating, promoting, and firing employees. Detert et al. (2022) further noted that the essential management skills manifest in and are bolstered by the following managerial behavior:

- designing and structuring organizational work by defining, updating, and clarify detailed role tasks that enhance autonomy, provide variety, support work-life balance and minimizes confusion, burn out, mistakes, and frustrations;
- allocating and providing adequate resources for completing role tasks;

- create mechanisms for keeping people motivated, committed, and engaged;
- identify problems that make jobs feel meaningless or intense;
- clarifying and enforcing appropriate decision rights and authority, which prevents micromanagement that stifles creativity and taking initiative;
- holding people to high standards through holding employees accountable using fair and explicit accountability processes and mechanisms;
- making and implementing evidence-driven decisions, and
- managing risks.

A recent study by The Predictive Index revealed that the essential management skills that employees desire in their managers include effective communication, teambuiling and driving team morale, delegation of tasks, time management, confidence, seeking and providing of timely and constructive feedback (The Predictive Index, 2021). Another study in European companies revealed similar managerial skills and additionaal ones that managers consider important and apply in their day-to-day work include: coaching, decision-making, time management, and conntrol (Čulková, Seňová, Teplická, & Taušová, 2022). Perspectives from Mintzberg (2019) suggested that essential management skills include data collection, analysis, and synthesis; effective communication; controlling; scheduling; networking; coaching;, mentoring; team building ; motivating; and strengthening culture. The centrality of effective communication is also affirmed by The Economist study which revealed that clear , regular, and transparent communication is a valuable tool that successful managers rely on to clarify expectations, give and get feedback, and break performance barriers in the workplace, which avoids stressful work environments, sluggish organizational growth, delays or failures in project implementation and missed performance goals (The Economist, 2018).

Taken together, these perspectives demonstrate that there are no universal management and leadership skills, but differences and commonalities exist in how they are perceived and attributed to either management or leadership functions in the organization. It appears that the nature and efficacy management and leadership skills depend on the context, the issues at hand, level in the organizational hierarchy, the knowledge base of the people involved and the processes and behaviors they apply and adapt them to the changing circumstances to produce the desired outcomes. It also seems that the successful leadership skills are those that enable managers to coalesce personal knowledge and continuous learning, ability to develop and maintain meaningful relationships, continuous awareness of the wider environment and its eclectic ecosystems, problem identification and diagnosis, personal and organizational purpose and vision, systematic strategies and solutions into collective values and work to produce the desired stakeholders' results (Adler & Laasch, 2020; Grimani & Gotsis, 2022). In contrast, the successful management skills are those that are grounded in domain-specific knowledge, appropriate processes, systems, culture, and behaviors that not only facilitate effectively getting and keeping the talent capable of translating individual and collective knowledge into shared practice but also balance ensuring stability and efficiency, enforcing rules and regulations, and achieving bottom-line results with unlocking innovative solutions, achieving high performance, and engaging employee's hearts and minds (Čulková et al., 2022; De Smet et al., 2021; Petriglieri, Ashford, & Wrzesniewski, 2018).

The above perspectives on leadership and management skills were not only valuable in developing the study conceptual framework but also in understanding the specific skills that participants use, how, when and why to not only embody and support accountability for results in their settings and circumstances.

Summary

In this chapter, I have presented the literature review, explained the theoretical foundation and conceptual framework, and the relevant literature. The literature reviewed revealed that management, leadership and accountability are well studied but majorly in Anglo-Saxon settings and not as much in low-income settings such as Uganda. This implies that perspectives from such settings are sparse which limits advancing knowledge to solve pressing problems such as the declining levels of accountability in the face of growing corruption and low political will and support (Bold et al., 2017; Kakumba, 2021; Wiegratz et al., 2018). Though multi-theory studies are currently being undertaken in Uganda (see for example, Ssennyonjo, Ssengooba, et al., 2022), most of the existing studies rely on one or two theories to explain the study phenomenon, which limit their ability to analyze the concepts from multiple angles and perspectives. The literature review revealed that little is known about the how leaders in of HSO in Uganda support and enact accountability for results, yet they navigate and negotiate the paradoxes, values, agendas and interests of multiple internal and external stakeholders (Asiimwe, 2018; Mukuru, Kiwanuka, Gilson, et al., 2021; Ssali, 2018; Wiegratz et al., 2018). The review also revealed that management and leadership practices depend on the personal, organizational, and contextual factors which also change depending on the circumstances or persons involved. This implies that exploring and understanding the effective practices calls considering such issues if one is to make valid and objective conclusions.

Chapter 3: Research Method

Introduction

The purpose of this generic qualitative research was to explore the experiences, perceptions, beliefs, and opinions of exemplar public and non-profit HSO leaders in Uganda about the leadership and management practices they have used and found effective in exemplifying and supporting accountability for achieving results that matter most to key stakeholders. This information could be useful in helping health leaders in developing countries to effectively manage and lead accountability for key stakeholders' results in their settings. This chapter discusses the research design and rationale, my role as the researcher, methodology, issues of trustworthiness, ethical procedures, and the summary.

Research Design and Rationale

The following overarching question and four sub-research questions guided the research:

ORQ1: How do health leaders in Uganda's public and nonprofit HSOs embody and support accountability for results that matter most to employees, the organization they lead, customers or clients targeted by the organization, and donors?

SRQ 1.1: What do concepts such as (a) practices, (b) leadership (c) leadership practices, (d) management, (e) management practices, (f) accountability, (g) results, and (h) accountability for results mean to study participants?

SRQ 1.2: What important results for employees, the organization, the customers, and donors are health leaders and their subordinates accountable for?

SRQ1.3. What management and leadership practices work well in supporting accountability for achieving results for the employees, organization, customers, and donors and under what contexts?

SRQ1.4. What are the barriers and facilitators to ensuring accountability for results, and what accountability strategies and tools are effective in dealing with them?

A generic qualitative research design was used to explore health leaders' opinions, attitudes, beliefs, perceptions, experiences, and reflections on their experiences about the management and leadership practices and accountability mechanisms that effective in enacting and supporting accountability for the achievement of results that matter most to employees, the organization in which they work, the customers or clients served by the organization and the donor that support the work of the organization(Jahja et al., 2021; Kahlke, 2018; Merriam & Grenier, 2019). Qualitative research is valuable in enabling researchers to explore human social behavior, the meanings that individuals and groups ascribe to social phenomenon and human problems that require deeper understanding, which may not be possible in quantitative studies (Merriam & Grenier, 2019; Olmos-Vega et al., 2022; Thompson & Thompson, 2023).

This study's research questions were both exploratory and explanatory requiring a qualitative approach that elicits participants' perceptions, experiences, knowledge, feelings, meanings, and views about a study subject (Creswell & Poth, 2018; Thompson & Thompson, 2023). The questions were exploratory because I sought to elicit responses that clarify what leaders do to hold themselves accountable and support accountability for results that matter most to key stakeholders. The questions were explanatory in order to enable participants to tell their story about how, when, and why they used the leadership and management practices, and how they leveraged the enablers and navigated the barriers to accountability for key stakeholders' results.

To answer the research questions, a general qualitative approach utilizing semi-structured interviews was deemed appropriate because it makes it possible to document participants' reported subjective experiences and how they make sense of them, opinions, attitudes, beliefs, meanings, and perceptions (Jahja et al., 2021; Merriam & Grenier, 2019). Moreover, it not only eases categorization of findings into patterns and themes but to also identifying commonalities and differences in the experiences and perceptions of participants (Merriam & Grenier, 2019). Interviews were used in exploring and illuminating the meanings that individuals attach to phenomena because their efficacy in doing so is well documented in existing studies (Brinkmann & Kvale, 2018; Silverman & Patterson, 2022).

In view of the exploratory and explanatory nature of the research questions, quantitative and mixed methods designs were not appropriate for this study because they would not appropriately answer the study questions and adequately surface participants' subjective opinions, experiences and perceptions about the study concepts (Creswell & Poth, 2018). Other qualitative strategies—case, grounded theory, narrative, phenomenology, and ethnography—were considered, but they were not as appropriate in answering the study questions. Phenomenology is used investigated the lived experiences of a phenomenon, zeroing in on the internal common human experiences and not the external content of the individuals experiencing the phenomenon (Creswell & Poth, 2018). Phenomenology explores the affective, emotional, and often deep human experiences that individuals go through and seeks to understand the essence of such experiences(Merriam & Grenier, 2019). This study's research questions did not align to this line of questioning.

Moreover, the narrative strategy is used if and when one wishes to tell the story of a single individual (Creswell & Poth, 2018). Ethnography can be used when one wishes to study people who share a culture within a network or social group (Creswell & Poth, 2018). Grounded theory is used if one wishes to examine processes, events, and measures and develop a theory at the end of the study (Creswell & Poth, 2018). I did not seek to create a theory but to understand participants' experiences, how they interpret them, meanings they ascribe to phenomenon, and the subjective opinions they have about the leadership and management practices and mechanisms that cultivate accountability for the achievement of key stakeholders' results in Uganda's public and non-profit HSOs. Although cases studies could also be used because they involve eliciting for in-depth information about the experiences and processes involved in the phenomena (Flick, 2022), the use of the generic qualitative approach was deemed more appropriate because it enables participants to share their experiences and reflections on the experiences, perceptions, subjective opinions, beliefs, and attitudes in relation to the study concepts (Merriam & Grenier, 2019).

Role of the Researcher

My role as a researcher was to collect, store, analyze, interpret, and report data on the meanings, and beliefs that study participants ascribe to study concepts, their subjective opinions, attitudes, behaviors, and reflections on the experiences of embodying and supporting accountability for the achievement of results that matter to employees, customers, organization, and donors. In view of my experiences as a leader of a social development and health organization in Uganda, I had a duty to remain objective to not let my experiences influence participants' perspectives. To maintain openness to new and unexpected ideas, I suspended my experiences, presupposition, personal opinions, and prior knowledge so as to explore the experiences, perceptions and opinions of participants and not mine (Brinkmann & Kvale, 2018; Mukinda et al., 2020; Olmos-Vega et al., 2022). In effectively achieve this, I exercised reflexivity by undertaking member checking to verify the emerging research themes, writing copious field notes, and keeping an audit trail of all data collection, analysis and drawing conclusion activities (De Kleijn & Van Leeuwen, 2018; Olmos-Vega et al., 2022; Phillippi & Lauderdale, 2018).

The purpose of reflexivity was to ensure that what I am (i.e., as leader of health and social development organization) and what I know (about leadership and management practices) does not crowd my judgment to the extent of failing to understand the perspectives of participants. I exercised reflexivity during the formulation of research questions and continued to do so during data collection, coding, analysis, interpretation and drawing conclusions. Keeping field notes and writing memos helped me track the contextual issues during the interviews, data coding, and analysis (Phillippi & Lauderdale, 2018; Rogers, 2023). I used such information to enrich the findings and highlight contextual issues that readers should be aware of as they interpret the study findings (Phillippi & Lauderdale, 2018).

I used member checking to actively engage the research participants in clarifying and verifying their verbatim interview transcripts and emerging themes to confirm whether they reflect their perspectives and experiences (Merriam & Grenier, 2019). Finally, as part of my role as the researcher, I protected the privacy and confidentiality of study participants by using pseudonyms and masking their organizations (Merriam & Grenier, 2019). I also obtained Institutional Review Board (IRB) approval from Walden University, Mildmay Uganda Research Ethics Committee, and Uganda National Council of Science and Technology (UNCST) and adhered to the principles of protection of human subjects. Obtaining ethical approval ensured that my research is aligned to the standards, guidelines and rules of ethical practices in research.

To protect the identify and confidentiality of the research participants, apart from the demographic data, no personal or identifying information is used in this research report. Aliases have been used to mask the names of respondents' organizations or departments. This not only protects the identities of respondents but also made them engaged and honest when giving responses because they had no fear for professional retaliation, negative publicity, or loss of support.

Methodology

I used a generic qualitative research design to explore the meanings and perceptions that participants ascribed to key concepts; the subjective opinions, beliefs, attitudes, and experiences that they had about the leadership and management practices that they have developed, used, and found effective in exemplifying and supporting accountability for the achievement of key stakeholders' results in public and non-profit HSOs in Uganda (Merriam & Grenier, 2019).

Participant Selection Logic

The target population for this research were any governance/board member, senior manager, or middle manager in a public and nonprofit HSO with a history and reputation of holding themselves and others accountable for achieving outcomes that matter most to employees, organization, customers, or donors. The sampling unit were all health leaders in public and nonprofit HSOs in Uganda. The individual leaders are used as the unit of analysis in this study to minimize the challenges of aggregating people's perspectives to represent those of organizations as noted in extant studies (Carton, 2022; T. Kim, 2020).

Study Sites

Study participants were mainly from Kampala and surrounding districts of Wakiso, Mukono, and Mpigi because most HSOs are headquartered in these areas.

Sampling Strategy and Criteria

This study relied on purposive sampling methods which provide opportunities to identify and select health leaders who are information-rich, that is, they demonstrate the required knowledge, skills, and experience in holding themselves and others accountable for achieving key stakeholders' results (Creswell & Poth, 2018; Herd et al., 2016). Three purposive sampling techniques— snowball, criterion, and maximum variation—were used to select information-rich individuals who could explicate the study issues based on firsthand information and experiences (Creswell & Poth, 2018; Michael Meyer & Mayrhofer, 2022). These non-random sampling strategies were used in selecting participants because the study seeks to provide deeper insights on the phenomenon of interest and not generalization from a sample to a population (Merriam & Grenier, 2019).

Leaders, managers, and board members of HSOs with a history of accountability and achieving results were purposively selected and interviewed to share their experiences and perceptions about what works, how, when and why it works. Selecting individuals who exemplify a given phenomenon has been used by several researchers, for example, Maslow used it to study individuals who had achieved self-actualization to understand their key defining characteristics. Morton et al. (2018) used it to study older U.S. purpose exemplars, whilst Collins and Porras used it to understand the successful habits of visionary companies (D'Amato & Tosca, 2019).

The snowball technique began with identifying one study participant who provided the researcher with valuable leads to other potential participants that meet the inclusion criteria (Creswell & Poth, 2018). Each exemplary health leader identified and interviewed was requested to provide names and contact information of other exemplary leaders in other HSOs in Uganda. This technique enabled health leaders in HSOs to recommend others who met the criteria and were willing to participate in the study. Maximum variation purposive sampling was used to vary the characteristics of the sampled participants so as to minimize one-sided views and improve the richness of views obtained (Creswell & Poth, 2018).

In this study, the primary characteristics that were varied included gender of the participant, role in the organization's leadership structure, and sector of HSO (i.e., public or nonprofit). Selecting male and female participants was necessary because studies showed that the leadership behavior and styles of men and women vary in some ways (Begum et al., 2018). The sector and role in the organization's leadership structure mattered because studies showed that each context engenders its own values , beliefs, and norms that influence unique practices(Bloom et al., 2019; Molinaro, 2020) whilst each role in the organization addresses different challenges that possibly require unique practices (Backhaus & Vogel, 2022; Schillemans & Bovens, 2019; Zietlow et al., 2018).

Under criterion purposeful sampling, only participants who meet the study's criteria were recruited and selected to participate. For this study, the main criteria considered when selecting the exemplar leaders was as indicated below:

- **criteria # 1**: 18 years or older, current or former leader of a non-profit or public health support organization in Uganda for not less than 3 years because such a period is sufficient enough for one to be aware of the accountabilities he or she is responsible for and can assess or see the impact of his or her leadership and management practices (Hoffman, 2015);
- **criteria # 2**: leaders with history of integrity, track record of driving organizational performance and achieving results, and being accountable as perceived by peers and experts in the field;
- **criteria # 3:** leader from one of the three level of the organization's leadership structure: Governance/board, senior management, and middle management. Studies showed that management and leadership practices differ by level and that they are relevant at all levels of the organization's leadership structure and health system (Gilson & Agyepong, 2018)**;**
- **criteria # 4:** recommended by at least three or more people as someone with a record of achieving results and being accountable; and
- **criteria # 5:** agrees to voluntarily participate in the study, be audio recorded, and unreservedly share his or her experiences and insights.

Sample Size

Qualitative studies rely on small samples of participants who are information rich and can ably provide contextual data (Creswell & Poth, 2018). Existing research suggests that there is no agreed sample size in qualitative studies(Michael Meyer & Mayrhofer, 2022). Some writers argue that data saturation should guide the sample size determination decisions (LaDonna, Jr, & Balmer, 2021; Saunders et al., 2018a). Saturation refers to the point at which no new information or themes emerge from the extra interviews conducted (Saunders et al., 2018).

Some commentators argued that the sample size should be based on data saturation and the qualitative research design adopted (Creswell & Poth, 2018; Saunders et al., 2018a). For instance, for phenomenology, the sample size should be between three to ten participants, for grounded theory it should be 20-30 participants, and four to five (4-5) cases for a case study design (Creswell & Poth, 2018; Saunders et al., 2018a).

In view of the above perspectives, the initial sample size for this study was 12 health leaders (six men, six women) currently holding or have previously held board/governance, senior management, and middle management roles in health support organizations in Uganda for not less than three years (see Table 2). Even so, interviews could stop before or continue after the 12th interview depending on data saturation. Namey (2017) noted that five to six in-depth interviews produce the majority of the new data, and nearly 80% to 92% of the themes are identified within the first 10 interviews.

Namey's (2017) revelations, suggested that the targeted 12 interviews for this study were sufficient. However, if after the sixth interview no new data was identified, data collection would have stopped, provided views were gleaned from equal numbers of males and female leaders across target organizational leadership levels. Conversely, if after the 12th interview new data continued to emerge, interviews would continue until no new insights or themes emerged (Namey, 2017). In this study, up until the 12th interview, new data continued to emerge under the fourth research question. In light of this, I decided to conduct other interviews but stopped after the 13th interview because the emergent information was merely emphasizing what was already identified.

Instrumentation

The main data collection instrument for this study was a semi-structured in-depth interview guide (see Appendix B) because it allows participants to present their own perspectives on the topic as opposed to pre-identified answers to questions. Studies show that interviews are valuable in collecting and uncovering individuals’ stories, experiences, and perceptions (Brinkmann & Kvale, 2018). In-depth interviews are amenable to generic. qualitative studies because they allow participants to explain in detail and make it possible to probe further, creating opportunities to obtain rich and in-depth data from study participants (Merriam & Grenier, 2019).

Castillo-Montoya (2016) recommended that interview questions should be aligned to specific research questions to make it easy to analyze the resultant data. This study consists of four research questions, two (2) background questions, and 14 interview questions aligned to the four research questions as indicated in Table 2. The semi-structured interview guide was developed by the researcher drawing on insights from extant literature.

Table 2

Study Sample

Level in Leadership Structure	Public HSO		Nonprofit HSO		Total
	Female	*Male*	*Female*	*Male*	
Governance/Board	1	1	1	1	4
Senior Management	1	1	1	2	5
Middle Management	1	1	1	1	4
Sub-Total	3	3	3	4	13

The interview protocol guide was taken through the four phases of protocol refinement recommended by Castillo-Montoya (2016)—(a) creating an interview protocol matrix that aligns interview questions with research questions, (b) carefully wording and organizing the interview questions in a clear and conversational mode, (c) peer-review, and (d) pilot testing tools. The peer review involved close reading and think-aloud activities with one health support organization leader, one qualitative research specialist, and one health systems leadership and governance specialist. During the development of the protocol, the researcher met with each peer reviewer and presented to him or her the same research and interview questions and noted the comments and suggestions from each reviewer. Two peer reviewers were male while the other was female.

Each participant in the reading and think-aloud session provided feedback on the answerability, simplicity, and clarity of the research and interview questions as advised by Castillo-Montoya (2016). The three academic supervisors of this research also provided feedback on the research questions and methodology. Research ethics committee (REC) reviewers at Walden University and Mildmay Uganda also provided valuable insights on the methods and research questions. These activities provided opportunities to fine-tune and refine the protocol questions to improve reliability.

Pre-testing the interview questions. To gain insights on how long it takes to complete the interview questions and understand whether the questions are clear to participants, I pilot-tested the interview guide with two friends who are health leaders with similar characteristics as the participants in the main study (Silverman & Patterson, 2022). This further provided insights on the possible flaws in the instrument and led to the identification of unclear or ambiguous statements.

For each of the two interviews, I took note of and reflected on how much time it took to complete the interview, the reactions of the participants, and the level of enthusiasm by the end of the interview. In addition to the peer-review mentioned above, road-testing the interview questions with friends provided insights that guided the refinement of questions to discard ambiguous questions in the interview guide. The interview protocol in Appendix B reflects the final protocol that has passed through the above-mentioned processes.

One pilot test interview took 60 minutes to complete whilst the other lasted 72 minutes with another, indicating that it takes an average of 66 minutes to complete the interview. Even so, the length of time taken depended on the participant's enthusiasm and experience, and responses of participants that called for further probing. During the pilot testing of the interview guide, I began to identify the initial descriptive codes which I used to code data in NVivo (Adu, 2019; Rogers, 2023).

Table 3

Research and Interview Questions Matrix

Research Questions	Interview Questions
RQ.1	1, 2, 3,
RQ. 2	4, 5, 6,
RQ. 3	7, 8, 9,10
RQ. 4	11,12, 13, 14

Procedures for Recruitment, Participation, and Data Collection

Recruitment of participants and conducting interviews lasted more than one month. This was due to the Corona Virus Disease (COVID-19) outbreak that affected many countries of the world, including Uganda. Some the study participants were engaged in developing policies for its prevention and providing leadership to mitigate its impact, making it challenging to get them in time. Consent to interview the study participants was obtained prior to data collection. The consent form contained information explaining to all participants that participation in the study is voluntary, and that confidentiality and protection of the identity of the participant and his or her organization will be maintained. After obtaining consent, data collection commenced and ended after the 13th interview when data saturation was achieved. As the principal investigator, I conducted all in-depth interviews myself. I requested for permission to audio record the interviews. Whenever it was not possible to conduct face-to-face interviews due to COVID-19 restrictions, I conducted them via the phone, WhatsApp, and Zoom video call with the study participants.

To minimize biases and increase the quality, trustworthiness, and credibility of study results, adequate time was spent interviewing the selected participant to deeply explore the issues under discussion. If the participant did not have adequate time to complete the interview questions, the interview was rescheduled to allow completion on another agreed date. Rescheduling an interview was done with one participant who was called for an emergency COVID-19 meeting. Each interview began with and ended with an informal conversation with participants (Fusch et al., 2018). This not only created rapport with participants but also enabled them to freely discuss sensitive issues or add other pertinent information they may not have explicated during the formal interview. Additionally, through member checking, the transcribed interviews were sent to the respondents to verify if they truly captured the essence and content of the discussion. Issues that need further clarification were also highlighted in yellow in the transcript or the researcher made a follow-up call to clarify them.

I bracketed my experiences by writing memos and keeping a researcher's reflexive journal as a means of keeping track of the thoughts, perceptions, and ideas during data collection, analysis, and interpretation (Adu, 2019; Merriam & Grenier, 2019) . In addition to recording the interview, I also took notes. As recommended by (Phillippi & Lauderdale, 2018), the field notes were used as the basic and early analytic memos. They captured and documented any potential connections or contradictions that emerged during the interview.

Data Analysis Plan

Interview data was transcribed verbatim and coded inductively by grouping together common themes derived from the comments of participants as opposed to relying on pre-determined categories (Creswell & Poth, 2018). Interview findings are organized by study research question and direct quotes from participants are provided to substantiate them. Transcripts were read more than once to ensure that the ideas contained in each interview responses are all captured in the coded the information. The first reading of each interview transcript was combined with re-listening to the audio recordings to ensure that nothing was missed during the transcription by the research assistants. During the second and subsequent reading of the transcripts, I explored and identified evidence in relation to the research questions, developed codes, derived categories, organized and developed overarching themes, first through Nvivo for Mac, and later by hand in both Microsoft Word and Excel. For each of the 11 specific interview questions and probes, codes and categories for each participant were developed. Using the categories and concepts from each participants' transcripts, the overall themes and sub-themes for the research data were developed, analyzed, and later described. A code book was developed in Nvivo and used to categorize data by 12 broad descriptive codes and 23 sub-codes derived based on the interview questions. The Nvivo code book aided the organization of similar data under one code, interpretations and descriptions of data (Creswell & Poth, 2018)(Adu, 2019) . After organizing the relevant data under the different codes and sub codes in NVivo software, it was transferred to Microsoft Word and Excel for open and axial coding (Braun & Clarke, 2022; Squires, 2023). The axial codes were used to identify and create patterns of meaning across the dataset, resulting in the development of overarching themes. Constant comparison was used to develop overarching themes from the concepts and categories in the different interview transcripts (Merriam & Grenier, 2019). Supporting quotes from the dataset are provided to back up the claims in the themes.

Issues of Trustworthiness

In qualitative research, validity in terms of the extent to which the data and findings are accurate, trustworthy, and credible from the perspective of the researcher, subject matter experts, and the readers (Brinkmann & Kvale, 2018; Merriam & Grenier, 2019). To ensure standards of trustworthiness, I adhered to four criteria recommended for minimizing the treats to validity: credibility, transferability, dependability and confirmability as described below (Merriam & Grenier, 2019).

Credibility

Credibility or descriptive validity is the foundation for all other forms of validity. Credibility is reflected in the research design, research instrument, and the extent to which the data is accurate, representing all that the participants said and how they said it. The key steps in ensuring credibility include triangulation, member checking, peer debriefing, and writing thick descriptions of the data (Merriam & Grenier, 2019). Member checking is described as the process of giving the participants the opportunity to review, validate the contents of the transcripts, and critique the interpretation of their individual responses. Member checking was done during data collection, after the interviews have been transcribed, and after the coding (Adu, 2019; Merriam & Grenier, 2019). All interviews were electronically recorded, copious notes were taken during the face-to-face interviews while non-verbal sounds were noted during phone, WhatsApp, and Zoom calls; and the transcriptionists were trained in how to create and maintain accurate verbatim transcripts so as to increase the credibility of the data. Each of the 13 study participants was emailed a copy of his or her interview transcripts to check for accuracy and representation of the issues discussed during the interview. Each participant was asked to validate the content of his or her transcripts, which they all did. Member checking was also undertaken during data collection to aid validation of responses by restating the information and asking relevant follow-up questions to allow participants to verify and elaborate their answers. Triangulation was accomplished by interviewing participants from public and nonprofit organizations and leadership levels to ensure a varied and rich account of the study phenomenon (Fusch et al., 2018).

Generalizability

Transferability or generalizability refers to the extent to which study findings can be generalized or transferred to other settings, populations or phenomenon (Forero et al., 2018). Although transferability is challenging in qualitative research because the data are not based on a representative sample , it is achievable through thick description of the data so that readers can make comparisons based on the contextual information provided (Merriam & Grenier, 2019). This study's methodology is well described to give the reader adequate information about the context. Participants with varying characteristics were interviewed to not only aid triangulation of findings but also surface any valuable experiences in varying work contexts, situations, and organization hierarchy that others may identify with, which might contribute to transferability (Merriam & Grenier, 2019).

Dependability

Dependability or evaluative validity refers to how researchers inform readers how they arrived at the interpretations (Merriam & Grenier, 2019). It explains how well the findings can be replicated and ensures that readers know how the results were arrived at. The audit trail, thick description and triangulation aid dependability in qualitative research (Merriam & Grenier, 2019; Tracy, 2020). In this study, the data collection, analysis, and interpretation processes are well delineated: sample size and sampling procedures, coding procedures, and interview protocol are included, providing an audit trail on how data was transparently collected and analyzed.

Confirmability

Confirmability or interpretive validity refers to how well the researcher reports the participants' thoughts, feelings, intentions, experiences, events, and/or behavior. It implies that the interpretations of the data should not be based on the researcher's pre-conceptions or misrepresentation. To ensure confirmability, I undertook member checking during the interviews and when the transcripts were forwarded to the participants to highlight summarized information where more questions exist and ask participants to verify its accuracy or shed more light on it. Probing was used follow up some issues that participants raised to ensure understanding of what they mean. Prior to data analysis, each participant's transcript was read several times to better understand what it contains. If after reading the transcript there some issues that were still unclear, a phone or WhatsApp call with the participant was used to clarify any pending issues. These issues were also raised through an email accompanying the member checking transcript. Though NVivo was initially used to code, data analysis was done manually which made it possible to thoroughly review the transcripts to glean ideas that represent what participants said.

Additionally, the codes were periodically discussed with two peers who are familiar with qualitative research and health system leadership and strengthening in Uganda’s context so as to get an external check on the researchers’ thinking and interpretation. Lastly, all members of my PhD committee reviewed the study findings and conclusions to ensure that they are supported by the data.

Ethical Procedures

To protect the rights, safety, confidentiality and identity of participants, the necessary steps were taken. First, I submitted the research proposal to three institutional review boards—Walden University Institutional Review Board (approval # is 01-14-20-0296441), Mildmay Uganda Research Ethics Committee (REC REF:0501-2020), and Uganda National Council of Science and Technology (HS585ES) —for institutional review and approval. The principles and standards of these research ethics committees were adhered to. Second, pseudonyms were used to describe and quote participants so as mask their identity and that of their health organization. No individual or company names or other identifiers are mentioned in the study. Individuals are referred to by way of pseudonyms followed by descriptive information about their gender, type of organization (i.e., public or nonprofit) that a participant leads or led, and level in the organizational leadership structure (i.e., governance, senior management, or middle management). Third, the statement of participants’ rights and the informed consent forms were sent to participants in advance of the interviews. Participants were asked if they have any questions about the consent process beforehand and before commencement of the interview.

In the informed consent forms, I explained to the participants the following: (a) that participation in the study is voluntary, (b) purpose of the study, (c) what their participation entails, (d) compensation, (e) the risks and benefits of participating in the study, and (f) how their confidentiality will be maintained, their right to refuse to participate in the study, and the right to refuse to answer any question during the interview process (Merriam & Grenier, 2019; Tracy, 2020).

Participants were free to refuse to participate or withdraw from the study at any time without any costs or penalties. To withdraw from the study, participants would simply notify me of their intention to withdraw from the study, and it would be accepted without any questions or procedures. None of the participants that consented to the study withdrew from it.

All typed interview transcripts were password protected to ensure that only the researcher can access the data. The research data was stored under password-protected files in the electronic format. The hard copies of the interview transcripts will be maintained in a locked cabinet at my home for five (5) year. At the end of this period, the soft copies of the files will be deleted and the dustbin emptied whilst the hard copies will be threaded. I completed the Collaborative Institutional Training Initiative (CITI) ethical certification course and the London School of Hygiene and Tropical medicine course on good clinical practice to gain insights in conducting research involving human research participants.

Summary

In Chapter 3, I have described the methodology of this study, including the research design, instrumentation, and participant recruitment methods. Procedures to establish trustworthiness and ethical considerations have also been elaborated. In Chapter 4, I present the procedures for research participants recruitment and data collection information for this study, as well as the data analysis, results, and evidence of credibility, transferability, dependability, and confirmability.

Chapter 4: Results

Introduction

The purpose of this generic qualitative research was to explore and document how exemplar health leaders of public and non-profit health organizations in Uganda perceive and define the key study concepts and their experiences, opinions, and beliefs about the management and leadership practices they have used and found effective in exemplifying and supporting accountability for the achievement of results that matter most to key stakeholders. Additionally, I identified the enablers and barriers to accountability for results, the tools and mechanisms that the leaders use to navigate the barriers. The research was guided by one overarching research question and four sub-research questions indicated below:

1: How do health leaders in Uganda's public and nonprofit HSOs embody and support accountability for results that matter most to employees, the organization they lead, customers or clients targeted by the organization, and donors?

1.1: What do concepts such as (a) practices, (b) leadership (c) leadership practices, (d) management, (e) management practices, (f) accountability, (g) results, and (h) accountability for results mean to study participants?

1.2: What important results for employees, the organization, the customers, and donors are health leaders and their subordinates accountable for?

1.3: What management and leadership practices and accountability mechanisms work well in supporting accountability for achieving results for the employees, organization, customers, and donors and under what contexts?

1.4: What are the barriers and facilitators to ensuring accountability for results and what accountability strategies and tools are effective in dealing with them?

In this chapter, I present the key findings from the semi-structured interviews with 13 exemplar health leaders of public and nonprofit HSOs in Uganda. First, I describe the setting in which the research took place, demographic information, data collection procedures, data analysis, and evidence of trustworthiness. Next, I present the results synthesized from the semi-structured interviews and conclude with a summary of findings.

Setting

Three purposive sampling methods—criterion, maximum variation, and snowball—were used to identify and recruit exemplary health leaders currently leading or previously led HSOs at the board/governance, senior management, and middle management levels in Uganda's health system. In all, 40 potential health leaders (17 in public organizations, 23 in nonprofit organizations) were recommended through snowball but only 22 (12 from nonprofit organizations, 10 from public organizations) met the study criteria. Of the 22 potential leaders who met the study criteria, only 19 (nine females, 10 male) responded to the request to participate in the study (see Appendix A).

Participants were recommended for the study on account of being successful in leading others and organizations, specifically embodying personal accountability; supporting individual, team, and organizational accountability; leading transformations in their departments and/or organizations; a history of consistently achieving stakeholders' results; and meeting the inclusion criteria outlined in Chapter 3. They were also perceived and identified by their peers and health leadership experts as exemplary because they possess exceptional abilities in not only developing and executing effective leadership and management practices but also for being catalysts and facilitators of the much-needed health system transformations, change, growth, and development of strong programs, departments, and institutions and in coaching and mentoring other health leaders in Uganda and beyond. Participants freely volunteered to participate in the study and the interviews were conducted in a respectful manner.

Demographics

Participants were purposively selected and recruited based on gender, level in the organization leadership structure, and sector. As shown in Table 4, four participants (two females, two male) were from governance/board, five (two females, three male) from senior management; four (two females, two male) from middle management. Of the 13 participants interviewed, seven (three females, four male) were from the nonprofit sector whilst six (three females, three male) were from the public sector. Five out of 13 participants were aged between 40 and 50 years, six were aged between 51 and 60 years, whilst two of them were more than 61 years. All research participants had a masters or PhD academic qualification; eight out of the 13 were medical doctors with postgraduate training in fields such public health, surgery, internal medicine, health services management and leadership, anatomy, physiology, epidemiology, and infectious diseases management. The other five participants also had diverse academic backgrounds: mass communication, business administration, and corporate governance (1); economics, public health, and financial management (1); social work, demography, and public health (1); education, public health, and management (1); and social work and human resources management (1). The leadership and management experience of participants ranged from slightly more than 15 years to more than 35 years.

Table 4

Study Participants Demographics

Fictitious name	Gender	Age range	Leadership level	Management & leadership experience	Highest level of education	Sector
P1	Female	40-50	Senior mgt	> 15 years	Master	Nonprofit
P2	Male	40-50	Senior mgt	> 15 years	Master	Nonprofit
P3	Male	51-60	Senior mgt	33 years	Master	Nonprofit
P4	Male	Over 60	Governance	> 35 years	PhD	Nonprofit
P5	Male	40-50	Middle mgt	18 years	Master	Public
P6	Male	51-60	Middle mgt	> 15 years	Master	Public
P7	Male	40-50	Middle mgt	> 15 years	Master	Nonprofit
P8	Female	51-60	Senior mgt	> 25 years	PhD	Public
P9	Female	40-50	Middle mgt	> 15 years	Master	Nonprofit
P10	Female	51-60	Middle mgt	> 25 years	Master	Public
P11	Female	51-60	Governance	> 25 years	Master	Public
P12	Female	51-60	Governance	> 20 years	Master	Nonprofit
P13	Male	Over 60	Governance	> 35 years	Master	Public

Data Collection

To begin with, I shared the inclusion criteria with three experts and practitioners in health systems strengthening and healthcare management, leadership, and governance in Uganda and requested them to nominate individuals who meet the criteria and therefore should be interviewed. Six (6) leaders who meet the inclusion and selection criteria were initially nominated, three of whom were independently and commonly nominated by all the three experts.

I emailed the latter the participant recruitment invitations letter (See Appendix A) but only two of them responded granting permission to be interviewed and contacted privately on phone.

I conducted the first two interviews and requested each participant to nominate other health leaders who meet the inclusion criteria. I then sent study invitation letters to the remaining three potential participants who had been nominated by the experts. They all agreed to be interviewed and recommended others who met the study criteria. This process was repeated for each participant interviewed. Participants were encouraged not share contact information for co-workers or distribute the study invitation letter within their workplace in order to ensure diversity of views and experiences. Data were collected by the researcher using in-depth interviews that began and ended with informal conversations with the purposively selected participants. Interviewing continued until the 13th interview when data saturation was achieved. As shown in Table 5, the shortest interview time was 36 minutes whilst the longest time was two hours and 24 minutes.

Beginning with informal conversations contributed to building rapport with participants and fostered an informal exchange whereby participants freely provided valuable information whilst ending with them enabled some participants to speak about sensitive issues such as the endemic fraud and corruption in Uganda’s health sector which they were uncomfortable to talk about whilst being recorded. Others shared valuable leadership and management tips and experiences that they had not mentioned during the formal interview. The initial plan was to conduct only face-to-face interviews.

However, this changed after the emergency of COVID-19. After the imposition of lockdown restrictions on March 18, 2020 in Uganda, I sought and obtained permission from

Walden University IRB to conduct interviews via the phone, WhatsApp, or Zoom. Permission was granted on March 30, 2020.

Table 5

Participant Interview Mode and Audio Recording Duration

Participant	Interview mode	Audio recording duration
P1	Face-to-face interview	2hrs: 24 minutes
P2	Face-to-face and phone	2 hrs.
P3	Phone (WhatsApp)	48 minutes
P4	Phone	1hr: 2 minutes
P5	Phone	80 minutes
P6	Phone	56 minutes
P7	Phone	1hr: 58 minutes
P8	Zoom	1hr: 58 minutes
P9	Zoom and phone	1hr: 28 minutes
P10	Zoom	1hr: 39 minutes
P11	Zoom	1hr
P12	Zoom	1hr: 47 minutes
P13	Phone (WhatsApp)	36 minutes

I conducted two face-to-face interviews at locations that were convenient and comfortable for participants and where I could also maintain confidentiality. However, because one participant had to attend to an emergency COVID-19 meeting, one face-to-face interview was cut short and continued at a later date over the phone. Another interview was also conducted via two modes: first with Zoom and later over the phone because the respondent’s internet connectivity could not sustain the Zoom call. Two interviews were conducted via WhatsApp audio call, while four interviews were conducted via the phone and four interviews through Zoom video call.

Data Analysis

Data from the verbatim transcripts as well as from interview notes, memos, and personal journal were analyzed using the iterative approach to data analysis as recommended by Moral et al. (2015). The recorded interviews were transcribed verbatim based on a protocol (see Appendix E) by me and two research assistants who had been trained in the research processes and how to ensure participant confidentiality. The transcriptions were checked for accuracy and completeness by re-listening to the recorded interviews during the reading of the transcripts. The corrections detected during this process were immediately made. The notes taken during the informal conversations and main interviews with the participants were integrated in the transcription. The names of participants and institutions mentioned during the interview were replaced with pseudonyms to ensure research participant confidentiality. Participants were assigned pennames represented by the letter “P” and related participant number, for example, Participant 1(P1), Participant 2 (P2) and so forth. In instances where data could be traced to a particular participant or his or her organization, I changed some elements to mask the details (Creswell & Poth, 2018).

After that, each transcribed interview was thoroughly read from the start to the end without taking notes. The intention was to understand and appreciate the meanings participants ascribed to study concepts, their experiences, opinions, attitudes, behaviors, and perspectives. Next, each transcription was read several times while taking notes on the potential codes and themes aligned to the research questions and conceptual framework. After repeated and close reading of the verbatim transcripts, data were coded using NVivo for Mac. Unique ideas in the transcripts were identified and coded. Phrases, texts, paragraphs, and sentences of potential quotes that substantiate the code, sub-code, theme or sub-theme were italicized, bolded, and bracketed or assigned different colors and used to describe the findings in this research.

For NVivo, I created 12 codes and 23 sub-codes aligned to the research questions. These initial codes were used to create a codebook in Nvivo. Chunks of data were transferred to NVivo under the different codes, taking care to maintain the context. Being new to NVivo, I realized I was losing a lot of time trying to learn its dynamic. Ergo, after transferring all the relevant texts under the different codes, the data was downloaded into Microsoft word. Working phrase-by-phrase, the data from NVivo was transferred from MS Word and re-coded in Excel. In Microsoft Excel open and axial codes, categories, overarching themes, and memos/notes were created. The codes and their accompanying text from NVivo were put in a five-column Microsoft Excel worksheet.

The first column contained the participant's identification number (source ID) whilst the successive columns indicated the text, code, category, theme, and notes/memo respectively. The text column contained illustrative paragraphs of the code from the verbatim transcripts. The category column included phrases combining similar codes, which represented the similar things. The theme column contained the take home message, big idea that combines several categories. In some cases, categories served as the themes. The notes/memo column included ideas, experiences, or key concepts and categories identified in the passages and the reflections on how they relate to the what, who, where, when, why, and the how of the passages being quoted. The notes also indicated how the concepts, experiences, and perceptions identified relate to others, conceptual framework, research question, or extant literature. The notes were valuable in writing this dissertation because they provided building blocks for the crafting the findings and discussion sections. Utilizing Microsoft excel to re-code the data provided opportunities to deeply engage with it, sort it, and obtain frequencies of codes and categories, which provided insights on their prevalence in the dataset.

The codes were aligned with the research purpose, research questions, and conceptual framework (Adu, 2019; Linneberg & Korsgaard, 2019; Rogers, 2023). A combination of a few in vivo codes and several others coined by the researcher were used (Creswell & Poth, 2018; Rogers, 2023) In vivo codes are enclosed in quotation marks to indicate that they have been drawn directly from participants' actual words. During the coding, salient issues, insightful connections, and participants' perspectives requiring clarification were identified. Issues requiring clarification were shared with participants during member checking (Adu, 2019).

Following Moral et al. (2015), the data under the different codes was analyzed to identify and classify codes under different categories and themes. I relied on constant comparison whereby I moved back and forth to explore and identify "patterns of meanings" in the different transcripts, in alignment with the different research questions (Braun & Clarke, 2022).The themes were created based on the conceptual framework, key constructs and terms used by the participants or those coined by me to best describe the data. The initial list of themes was continually reviewed and refined to ensure that they tell a compelling story about the data. This involved going back and forth between the codes and categories as well as re-reading the interview transcripts before arriving at the final theme and sub-themes (Braun & Clarke, 2022). The themes were analyzed in in relation with other themes to identify associations and patterns of relationships between them. They were also analyzed in relation the research questions and conceptual framework to identify outliers, variations, commonalities, and relationships with extant studies (Adu, 2019; Braun & Clarke, 2022). For any outliers identified, extant literature was consulted to determine their possible explanations, meanings, and implications for research and practice.

Evidence of Trustworthiness

Qualitative researchers have a duty to ensure validity and reliability of their findings (Merriam & Grenier, 2019). This is done through ensuring the trustworthiness of their findings whereby they establish credibility, transferability, dependability, and confirmability. The results of this study were evaluated for credibility, transferability, dependability, and confirmability as explained below.

Credibility

In Chapter 3, I elaborated how the study achieved credibility and data saturation. In concert with the recommendations of multiple scholars (Merriam & Grenier, 2019; Silverman & Patterson, 2022; Tracy, 2020), I took the necessary steps to achieve credibility. I achieved credibility through data triangulation by reviewing extant literature in alignment with the study conceptual framework and analyzing field notes and interview transcripts of 13 participants from diverse backgrounds (Fusch et al., 2018; Merriam & Grenier, 2019).

Second, drawing on extant studies that recommend utilizing informal conversations to elicit rich and sensitive information that may not emerge during the scheduled interview (Fusch et al., 2018), I relied on them before and after the scheduled in-depth interviews with participants to obtain important information. For example, some participants shared unique and sensitive information about the multi-level, multi-person, and multi-sector collusion that foments fraud and corruption in public and non-profit HSOs, barriers to accountability for results in Uganda's context, and the strategies they try to use to navigate them. Others shared personal stories about how self-observation and self-evaluation enhance self-leadership and self-accountability and how embracing a values-based and social justice outlook to life and work not only enhances accountability for results but also builds trust with staff and other stakeholders. Trust was perceived as the foundation and sustainer of all personal and professional relationships, particularly if it is buttressed by objectively observing people's behaviors, analysis and prevention of risks to minimize individual and organizational losses that may emanate from unethical behaviors or negligence. Likewise, one governance level participant emphasized the importance of nonprofit HSOs adhering to legal and regulatory requirements, that is, the timely remittance of National Social Security Fund (NSSF) staff deductions, filing of employee pay as you earn (PAYE) and income tax returns to Uganda Revenue Authority (URA), and filing annual returns accompanied with an audited report [this applies to companies registered by guarantee) with Uganda Registration Services Bureau (URSB) and the National Bureau for non-profit organizations so as to maintain their legitimacy and registration. Failure to adhere to these policies presents the risk of organizations being deregistered or penalized to pay money they may not have. Such information had not been mentioned during the formal interview, but participants volunteered it during informal conversations, further enriching their earlier perceptions and experiences about the study phenomenon and increasing the credibility of the study results.

Third, ample time was allocated to the interviews which provided opportunities to probe, summarize, and restate issues for participants to obtain sufficient details for each interview question (Merriam & Grenier, 2019). Fourth, all interviews were audio recorded and transcribed verbatim. I also re-listened to the audio recordings transcribed by research assistants to ensure that each participant's perspectives are captured well. The transcription included nonverbal sounds such as laughter, sighs, coughs, someone knocking on the door, phone beeping; gestures, breaks in speech; emphasis; slang; mumbling; repeated words, and fillers such as aah, hm, huh, mm, mhm, uh oh, ah, or ahah.

Fifth, I correctly portray and provide thick description of each participant's voice wherever quoted in the study (Merriam & Grenier, 2019). Sixth, during and after the interviews, I undertook member checking. This involved probing to obtain detailed information, restating, and summarizing information for the participants to clarify understanding of issues under discussion. I also emailed each participant his or her transcribed interview transcript for member checking. This allowed participants to edit, add, delete, comment on the contents and certify whether the interview transcript represent what they said. I gave participants two weeks to review and return the transcript but some of them took more than a month because of their busy schedules. I also requested some participants to respond to issues in their interviews that needed further clarification. During the analysis, I emailed participants to ask them to clarify some the issues they expressed in the interview. Six participants made grammatical and syntax changes to their transcript. Two participants revised some statements in their transcripts and added other insights in response to my follow up enquiries.

Transferability

Qualitative studies are context-specific, and hence their results may not be transferrable to other settings. I took several steps to ensure some level of transferability of study findings to other contexts. First, all the steps taken to collect, analyze, and interpret the data are well detailed in Chapter 3 and this chapter, which provides a clear and transparent trail that others can replicate as need be. Second, the research and interview questions were based on conceptual framework that drew on multiple studies and theories to enhance the applicability of findings to other contexts (Fusch et al., 2018). Third, maximum variation purposive sampling was used to select 13 exemplar health leaders from three levels of organizational leadership hierarchy—governance/board, senior management, and middle management— who currently lead or previously led public and nonprofit HSOs implementing varied health projects in Uganda. For instance, nonprofit sector participants manage donor-funded health programs and projects in sexual and reproductive health, maternal and child health, HIV, TB, and malaria services in Uganda's health sector and support civil society organizations, districts, and line ministries for health, gender and social development, and local government to strengthen systems and improve the quality of health services provided to citizens. Public sector participants also occupied positions such as director general of health services, senior human resources officer, district director of health services, or head of department. Interviewing participants with such diverse and unique characteristics contributed to the triangulation of perspectives and experiences that others in different contexts may identify with. Finally, I accurately report and provide thick descriptions of all participant's responses related to the research questions. This affords readers the opportunity to assess and decide whether the study findings are transferable to their settings and circumstances (Maxwell, 2022; Merriam & Grenier, 2019).

Dependability

Dependability is about ensuring that the researcher informs the readers how the findings were arrived at and how they are aligned to the data collected (Merriam & Grenier, 2019). First, participants were selected based on an inclusion criterion, which ensured that the data they provided aligns with the research purpose. Second, the research and interview questions were developed based on the literature review, ensuring that they address a relevant knowledge gap. Third, the interview protocol was pre-tested and found appropriate to collect the required data and data collection was by one person, which ensured consistency in the way questions were asked to all participants (Silverman & Patterson, 2022). Interviewing research participants continued until no new data emerged in relation to all research questions. All interviews were audio recorded and transcribed verbatim which ensured that all perspectives from participants are captured. A rich description of the profiles of participants has been provided to give readers the opportunity to know the background and leadership experience of the interviewees. Fourth, through member checking, each participant in the research was sent his or her interview transcription to confirm whether it represents what was discussed and how it was said (Adu, 2019; Tracy, 2020). Participants were also requested to clarify any issues identified during the reading and coding of transcripts. Finally, the findings are compared with existing studies, noting instances where they support or extend existing knowledge or reveal knew knowledge related to the management and leadership practices and accountability mechanisms that support accountability for achieving key stakeholders' results. These strategies ensure that the data is dependable.

Confirmability

Confirmability in qualitative research is similar to objectivity in quantitative research. It is about ensuring that the study findings not only reflect the thoughts, feelings, intentions, experiences, events, and/or behavior of participants, but they are also not influenced by the biases and subjectivity of the researcher (Merriam & Grenier, 2019). In this study, several steps were taken to ensure confirmability. First, I purposively selected and interviewed people with varied characteristics to triangulate findings and mitigate biases (Fusch et al., 2018; Merriam & Grenier, 2019). Second, I bracketed myself by keeping a reflexive journal and writing memos during data collection, analysis, and interpretations to ensure that my experiences as a health organization leader do not interfere with the data collection and analysis process (Olmos-Vega et al., 2022). Keeping a journal and writing memos enabled me to not only document unanswered questions and divergent views but also reflect on my personal beliefs, biases, and assumptions. Third, I transcribed seven interviews and re-listened to all audio recordings to identify any texts that may have been missed, which ensured the quality data. Next, I read the transcripts several times and coded the data and spent more than six months analyzing and interpreting the data. This gave me the opportunity to familiarize with the data and identify commonalities and differences in what participants said and how they said it. After that, I relied on member checking during the interview and when I emailed the verbatim interview transcript to participants to ensure that they not only verify the contents but also edit, comment, and provide additional information as appropriate (Merriam & Grenier, 2019).

Results

This section presents the findings from the 13 study participants. The findings are aligned to the research questions. Categories and themes are used to present the results that were identified during the analysis of all the transcribed interviews. The presentation of study results commences with a brief explanation and justification about each research question. This is followed by a detailed description of the themes and findings under each research question.

The Perceptions and Meanings Ascribed to Study Concepts

This section contains the perceptions and meanings that study participants ascribed to the study concepts under Research Question 1. I devoted a lot of time and space to exploring, analyzing synthesizing, and explaining these concepts because extant literature showed that the definitions or labels that people assign to concepts shape their beliefs, perceptions, experiences of reality, what they routinely do and how they do it (Detert et al., 2022; Friedman, 2015; Whitecloud, 2019). Therefore, the purpose of comprehensively exploring and documenting how the participants define, label, understand and interpret the study concepts was two-fold: (a) to outline how they are perceived, interpreted and understood by health leaders in Uganda's context and hence provide valuable data which other researchers may draw upon and (b) lay the foundation for understanding and discussing other research questions in this study, thus minimizing the likelihood of talking past each other. The concepts included: (a) practices, (b) leadership, (c) leadership practices, (d) management, (e) management practices, (f) accountability, (g) results, and (h) accountability for results. The similarities and differences between leadership and management and leadership styles of participants were also explored.

What stood out in how the study participants defined the study concepts was that they assigned different meanings and perceptions to each concept making it difficult to come up with a single coherent definition. This diversity of opinions might be because the perceptions that people in different situations and environments have about these concepts evolve over time, causing them see, interpret, and understand phenomena differently. Hence, the definitions given here reflect my attempt to analyze, interpret, and synthesize the diverse perspectives that were discernible in the participants' ideas and opinions about each of the study concepts. In some instances, I am able to synthesize a single coherent definition, but in others, I provide a family of definitions that were collectively shared among interviewees across the dataset.

What are Practices?

The views, perceptions, and definitions that participants ascribed to practices revealed three distinct ways in which they conceptualized them. One group consisting of five participants perceived and defined practices as the unique approaches, manner of working, method of functioning, or method of operating or dealing with something to achieve a specific aim. P1 explained that "a practice is more of a method, a process, or a technique that somebody utilizes to achieve something." P12 shared that practices are ways of doing things and can be behavioral or policy-related as indicated below:

> The way of doing things. It is a choice of doing things with an objective to achieve something. Practices can be behavioral; they can be for policies that an organization wants to introduce. They could be about how you deal with staff, human resources. Practices are too general but depend on what you want to achieve as an organization and what your strategic direction looks like.

The above perspectives suggest that practices are a collection of situation-specific approaches that an individual, group, or organization utilizes to complete tasks and activities or deal with issues or events, ultimately leading to the achievement of an aim, solving a pressing problem or maximizing opportunities. As a portfolio of approaches, practices may range from methods, processes, techniques, procedures, strategies, structures, mechanisms, systems to styles that influence, guide, support, and enable people's decisions, behavior, habits, and actions. In this respect, they relate to how something is uniquely done to accomplish an aim. This suggest that practices are the unique know-how— the skills, the knowledge, the experience, the tools, the techniques, the competencies, or the expertise possessed by an individual or members of a group, or the capabilities within an organization—that explicate in specific detail how people and other resources can effectively be deployed to accomplish tasks and achieve an aim.

The second view about practices was espoused by five participants who noted that they are what people do or are expected to do at one point in time or routinely and consistently to produce a result. The things that people do or are expected to do are partly reflected in the interrelated actions [i.e., tasks, activities] that they envision, plan, and undertake to achieve a specific result in a given place and time. What people do or are expected to do is also partly reflected in the behaviors, decisions, habits, once off or routine and consistent actions, or activities that a single person or multiple persons consistently use to do something. Practices may be positive or negative as explained by P5:

> Practices are the consistent things that you do on a day-to-day basis that eventually lead to outputs and outcomes in your organization or your role. Practices are similar habits of leaders in the same environment and under the same circumstances. Practices reflect what

> many people in the same environment and under the same circumstances do. Practices reflect what an individual or many people do; they can be negative or positive.

The notion that practices are people's habits and the things they consistently do suggests that they reflect the characteristic actions, values, behaviors, and identity of the person(s) exhibiting them. The third outlook was proffered by three participants who observed that practices are an amalgam of what people do and how they uniquely do things, especially when dealing with something or completing a task or activity aimed at achieving a specific aim. P11 shared that they are the things people do and how they do them: "Practices are the things you do and the way you do them." P13 viewed them as the things people naturally do: "Practices are the things that people naturally do. It is also your way of running your day—to—day business. It is your routine."

These perspectives suggest that practices are context-specific, personal-, organization-and ecosystem-driven and routine activities, behaviors, habits, and systematic approaches that people and organizations rely on to complete or deal with something in order to achieve something or solve a problem. In relation to groups, teams, projects, or organizations, practices relate to what leaders, managers, supervisors and staff do and how they uniquely do it under the different facets as elaborated by P2: "They might touch people, human resources. They might touch the way you manage projects, project management." The view that practices are personally, organizationally, and ecosystem-driven was discernable in the way participants noted that they are shaped by personal and organizational values and/or the existing ecosystem-wide policies, plans, standards, procedures, and regulatory frameworks that are external or internal to the institutions where individuals work or the families and communities in which they live. P3 described them as behaviors: "Practices are the behaviors of a leader; they are the things a leader does based on his personal values and beliefs.” P6 characterized them as what is expected of a public work: “A practice is what a public worker is supposed to do guided policies, plans, legal and regulatory frameworks in order to deliver services to citizens.” Then, P8 viewed them as how things are done: “It’s how we do things on a day-to-day basis according to the standards of the country where you work.”

Participants’ perspectives revealed that practices are purposeful and context specific as explained by P12: "But the meaning of practices differs from one organization to the other because organizations have different goals and objectives. So, depending on my goals and objectives, I will apply practices that fit within where I want to go."

There were minor differences in the conceptualization of practices in relation to the leadership level, sector, and gender of participants. In all, four male participants out of seven compared to one female participant out of six perceived them as what people do or are expected to do to achieve something. In contrast, four female participants out of six and one male participant perceived them as how people uniquely do things in order to accomplish specific objectives. Noteworthy, nonprofit governance level participants perceived practices as how people uniquely do things whilst their counterparts in the public sector conceived them as an amalgam of what people do and how they do it. Aside specifying that what people do and how they do it can be routinized or episodic, participants did not indicate if the doing is physical or mentally or both.

The ecosystem as described by participants refers to the institutions; corporate setting; organization and government structures, policies and standards, international organizations and donors, the individual and collective factors that influence, define and enforce norms and rules that people in projects abide by to maintain order, harmony, coordination, and control. Their views reflect their awareness of the contextual influence on what people and organization do as explained in the CAS and stakeholder theories. Personal and organizational values represent both the rules—what people aspire to do or are expected to do— and the norms—the standards, beliefs, ethics and principles that people feel obliged to follow due to the need for harmony and respect for external non-legal consequences. Such rules and norms define what can be done or not be done in a specific setting, ultimately setting the tone for what is permissible or not as elaborated in in the personal values theory.

Participants' perspectives suggest that at the personal level, the rules and norms that guide practices reflect the personal behavior guideposts—the engrained personal values, beliefs and attitudes, reflecting the impact of normative pressure. At the organizational level, such rules and norms reflect the purpose, core values, mission, vision, goals or objectives, policies, standards, and procedures of the organization, which reflect the coercive pressure. At the government and societal level, such rules and norms are embodied in the existing formal and informal standards, policies, legal frameworks, regulations, norms and values, indicating the coercive and normative pressures that individuals have to cope and align with. The views below from P1 and P3 explain the above perspectives:

> Though I want my team to innovate, work under minimum supervision because that is what I want them to do and be able to do, I know we work under an ecosystem, and I can't say that I will ignore the practices to ensure that I take the risk at whatever cost to motivate my team (P1).

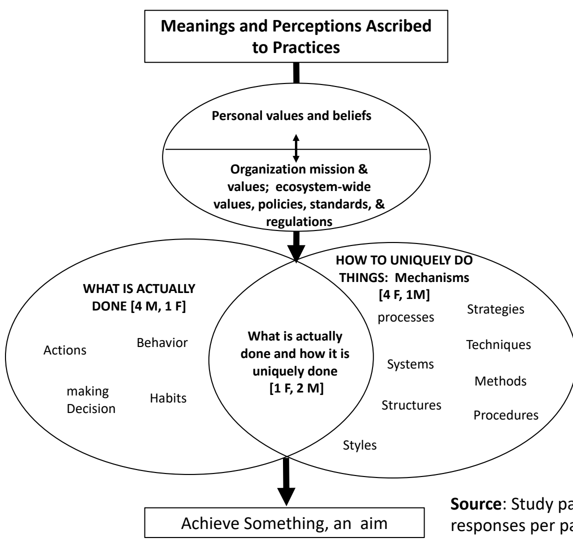
> I think what is most important for a leader, particularly whether you are leading an organization as a CEO or are on a board practicing collective leadership, are your values and beliefs. This is because your beliefs, values, and personal behaviors set the tone at the top (P3).

P3's perspective implies that personal values are foundational to people's practices—what they do and how they do it. Hence, if someone's personal values are negative, opportunistic, or self-serving, they will be reflected in his or her mindset and whatever he or she says and does routinely when alone or with others. As observed by P3, if such a person is in a management or governance position such actions or behaviours will set the tone for others in the team or organization. Participants emphasized that staff often decide to exert or not exert adequate effort or to stay in organization based on the extent to which leaders and managers at the different levels of the organization, embody positive personal values. This implies that the character and values of the leaders are contagious because they subtly but powerfully influence what individuals and teams do and how they do it to achieve or not to accomplish the desired stakeholders' results as elaborated in the personal values theory, especially the transcendental and selfish motives. As indicated in Figure 6, personal values, beliefs and mindsets and ecosystem-wide norms, policies and standards mutually influence each other and often work together to determine what people do and how they do it. Thus, to understand what makes some people do what they do and how they do, it is imperative to understand the underlying values, beliefs, mindsets, and ecosystem-wide norms they draw upon to make decisions, implement and monitor actions.

Taken together, these perspectives provide valuable insights into the defining characteristics of practices as (a) the unique pattern of actions, behaviors, decisions, or habits that people individually or collectively in team or organizations utilize to pursue and achieve what they want or need—what people do, the actions they take to achieve a purpose, an aim; (b) the established individual, organizational, and ecosystem-wide methods, mechanisms, or styles that individuals and organizations rely on when doing something—how they uniquely do things to achieve an aim; and (c) the rules that influence what people, groups, or organizations do and how they do it in order to achieve something—the personal values, beliefs and mindsets; organization values; and ecosystem-wide norms, policies and standards that influence decisions, behaviors, and actions at the individual, group, or organization levels. The notion that practices are enacted to achieve an aim implies that they are purpose-driven.

Figure 6

Participants' Perspectives About Practices



Source: Study participants (n=13, multiple responses per participant, M= Male, F =Female)

In other words, for something to count as a practice, it should denote the following: (a) a consistent pattern of decisions, behaviors, habits or actions of people, individually or collectively in groups or organizations; (b) the unique mechanisms— approaches, methods, processes, strategies, systems, tools, and techniques— that people routinely rely on to complete tasks , activities, or address an issue; (c) the rules and norms that guide the actions, decisions, behaviors, and mechanisms used; and (d) the context-specific aim or purpose that people wish to achieve.

In this case, the context-specific aim represents the situational intentions or objectives that people wish to achieve which influence what they do and how they do it in order to realize them. Participants' views suggest that mechanisms are a combination of complex systems, personal and ecosystem-wide values and norms, strategies, and techniques that individuals, teams, and organizations have developed, internalized, and rely on to complete tasks and achieve a desired outcome or aim. Moreover, the term systems as described by participants seems to refer to the blend of the relevant structures, processes, and tools that add value to what individuals, teams, and organizations do and the policies, standards, procedures, and regulations that guide people's decisions and behavior. At the organization level, systems assure that employees, managers and leaders set the essential objectives and goals and pursue them to achieve the desired results.

What is Leadership?

Similar to how participants conceived practices, there was no consensus on a single coherent definition of leadership. There were also no significant differences by gender, organizational leadership level (i.e., Seniority), and sector in the way participants perceived and defined leadership. Taken together, participants' perceptions and meanings attributed to leadership suggest that it is the contextual and time-specific group mechanism through which one individual (or multiple individuals[1]) with the salient qualities, capabilities, information, and goodwill of others in that specific circumstance, job, and time is [are] elected, hired, promoted, or appointed to lead others or he or she [they] voluntarily steps up to assume the role of a leader, and he or she [they] willingly accept(s) and commit(s) to fulfilling the primary responsibilities of

[1] The multiple individuals work at different levels and on different tasks and activities suited for their capabilities and requirements.

that role, achieving and enabling others to achieve the desired stakeholders' results. The leader(s) utilize(s) the capabilities and leverages other resources to accomplish expected obligations and influence, inspire, guide, engage, and animate multiple people to cooperatively dedicate their time, physical and emotional energy, skills, competences, and resources to the pursuit and achievement of results. The ensuing sections explicate in more details how the study leaders perceived, defined, and interpreted leadership as (i) a function of the unique and salient qualities of the leader(s), (ii) the ability of the leader(s) to fulfill context-specific primary responsibilities, (iii) as the ability to produce or enable others to produce the desired stakeholders' results.

Leadership as a Function of the Unique and Salient Qualities of a Leader(s)

As indicated in Table 6, what stood out in the research participants' definitions and perceptions about leadership was how they associated it with the unique and pertinent abilities, qualities and characteristics of a leader, which enable him or her to fulfil certain context-relevant primary responsibilities and inspire others to work together to achieve individual and mutual goals. Reflection on their perspectives in the interviews suggests that the unique and salient qualities and capabilities include the salient technical, practical, soft and job-specific skills and expertise; character traits; basic intelligence and intuition; mindset and behaviors; principles (i.e., integrity, honesty, trusting others and being trustworthy, transparency, respect, commitment, fairness, justice, responsibility, compassion, empathy, open-mindedness, intentionality, confidence, respect for self and others) and beliefs, willingness, drive and commitment to personally do a good job; the style used and ability to engage, inspire, direct, guide, influence, and animate others. These perspectives reflect the propositions in the personal values, skills, and competence theories discussed under theoretical background and in the conceptual framework.

The excerpt below from P12 illustrates this perspective:

> Leadership is the ability for a person to guide, direct, and successfully enable the achievement of positive results in an organization, family, business, or any entity. At the end of the day, you must have the skills that enable people to move with you in a certain direction. It calls for a lot of character. It is the character of the person, your character, your behaviors and taking clear recognition of the people that work because you cannot be a successful leader without people. So, these little, small things that we do and turning them into results, I think that's what I call leadership. You could put two people in a company and give them the same everything, you give them the money, the market, the staff, resources and one will succeed, and one will fail; that is leadership. Because when you look critically, everything will be the same and the question will be why did A succeed where B failed? That is where you are now measuring leadership competencies, the leadership behaviors, leadership style, the ability to make people believe in a certain direction, the consistencies in areas of strategy…. If you are inconsistent people will not understand you. Today you tell people you are working in Kampala and tomorrow when you come to address them you will say we are first going to Masaka. So, consistency in strategy and direction will define a leader and the results will define a leader.

P12's perception of leadership as "the ability for a person to guide, direct, and successfully enable the achievement of positive results in an organization…" connotes that it is undertaken by a person who is endowed with unique qualities and characteristics such as character, being competent, appropriate behavior and style, recognizing others, and consistency in strategy and direction. This implies that certain traits, attributes, behavior, and principles are amenable to leaders. Her perspective also indicates that leadership applies to families, groups, and organizations alike.

Table 6

Codes and Themes Related to Leadership

Codes)	**Themes**	**Distribution** (n=13, multiple responses per participant)
"Art of directing and motivating people"; "having a skill set to motivate"; character; technical skill; soft skills; personal ability to guide, direct, enable; "ability to deliver results in structured and responsible manner"; positive values; personal drive and commitment; "ability to craft a vision"; positive values; style; ability to build relationships with others	Leader's qualities and capabilities	10
"Identify right problem", analyze options, understand workers' motivation for work, stakeholder analysis and engagement, client consultation; understand and respect others' mandates; understand the geographic, technological, social, and political issues	Resp_Understand the context	6
"Pull in the same direction", clarifying values, participatory setting of individual and team goals aligned to organizational goals; ensuring donors support government plans, not theirs	Resp_Alignment	9
"Getting commitment"; teambuilding; "enabling others to achieve results"; inspiration; Influence through agreement, consultation, mentorship &guidance; regular and transparent communication; Giving credit and honoring performers; story telling	Resp_Inspire commitment	9
Taking responsibility, ensuring ownership, embrace vulnerability, transparent reporting of results, "buck stops with me"	Resp_ Culture of accountability for results	9
vision, where to go; instilling values; role model; approve strategic plan; shepherd; formulation, approval and enforcement; taking agreed direction; purpose, vision, and mission; giving direction; regular and transparent communication	Resp_Establish direction	9
Employ satisfaction and engagement; Goal achievement, growth and improvement, positive change; positive and consistent results; "do not live with the unacceptable"; meeting unique stakeholders' needs; thriving and sustainable organization	Exp_Achieve desired results	5
"Partnership & drive toward common cause", ensuring implementation of equitable policies, dealing with work-related politics, conflict resolution; shunning grapevine; openness and transparency; stakeholder coordination; adequate resources; Camaraderie culture; keep in your lane, stick to your mandate; disciplining poor performers.	Resp_ Conducive environment	9
Mentorship, coaching, training, succession planning, granting autonomy and authority, peer mentorship, networking and collaboration; continuous learning; regular performance feedback	Resp_Build capabilities	9
Business continuity planning; internal and external audit; fraud investigation; develop, enforce adherence to, audit and adapt policies, standards, regulations, and procedures	Resp_Identify & prevent risks	7

Key: Resp= Responsibility, Exp= Expectations

To add to this, P1 and P9 also characterized leadership as an "art" of mobilizing and influencing others to act in a manner that produces the desired goal as asserted by P1:

> Leadership is the art of directing or motivating people to act in a way that would result into achieving a goal. It is more of working with people, leading them, and directing them to achieve a certain goal, a particular goal.

P9 stated that "Leadership is an art of being able to influence by doing, influence by directing a group of others to achieve certain goals." Describing leadership as "an art" connotes that whoever exudes it, possesses the unique dispositions about how things are organized, done, and effectively completed to achieve a desired aim. This implies he or she has the wisdom to maneuver and seek support from others with the unique strategies, tactics, techniques, imagination, creativity, intuitive thought, calculated risk-taking, willingness to learn, and inspiration that is characteristic of a gifted artist. Hence, such qualities and capabilities distinguish effective and ineffective leaders because they determine the extent to which one person can succeed in mobilizing, engaging, guiding, and influencing others to cooperatively identify and solve shared day-to-day problems, harness opportunities, and achieve the agreed goals whilst the other does not as P12 pointed out. The other participants' views that illustrate how leadership is a function of a leader's unique skills is inherent in P3's definition: "Leadership is having a skill set to motivate individuals." This view shows that to be an effective leader, one should possess unique knowledge and soft skills that can animate, guide, and enable others to pursue and achieve agreed goals as noted by P8: "Leadership for me involves leading a group of people to a certain direction, which is an agreed direction and with certain goals that that you want to achieve." The second implication of perceiving leadership as an art is that it calls for seeing things and/or facilitating others to see them from diverse angles as an artist does before deciding to paint a certain art piece.

The above perspectives collectively suggest that the unique and relevant personal qualities and capabilities of a leader are what makes him or credible and worthy of the respect and trust of others to the extent of accepting him or her to be their leader in that particular task, initiative, or project at that time. The language used by research participants when discussing the differences between management and leadership suggested that leadership may or may not be based on a formal position in the organization hierarchy but on the roles, salient qualities and capabilities related to the task at hand. Any individual who exhibits the qualities and capabilities, earns the respect and goodwill of others, and willingly accepts to execute the responsibilities associated with the role at that time can become the leader. Leaders change because different situations, roles, times, and tasks require different insights, strategies, knowledge, technical and soft skills, and capabilities. Therefore, at any given period, someone who has been leader in one situation becomes a follower as another with the salient qualities and capabilities becomes the leader to facilitate and catalyze meaningful and cooperative relationship among stakeholders so that they collectively pursue and achieve desired goals. The quote below from P9 illustrate this:

> You can even have a leader who is not holding a formal position in the organization, who is not managing a budget, who is not managing resources but people look up to him or her because he or she inspiring, is an example for others, commands respect. When they go to their team to talk, these are people who are able to manage crises. For example, when the company is down and people have not been paid salaries for the last two months and the manager may not have those leadership skills to handle the situation. But a good leader is one who is able to motivate and inspire others to be patient. The difference is that the leader inspires and people to look up to him or her. To be a good leader, you should have good character with admirable traits—have a vision, see the big

> picture, pacify situation and calm others, think out of the box, think beyond today and tomorrow. But to be a manager could be just a position.

The first implication of the above perspective is that effective leadership is predicated on the leader’s credibility and context and time-specific capabilities, which include appropriate skills, behaviors and attitudes as discussed in the conceptual framework and theoretical foundation. People believe the messenger before they embrace, believe and internalize the message. Hence, for one to gain the trust, the respect, and the goodwill to inspire and influence others, he or she should have the character and competencies expected of the leader, even if he or she has no formal position in the organization. This is why the quote indicates that anyone with the goodwill of others and significant credibility in a team or organization can wield more influence over others than a manager with formal authority but no integrity.

The second implication is that for one to be and remain a relevant and effective leader, he or she has to possess the context-relevant skills, mindset, values, and foresight. Participants noted that a leader is able to develop appropriate skills and ability to guide and see farther than those he or she leads by paying kin attention to trends and continually learning in order to upgrade his or her knowledge, strategies, mindsets, attitudes, behaviors and skills as noted in the excerpts from P2, P10, and P12 below:

> At all levels we need the knowledge. You need the knowledge and skills because as a leader you must be informed. You must guide from an informed point of view. As a leader you need the skills because at times you need to demonstrate or to be seen actively participating…. And as I have told you, every day I have been learning something, and that is how I have lived (P10).

> I read a lot because I always believe that you must be more knowledgeable as a manager of the things you are going to do. The staff respect you because of being knowledgeable.

> If and when staff know that you not knowledgeable in some things, yet you do not ask to build your level of knowledge, they will stop doing it. They will start telling lies but you must as a manager know and see what is going on (P12).

> I read a lot. You should come to my office. Well, you have been to my office. You can see that I have a library there. If you come to my home, I think I have a compelling set of books. Every time, I travel, I buy one or two books. The essential thing is developing a reading habit. Honestly, there is no way you can feed that sense of learning, unless you are reading online or listening to a podcast. My car has become a classroom. Because where I live has a lot of traffic, I leave home at about 5:30 a.m. every morning to beat the traffic to get to the office early. During the 45 minutes or one hour of commute, I am listening to TED talks, podcasts, or other leaders speaking. I have to look for information to feed my mind. And this puts me in a position to see trends and then compare with my team about what the future holds. It is also in that vein that I have led the effort to invest in big data. SBD (not real name) has established a center of excellence for big data, which sits on the ground floor of our building. You see the trend and say, 'You know what, lets us do this' (P2).

P2's perspective indicates that the leaders' continuous learning and utilization lessons learned not only boosts their knowledge, skills, behavior, and mindset, but it also lays the foundation for influencing and guiding organizational adaptation, innovation and change. This is because the leader uses the lessons learned and the trends observed to influence others to think about and see work, the future of work, and the organization differently. Basically, the learning and utilization of lessons learned is both a process and an outcome of self-leadership that benefits the team and organizational in the short and long-term. In the end, the leader and the team members rely on the lessons from the continuous learning to drive team and organizational change, innovation, and adaptation in order to remain relevant and responsive. It appears that leadership is inextricably linked to learning from and teaching others valuable lessons that are likely inspire growth, making positive changes and adaptation both in the workplace and at home as P5 said:

> I think leadership has a learning element. It is like you are teaching people; it is not really teaching but you are trying to impart certain attributes and values to them that they are going to live with in their careers and at home.

Moreover, the learning is not only from reading but also from peers doing similar work and taking time to review and reflect on field experiences and feedback from multiple stakeholders as noted by P7:

> We conducted routine performance review where we would meet and engage all sub-recipients in presenting what they have done, to share experiences, to share their lessons learnt and to interact with one another. Through the reviews we would showcase good performers and request them to share their experiences for others to learn from them.

P 1 added that they do it with a deliberate agenda: “We are beginning to think about a learning agenda and not simply doing things because we have to do them”.

In contrast to a leader’s need to demonstrate more knowledge and skills than his or her subordinates and followers as noted by P10 and P12 above, P7 and P5 noted that they should instead demonstrate a certain level vulnerability, implying possession of one of the essential interpersonal skills. In that sense, they should not be under undue pressure to prove anything to those they lead because doing so demonstrates they are not credible and authentic. This also implies that effective leadership is predicated on one’s character, building and maintaining authentic relationships and upholding one’s credibility. In view of this, leaders should feel free to consult, admit to, and seek help from peers and subordinates on whatever they don’t know or cannot do as the excerpt from P7 illustrates:

> I didn't have to be an expert in Tuberculosis, but I should seek to understand what they are talking about. And where I do not understand what they are talking about, I should be able to ask them questions, taking advantage of their comparative advantage over me. But we all should agree that what we finally decide to do is what will take us in the correct direction.

According to P7, admitting what one doesn't know and seeking help from others not only shows vulnerability but also builds trust and demonstrates to others that one is human and doesn't know everything. Leaders are human too. Though they may have more agency, autonomy, financial resources and strategic networks to draw on, they have limits too. This implies that leaders should embrace a certain level of vulnerability instead of faking life or stressing about things they do not know or cannot do. According to P5, demonstrating vulnerability starts with clear and transparent communication and openness, personifying possession of intrapersonal and interpersonal skills:

> If you open up to whatever is there and say this is what has happened. I mean the vulnerability part of it, when you are vulnerable. Not in a bad way but when you open up and say this is what we have. This the accountability and this is what we still have to do. When audit queries come, I tell my team, you know I am the one responsible. I am going to respond to the queries but all of us have been part of the process. Can we all sit down to review the queries to assess what is there and needs to be done. When an order comes from above, I say by the way, a call has come from here. How do we manage this situation? So, they realize that they are part of the solution.

The above quotes demonstrate that leadership is not about being the smartest person in the team or organization, but it is about leveraging the talents and assets of others, knowing who, how, and when to consult others who have the salient information and technical proficiency needed to complete certain tasks and deliver the desired results. It is essentially about attracting, retaining, and surrounding oneself with other people who complement one's weaknesses and knowing when to go it alone, and when to seek for help. It appears that embracing vulnerability reveals who the leader is, making it possible for others to work with him or her because he or she is predictable and acknowledge what he does know. The above perspectives also relate to change-oriented and external-oriented leadership behaviors that leaders need to develop and exhibit in order to be successful and maintain relevance.

Leadership as the Ability of a Leader(s) to Fulfill Context-specific Responsibilities

A recurrent language in the interviews positioned and perceived leadership in terms of what leaders do or should do with and through others to fulfill context-specific responsibilities and achieve the desired results. The leader is depicted as a catalyst, a facilitator, a supporter, a capacity builder, a possibility awakener, an enabler who inspires and works with and through others to identify the right problem to solve, the opportunities to harness, and to establish the structures, processes, conditions, systems, and mindsets that make it possible to pursue and achieve the desired goals. The leader is viewed as a catalyst because he or she influence, inspires, guides, supports, and enables others to do more, see beyond, or see more than they would if there was no one to push, encourage, support, stimulate, or cheer them on. To effectively play the catalytic or facilitator role, a leader is expected to not only accept but also have the ability to fulfil certain primary responsibilities or tasks that enable others to cooperatively pursue a shared purpose and achieve the desired results.

As illustrated in Figure 7, the language used by participants suggests that to successfully influence, support, inspire, and sustain the achievement of expected results in a health support organization in Uganda, the leader(s) need(s) to fulfil eight interdependent primary responsibilities or tasks:

a) understand the context,

b) identify and prevent risks

c) define and clarify direction,

d) ensure alignment,

e) inspire commitment,

f) build and maintain a conducive environment,

g) build capabilities, and

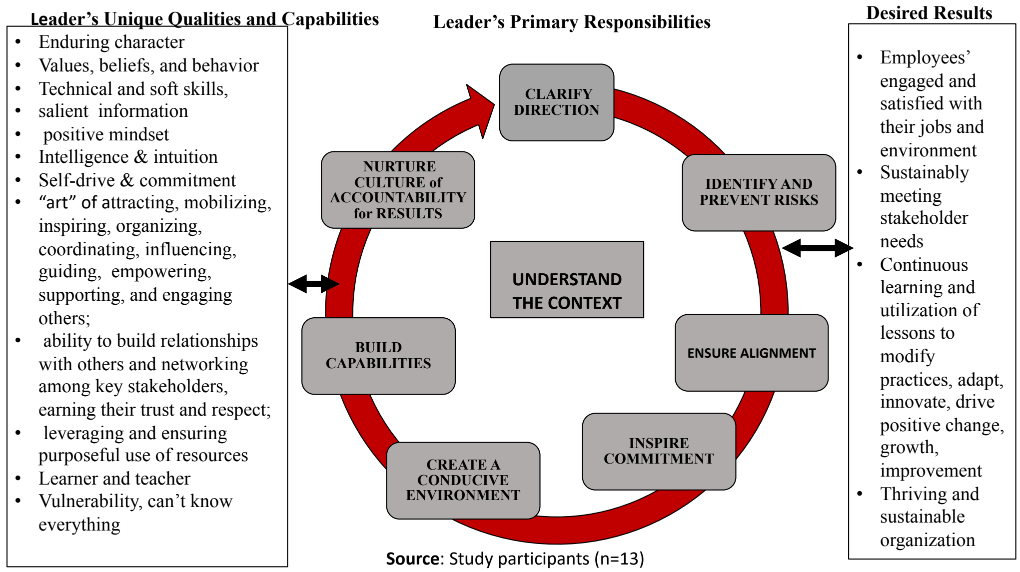
h) nurture a culture of ownership and accountability for results.

The excerpt from P2 below highlights and illustrates how participants conceive leadership in relation to its primary tasks or responsibilities:

> When you ask me for the meaning of leadership, the key concept is setting direction, where are we going [*Catalyze direction]*. I think of alignment because at SBD (not real name) we have six core programs, so leadership is supposed to ensure they all pull in the same direction. So, I see leadership's function as alignment; can we pull in the same direction [*Ensure alignment*]. Leadership ensures that all our six core programs and organization systems are aligned, working in tandem to implement the strategic plan so as realize the mission of the organization. I also see leadership as getting commitment because in leadership you don't drag people, but you inspire people so that they follow you [*Inspire Commitment]*. Leadership is about taking responsibility, ensuring ownership; the buck stops with you. You cannot say it was this one; you must be willing to say, I am, in-charge and therefore the accountability stops with me. Therefore, I cannot blame, I cannot seek refuge in pointing fingers [*Nurture a culture of accountability for results]*.

Figure 7

Meanings and Perceptions Ascribed to Leadership



Source: Study participants (n=13)

P2's use of phrases such as "*leadership's function is", "leadership is supposed to ensure", "I also see leadership as getting commitment",* denotes that leadership is perceived in terms of fulfilling certain responsibilities, the obligations that make it possible to achieve or enable others achieve the desired results. For this research's participants, the obligation is to fulfil the eight complementary and interdependent responsibilities outlined above and illustrated in Figure 7.

The other perspectives from research participants which depict the primary responsibilities of leaders in Uganda's HSOs as creating a conducive environment and inspiring commitment is illustrated in P7's perspective:

> Leadership is about creating and maintaining a conducive environment for others to do their jobs. My role has been to give them that environment, a conducive environment for them to bring out the best out of themselves and to achieve the objectives. So, I always try to provide that environment that enables them to complete the task at hand. A conducive environment matters. Therefore, you must develop and implement appropriate policies, standards, and procedures, especially those that make it easy for people to do and complete their work well and protect the rights of everyone and ensure fairness and equity. Next, you must not compromise on your personal and organizational values. People are watching your every move and words as their manager; what you do is what they will do. Then you should ensure people know what you want to do and give them the resources to do it. And your words and actions should demonstrate to others that you have no hidden interest behind whatever you do, there is nothing for personal benefit. Train people on what you expect them to do, take nothing for granted. The others thing that I think develop a conducive environment for accountability and performance is listening and relying on persuasion and commitment to get people to do things. People choose to do things [*inspiring commitment]*. No amount of force can coerce them to do what they don't want to. [*Create and maintain a conducive environment*].

The above perspective indicates that people choose to be or not be motivated, meaning that whether or not they will buy into an idea is entirely chosen based on the existing environment. The above excerpt highlights several factors that contribute to and sustain a such an environment, notably fairness; equity; appropriate policies, standards and guidelines; adherence to and enforcement of organizational values with favour but with fairness; providing employees the resources they need to complete assigned tasks; attentive listening; and inspiring commitment through persuasion. These perspectives align with the personal values and leadership skills theories outlined under the conceptual framework. P4 explained that the leader and leadership are merely about enabling others to explore and reflect on options:

> If you enable actors to achieve results then that is leadership. That is different from doing it for them or giving them directives. But if you make people analyze options and help them to take the best one, then you are leading.

P4's assertion implies that the task of the leader is to enable others to consider multiple perspectives and multiple solutions before choosing the ideal one, implying they diagnose the problems before prescribing solutions as advised by other studies. The view also suggest that effective leadership is catalytic and facilitative because it does not direct or tell others how to do things, but it facilitates them to explore options and choose the best one that aligns with their context and current realities and leads to the achievement of the desired results. The notion of choosing the best option implies that the identified solutions should not only address the problem and its root causes but also consider the dynamic and complex nature of problems, challenges, and threats at the time and possibly in the future. Consequently, whoever assumes the role of a leader is expected to embrace a unique outlook to seeing and doing things and utilize it to fulfill certain context and time specific duties, which I have characterized as the primary responsibilities of a leader. The leader's outlook should be that of exploration and reflection on multiple contributing and constraining factors before making a decision or taking action. This outlook reflects most participants' acknowledgement that different circumstances and times call for different decisions, behaviors, attitudes, skills, and strategies, meaning that what works today may not work tomorrow without adaptation. This is why as noted below, one of the primary tasks of a leader is to understand the context to pave way for modifications, change or adaptation as need be. These perspectives indicate that leaders ought to be aware of and exhibit the systems and stakeholders' perspectives elaborated in the theoretical foundation.

As indicated in Table 6, a significant number of participants mentioned that the primary responsibilities of a leader are ensuring alignment; inspiring commitment; building capabilities; defining and clarifying the direction; achieving results, nurturing and embodying a culture of accountability for results. Similarly, more than half of the participants noted that the primary task of a leader is to create and maintain a conducive environment, identify and prevent risks to the team members, the project, and the organization.

Relatedly, several participants noted that another primary task of a leader is to continually explore, analyze, and make sense of the prevailing context before deciding how and whether to adapt to it, shape it, or simply align with it. Understanding the context is placed at the center of the continuous cycle in Figure 7 because the language used by participants suggested that it is central to all the leader's primary responsibilities. They noted that efficiently and effectively fulfilling any of the key leader's tasks calls for continually devoting adequate time, effort, and energy to identify, analyze, reflect on, and understand the dynamics of the contributing and restricting factors for the leader, for his or her team members, for the organization, for the target population or community, and/or for any strategy they propose to use to achieve an aim or solve a pressing problem and meet stakeholder needs. This should always be part and parcel of the on-going process of the routine understanding the context.

Exploring and understanding such factors often reveals important issues which enable leaders and managers to modify or change existing tasks, activities, or strategies and plan and implement appropriate strategies and activities that produce the desired short-term and long-term results. Participants noted that prior to taking action or implementing any project, leaders and their team members should take time to identify, analyze, understand and appreciate the right problem to address and the opportunities to harness. Doing so helps the development of interventions and strategies that can effectively deal with the problem at hand, harness and leverage existing assets, which increases chances of achieving the desired results and creating positive change and improvement.

Leadership as Producing and Enabling Others to Produce Desired Results.

Participants' opinions and perceptions about leadership suggest that they characterize it as the mechanism through which the leader(s) execute(s) context and time specific responsibilities, influence, enable, and animate others to pursue set objectives and achieve the desired results. Producing and enabling others to produce results appears to be internally- and externally driven because the individual leader is driven to create change and leave legacy whilst outsiders expect and hold him or her accountable for inspiring and enabling others to sustainably deliver expected results. As can be deduced from participants' quotes, the leader has expectations of himself or herself, for example, building trust among others and inspiring them to create positive change, reversing the status quo to achieve the desired objectives as illustrated in P7's views below:

> Leadership is about influencing other people in order to achieve an objective, something you have always wanted to do but couldn't do alone. So, you are working with the team to achieve them, but it all depends on how well you influence them to do what you expect them to do to achieve or complete whatever they need to do. It is different from doing this thing yourself. It is all about influencing people through agreement, through mentorship, through consent, through consultations, really to guide a team towards an objective.

The above perspectives suggest that leadership is simply a combination of context-relevant behaviors and skills that inspire, encourage, support, enable, and sustain measured actions in individuals and teams and make them to committedly and cooperatively pursue set goals and achieve desired results. These behaviors reflect to the relations-related behaviors elaborated in the Flexible leadership theory. P7's perspectives indicated that leaders influence and inspire others to take action to achieve results through agreement, consent, consultation and guiding them. In this case, the behaviors and skills exhibited when consulting, mentoring, and directing others appear to engender two essential actions—agreement and consent—which enable others to cooperatively work together to achieve the desired results. These actions imply that leadership is merely catalytic and facilitative behavior and skills through leaders engage, inspire, and enable others to collaborate in identifying and solving the right problems and harnessing opportunities. These behaviors and skills motivate others to commit sufficient resources, effort, mental, emotional, and physical energies to produce the desired results. This is evident the way participants depict leadership in relation to recruiting support for "realizing the vision", achieving results, or fulfilling certain responsibilities as illustrated in the quotes below:

> "Leadership is for the visionaries who can recruit support for their vision and cause the vision to be realized" (P13).
>
> "Leadership ensures that all our six core programs and organization systems are aligned, working in tandem to implement the strategic plan so as realize the mission of the organization (P2).
>
> "Leadership is being in the driver's seat, giving direction to others, and working together with the team so that you can achieve the desired results, the desired goal" (P10).

The implication of the above perspectives is that the behaviors, skills, mindset, and values of a leader inspire and influence others to align their efforts and energies to the objectives of and expectations from the task at hand. This not only minimizes wastage, duplication, delays, and conflicts among multiple stakeholders, but it also creates and conducive environment, foments teamwork, and ensures alignment of values, processes, systems, attitudes, behaviors, and goals across teams and entire organization (see P2's perspective above). As a catalyst, leadership aims to coordinate people's efforts, time and energy in a manner that inspires them to cooperatively work together to realize the essential outcomes, for example, (a) sustained goal achievement, specifically achieving key stakeholders' results and (b) positive change, organization growth and improvement as explained in the excerpts below:

> Leadership is the ability to deliver end results in a very structured, responsible manner. The end result is the ability to deliver results in a consistent manner. At the end of the day your leadership ability is measured based on how you enabled that organization, that business, or that non-government organization to achieve the strategic direction, the objectives it planned to achieve (P12).
>
> Leadership is also about making sure that wherever you are, you do not live with the unacceptable. That is the foundation of leadership. You live under different circumstances. There are things which you like and others that you do not like. Then it is your ability to cause the things which you like to grow and to stop those that you do not like using your ability to influence others(P13).
>
> Leadership is how you make the organization move to the next level. To me leadership is not about maintaining the status quo. … I don't know how to put it, but if you are working with an organization and you are not willing to improve it, nobody will want to work with such an organization that does not improve itself. Apart from achieving other stakeholders' results, the organization's results should also be achieved and demonstrated through positive change and growth because charity begins at home (P5).
>
> I always tell people that if you are a manager or leader in an organization, you are not maintenance engineer. I tell people, you were not hired in the organization to maintain the status quo but to aspire to greater heights…. So, growth and improvement are a big expectation of all leaders. The organization should not be stunted, but it should grow (P4).

The above perspectives imply that leadership is the action and ability of enabling, working with and through individuals and teams to create stakeholder value by inspiring positive change, growth, and improvement for the organization, customers, and employees. One of the most revealing and interesting issues was the desired results on ensuring that employees are engaged and satisfied about their jobs and work environment. This was deemed important because when employees are satisfied, motivated, and inspired, they are more likely to meet and/or exceed the needs of the organization's stakeholders. They also stay longer with the organization, minimizing talent development costs and loss of vital know-how—skills, knowledge, strategies, attitudes, behavior and mindsets— that inheres in them, leading to maintenance of the organization's competitiveness. Three out of the seven non-profit participants (P1, P2, P4) acknowledged that retention of talent is important because it not only preserves the organization's intellectual property which is vital for competitiveness and sustainability, but it also shows that the welfare and well-being of employees is taken care of. Notably, research participants surmised that they hold themselves accountable for creating and maintaining a conducive environment and inspiring commitment, both of which seek to enhance employee motivation and talent retention. The sections on the important employee results and on the leadership practices that support accountability for employee results explain this further.

The Mutually Re-enforcing Nature of Leadership Attributes

As illustrated in Figure 7, the perceived core elements of leadership have double arrows between them signifying the presence of feedback loops present in open systems. This implies that the leadership process is reciprocal, meaning that individuals who are selected as leaders or voluntarily step up to guide and enable others learn from and get influenced by the context and other stakeholders involved, indicating the complexity and dynamics of open systems and relational agencies that exist. For example, the feedback loop between the leaders' qualities and primary responsibilities signifies that as leaders execute their perceived obligations, they learn lessons which they use to change or strengthen certain elements within their characteristics and qualities, for example, the values, beliefs, skills, strategies, and styles they rely on for decision-making, behavior and actions. Similarly, the feedback loop between the leaders' primary responsibilities and results signifies that when the intended results are achieved or not achieved, employees, leaders, teams, and other organization stakeholders draw lessons which they use to improve or change their practices, qualities, and characteristics. Some participants observed that they monitor the performance of activities and acknowledge, give credit to, and honor individuals and teams that perform well and contribute to achieving results as the quote below from P2 illustrates:

> By reviewing the workplan monitor for that aspect, I look at what is working well, what progress has been made, what meetings have been held. I think by focusing on what is working well, I send the message that I recognize that you are providing leadership on the issue and give you credit for the things that get done well.

From the above example, it is evident that leaders are informed by and draw on lessons learned from monitoring individual and team performance and the extent to which the desired results are being achieved or not, which exemplifies task and change oriented leadership behaviors.

Moreover, when individuals and teams fail to achieve the intended results or achieve negative ones as alluded to by multiple research participants, lessons are drawn which influence change, improvements, or adaptations in the primary responsibilities, practices and characteristics. Furthermore, Figure 7 depicts the perceived primary responsibilities of leaders in a cycle, signifying that they are interdependent, occur concomitantly, and involve a complex set of actions, processes, structures, and decisions that lead back to each other, signifying the complex nature of open systems as explained in the CAS theory.

What are Leadership Practices?

Following the definition of practices and leadership, participants proceeded to explain how they perceive and understand leadership practices. Noteworthy, there were also no significant differences by gender, seniority, and sector in the way participants conceived and defined leadership practices, suggesting that what leaders do and how it is done to enhance accountability for results is generic and only modified depending on the timing, circumstances, and the skills, attitudes, strategies, and behaviors needed to ensure responsiveness. Two themes were discernible in participants views about leadership practices (see Table 7).

The first theme which was supported by 12 out of 13 participants who indicated that leadership practices are what a leader does and how he or she does it to influences, guide, engage, direct, and enable others to achieve the desired objectives. According to P3 and P7, the leadership practices are guided and sustained by a leader's character, ethics, personal values, and beliefs. The commonly cited personal values or enduring principles that not only influence the behaviors, attitudes, and beliefs of this study's participants but also the commitment of staff and other stakeholders included fairness/justice, transparency, honesty, consistency, integrity, respect, trusting others and being trustworthy, commitment to the common good, empathy and compassion. By contrast, other participants observed that they are influenced by a mixture of personal values and the organization's values and mission and ecosystem-wide norms and rules in that particular context, job, and period. The Leader utilizes leadership practices when communicating to, with, and through others; engaging, motivating, influencing, empowering, guiding, and coordinating the energies, resources, and efforts of others to facilitate them to collectively identify and solve the right problems, harness existing and create new opportunities, and achieve the desired results.

Table 7

Description of the Themes Related to Leadership Practices

Codes	Categories	Theme	Definition of theme	Distribution (n=13, multiple responses per participant)
How to manage people; methods used to achieve goals/objectives; leader's methods tool kit; how leaders demonstrate leadership; how leaders apply their capabilities, knowledge and expertise; the way leaders do what they do leader's daily routines; characteristic behaviors, habits, activities, and actions of a leader	Actions, behaviors, strategies and steps used by leaders to influence others	What leaders do and how they do it	This is defined as the things leaders do with and through people and the approaches, they use to enable people to achieve results. Leadership practices are ultimately about is done and how it is done with and through people	12/13[P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12]
Context-specific policies, standards, and procedures; structures; processes; general rules; and institutions consistently established and used by leaders	Things or mechanisms that enable leaders to smoothly guide others to the desired strategic direction	Enablers	This is defined as the things or mechanisms that leaders consistently define, promote, or enforce to enable individuals, teams and organizations to produce results	2/13 [P11, P12]

There was sense in which leadership practices were perceived as what is done, how it is done with and through people, meaning they mainly pertain to creating and navigating relationship with and among people in groups, teams, organizations, businesses, families, and communities. The quotations below illustrate the above observations:

> Leadership practices are those things that you do routinely to cause the objectives of your assignment to be achieved. It includes your ability to understand your task, your ability to mobilize people around the tasks, your ability to manage yourself, and to manage the people whom you lead (P13).

"When you are talking about the leadership practices, you are talking about the behaviors that ensure that resources are properly controlled, or utilized in an environment of the health system" (P6).

"Those are things you do to ensure that the people you are responsible for achieve the desired objectives. They are the day to day's activities which we do to attain a desired objective" (P11).

"Leadership practices mean what leaders do and how they do it to achieve certain objectives, guided by their personal values, beliefs, and behavior" (P3).

"It is the way you go about the leadership responsibilities, the things that you do as a leader, the way you perform your leadership role, how you go about it, what you do, what you prioritize" (P8).

The above observations are similar to those made by participants while broadly defining practices (See Figure 6). They indicate that leadership practices reflect the patterns of decisions, actions, behaviors, strategies, methods, processes, styles, and activities that leaders consistently rely on to influence, inspire, empower, and engage their team members to understand and cooperatively complete the tasks assigned to them and achieve the desired objectives. Actually, in relation to empowerment and engagement of others—employees, collaborators, donors, communities, and suppliers—participants elaborated the different leadership styles they rely on. Whilst empowerment only relates to employees, engagement cuts across multiple stakeholders including employees and peers. Some leaders indicated that they empower and engage employees by delegating them and supporting them from the back as explained by P1 in the excerpt below:

> My leadership style is, should I say more of an entrepreneur, coming from the fact that I am working with an NGO system. The NGO system allows me to be more transparent, be open minded, and it allows me to communicate better with different stakeholders. It also allows me to innovate making it possible for me to

> lead from the back as my team is at the forefront. We are right now working with the ministry of health to facilitate them to work with the private sector better. So, given that I understand the private sector or the family planning market and I have young team that I am working with. So, I allow my team members to be the face as I lead from the back. I give them the tools and resources they need so that they can be the face as I support them from the back. The ministry of health gets to know them, knows their existence as a young team. So, if I am to describe my leadership style, it is like I lead from the back while I groom the younger population. So, I prepare them with tools and systems that say that when you go to the ministry you should present the facts, the evidence that exists and then they would know that you are an authority in a particular area.

Other leaders engage staff, regulators, and donors by taking them to the field to not only see and experience firsthand what they read in reports but to also see and appreciate the realities on the ground and become committed to what they do or support. The quotation below from P3 illustrates this:

> My leadership style was to take stakeholders to the frontline. You know whether it is donors, whether the government, and whether it is our own clients, representatives of the board members, I would take them to the frontline. Beyond giving them the reports, I would take them to the frontline where work is being carried out to enabled them to see, interrogate, and experience the work that we are doing. To see that what we were reporting is actually what was happening. So, that is the front line and that's the second level of accountability.

The above perspectives indicate that stakeholder engagement serves a triple purpose: creating awareness and understanding the context, building capabilities, and enhancing commitment. The perspectives also indicate that change-oriented and external-oriented leadership behaviors are essential to the success of any leader.

The second theme was directly cited by three participants, but other participants also acknowledged the relevancy of the issues that it encompasses. The theme suggests that leadership practices encompass the enablers of what leaders do and how they do it. In other words, there are the context and time-specific structures, strategies, tools, mechanisms, and internationally recognized policies, standards, and procedures that leaders consistently establish or benchmark and utilize to enable them run teams and organizations smoothly and produce the desired results. The excerpts below from P12, one of the purveyors of the view illustrates this:

> Leadership practices, I must say are those things that enable us to move in the desired strategic direction or the leadership style that we use. I could look at those in general as leadership practices. In leadership, you can also look at those, what are those enablers, what are those things that you need to have in place in order for you to successfully lead an organization. Those are actually several that you need to have in place. One of those that I would look at are the policies. For example, for you to run an organization successfully you need to have policies in place, policies and procedures in place, and it does not matter how small the organization is. It doesn't matter what kind of business the organization is in. To succeed as a leader, you need to have policies in place and these policies differ. You can have the human policies because that is going to help you in ensuring that you have the right people on ground and you have the right people following a certain procedure.

P12's perspective expresses two dimensions. First, it suggests that leadership practices are the mechanisms or things that enable a leader to fulfil the leadership role of influencing others to move in a certain strategic direction. Second, the reference to leadership practices as a leader's "leadership style" suggests that they also reflect the manner, approach, and characteristic behaviors used by a leader when making decisions, influencing others, pursuing personal and organizational goals, and leading people. This view reflects the how dimension of leadership practices alluded to above and also illustrated in Figure 6 when broadly discussing practices.

Whenever participants talked about the leadership enablers, they cited policies, procedures, systems, strategies, processes and structures that the leader uses to influence others to define, implement, monitor, and audit to ensure that they are relevant and can effectively guide and direct individuals and teams in the desired strategic direction. This perspective echoes the earlier views on practices in general which portrayed these issues as mechanisms that individuals, teams, and organizations rely on to initiate, guide, and implement decisions, tasks, and activities in order to achieve specific aims. P12 and P3 cited the development and enforcement of human resources, finance, procurement, fundraising, and communication-related policies, procedures, and systems and regularly auditing and adapting them to the prevailing context. Similarly, P3 and P11 emphasized having a functional governance and management structure that presides over the governance and operational dimensions of the organization, ensuring its growth, stability, and sustainability. These reflect the internal control mechanisms that ensure that organizational objectives are pursued and stakeholder results are achieved.

As elaborated in the section on creating and sustaining a conducive environment, a functional board oversees the activities and decisions of management whilst the policies, standards, systems and procedures act as guardrails for the leader and his team, ultimately enabling them to operate smoothly. Taken together, these perspectives suggest that leadership practices are what leaders do, how they do it, and the context and time-specific mechanisms they put in place or leverage to guide decision-making and streamline daily actions and operations. Put in another way, leadership practices are the mixture of time and context-appropriate behaviors, actions, and mechanisms that leaders rely on to influence coordination and cooperation, guide, monitor, measure, coordinate, and account for the efforts, time, resources, skills, and energies of people in teams and organizations. This outlook implies that leadership practices change based on the work that needs to be done, the individuals involved, and the objectives that need to be achieved.

What is Management?

Five perspectives about management were discernible from the interviews. The first perspective portrays it as having the practical industry-specific knowledge, technical and cross-functional skills, experience, and expertise to efficiently and effectively plan, execute, and monitor personal and others' tasks and activities to produce the desired stakeholder results. The excerpt from P12, one governance interviewee illustrates this:

> Management is actually the ability to do the work. You are managing people but also you have the ability to effectively deliver that work. That's why if you have just picked somebody and put him or her in certain positions, if he or she have never gone through that system, or that process or understood how exactly it runs, he or she will always have challenges to manage the people. Whereas with leadership I can come into an organization and chair a board meeting of an aviation organization even though I have never done anything to do with aviation. But if you have brought me to manage such an organization as the biggest deliverable on my hands, I must have had knowledge and experience on how that industry runs. So that's how I would define it. Okay some people say leaders are born because leadership is about character. You can have the right characters, abilities, and the right ways but with management you must be able to fully understand and know what to do.

The above perspectives imply that managers cannot effectively perform management functions if they do not possess the practical and technical knowledge, skills, experience, and expertise to not only understand the job that needs to be done but to also actually do it well or supervise others to do it and accomplish the desired results. This amplifies the importance of possessing the requisite competencies as explained in the conceptual framework.

The second outlook depicts it as a series of interrelated systems used to mobilize, leverage, and organize resources, coordinate and control work and work environment in order to efficiently and effectively use the resources to produce the desired stakeholder results. The systems referred to in the second outlook seem to incorporate processes such as planning, budgeting, organizing, directing, controlling and representing—which are used by managers in teams and organizations to balance and harmonize the use of staff time, the acquisition and utilization of resources, control of costs, and the maximization of staff energy and attention in order to produce the desired stakeholder results. It also seems to comprise functional organizational structures—resource mobilization, finance, information technology, human resources, communication, and monitoring— that not only mobilize, allocate, and control resources but also manage stakeholders measure the extent to which they are used to produce quality stakeholder outputs and outcomes. These are discernible in the language used by interviewees to describe management as the quotations below illustrate:

> P1: "Management is more of planning, organizing, coordinating resources, which resources can be financial, human, time, physical, and information to achieve a goal".

> Management is meant to ensure that systems and processes—information technology (IT) systems, financial systems, human resources systems, communication systems—are properly designed, tested regularly, audited and that the results that they produce are made available, even where the results show that the mistakes have been made, they should be made available to the stakeholders and corrective action is taken (P3).

> Management includes planning. It is to think ahead about how resources will be put together and organized to achieve a given result. For example, a manager will have many resources including people. So how will these people work together? Who will do what, before and after who? What resources will be required? Planning the resources and how they will be obtained is all management. And then creating an atmosphere where you can monitor and evaluate. It is important to implement but as you do so, you should monitor to ensure that what you are implementing is on course. There is a chance that although you have not yet achieved the end result, you will (P4).

> "Management comes down to putting together the resources needed to achieve your results and mobilizing the needed resources, putting them together into a process, and making sure that what you want to achieve is actually achieved at the end" (P13).

The above participants' views also indicate that management's central processes or practices comprise planning, budgeting, mobilizing and allocating resource, organizing, implementation, coordination, control and monitoring. In particular, P4's and P13's perspectives suggest that management is not only responsible for controlling and transforming resources into desired outputs and outcomes but also for actually mobilizing or leveraging them. These also involve a series of strategies and activities that seek to complete the essential tasks that contribute to the achievement of the desired stakeholders' results. It appears that the core management systems relate to planning, implementation, finance, human resources, information technology, resource mobilization, communication, risk management and compliance, and monitoring. Similarly, participants' views indicated that systems seek to create and maintain order, provide guidance on what to do or not do, ensure compliance, and mitigate any potential risks. The view on the systems leader rely on indicate they emphasize the three systems discussed under the conceptual framework, particularly the management and work systems.

The third outlook characterizes management as a tool used by managers to effectively balance the acquisition and utilization of resources, utilization of time, control costs, and the production of quality results. As a tool, it relies on key practices— planning, implementation, monitoring, and utilization of lessons learned from the monitoring— to ensure this balance as P2 explained:

> Management is a tool that enables leaders or managers to balance three things: time, money or resources, and quality. I think of management as a cycle of planning, implementation, monitoring, and making sure that whatever you are learning from the monitoring feeds back to the planning and implementation while paying attention to time, resources or money, and quality. There are many management perspectives, but the one that I have found useful is the one that looks at these three things: how do I make sure that we are using our time very well? How are we using the resources? And how do we

> keep a sharp eye on the quality of outputs? So, that is what a manager does. He might do it by clarifying goal. He might do it by monitoring progress to that goal, but he is looking at it based on those three things—time, money or resources, and quality. I also believe that there is some inherent tension between those three things because if you focus so much on quality, you can drive up the costs. If you are under time pressure you might compromise quality and you might increase the cost. So, the role of the manager is to balance these three interests.

Perceiving management as a tool suggests it is a device or instrument that enables managers use to not only work with and through people to achieve the desired team and organization objectives but also navigate the task and activity constraints. This is because tools fulfil context-relevant functions, for example, lifting, chiseling, sharpening, peeling, fastening, or cutting. Tools increase the ability to do more with less energy, shape things, align with, and have more control over the environment as what happen during the stone age when people invented tools for hunting, lighting fire, and self-defense. Interviewee views suggest that as a tool, management enables balancing four fundamentals: (i) the acquisition of resources, (ii) utilization of resources to produce quality stakeholder results, (iii) the control of costs to ensure value for money, and (iv) the timing and likely consequences of decisions and actions that support the deliver stakeholder results.

The fourth perception about management depicts it as the operational dimension of leadership that transforms aspirations in tangible actions and results as explained in the excerpts from P5 and P13 below:

> To me management is about making sure that the leadership aspirations are put into action. As a leader, you want to take the organization to the next level. For example, in XY (not real name), I want to have zero tolerance for corruption. Now what management should be doing is to make sure that there is no corruption in XY. So, turning the bolts; do people come in time? Do people do this? That is a management function(P5).

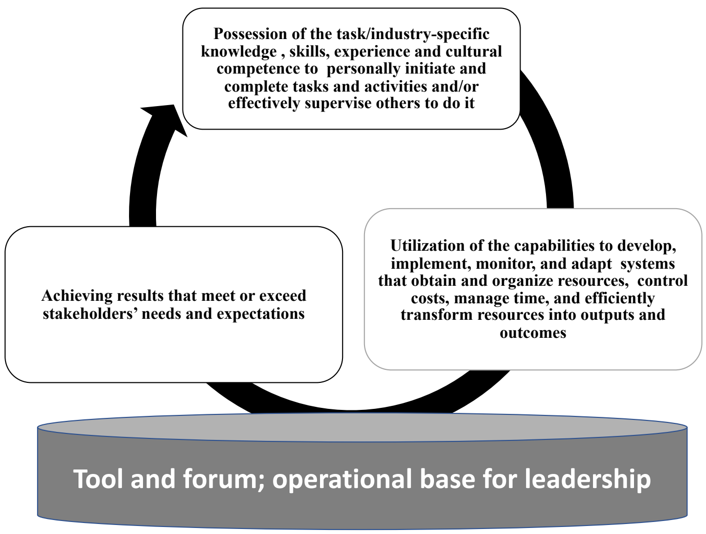
"Management is more operational. It is the operational aspect of leadership. Leadership defines what to do and management operationalizes it. But as a leader, you need to have management capacity" (P13).

The above perspectives suggest that management is the doing side of leadership, implying that leadership has the aspirational dimension and the operational dimension. In these perceptions, possession of management capacity is presented as a baseline requirement for leaders and managers alike, suggesting that to be an effective leader, one needs to grow through the management ranks. Hence, undertaking management roles provides opportunities to hone one's knowledge and skills in not only effectively working with and through people to achieve shared objectives but also in navigating and negotiating paradoxes inside and outside of the organization.

The final argument about management was advanced by P11 who conceived it as the "the art and science of governing society", implying that as an art, it incorporates the individual competencies in understanding, organizing, and completing tasks to achieve results. As a science, it necessitates experimentation, systematic observation, and making conclusion based on an existing body of knowledge and evidence generated from the observation and experimentation. P11 conceptualized management as how to govern society perhaps because it entails the complex and interrelated practices of planning, organizing, controlling, and coordinating how people, time, and material resources are allocated and transformed to produce results that create value not only for the target groups and organization but also for the entire society.

Figure 8

Perceptions and Meanings Attributed to Management



Together, these perspectives suggest that management is a tool, a forum, and the foundation for effective leadership that managers with the suitable knowledge, skills, experience, expertise, behaviors, and cultural capabilities rely on to design, implement, monitor, and adapt relevant systems that support the acquisition of resources. They also use it to plan, execute, and monitor personal and others' tasks, activities, and strategies that consider the impact of time on decision, actions, and results and ultimately produce the desired stakeholder results at a reasonable cost (see Figure 8). This is mouthful, but it captures the views of study participants and demonstrates that effective and sustained leadership rests on the foundation of solid management knowledge, skills, capabilities, and practices learned through growing in the organization ranks.

What are Management Practices?

Three perspectives on how participants perceived management practices were discernible from the interviews. The first perspective depicted them as the things that managers routinely do to achieve objectives. P5 asserted that "Management practices are what is done on a daily basis by a majority of organizations to be able to implement a directive or the vision of the leader." P7 shared that "The management practices would include these activities directly related to the achievement of the objectives. We have things like monitoring, supervision, reporting, and accountability for funds."

The perspectives above indicate that management practices refer to the actions, behaviors and habits that managers rely on to mobilize, allocate, organize, control, and efficiently transform resources into the desired results. The second perspective from P8 portrayed them as how managers execute their managerial roles and responsibilities in order to achieve the desired results:

> It's how you do things to make sure that you are pushing or taking the group you are leading, the project you are leading toward the desired outcome or objective. In our part, let's say the public institutions, we rely on management practices such as developing an annual plan; having quarterly reviews meetings to see that the plan is being implemented as agreed and expected; supervision, regular supervision, regular staff meetings, and staff appraisals.

The third perspective from P11 characterized management practices as the essential elements or things that should be in place to enable individuals, teams and the entire organization to operate well and achieve the desired results as explained in the excerpt below:

> Management practices refer to the things that enable an organization to operate well. They are those policy areas, standards, and procedures of an organization that make it operate smoothly, for example, having a functional board in place; having clear policies, standards, and procedures which organization members must follow. The policies, standards, and procedures relate to good financial management, governance, human resource management, and customer care.

During informal conversations, nonprofit sector participants noted that if an organization has the following essentials, it possesses good management practices that enhance operational excellence:

- clear organization structure that defines the chain of communication and accountability by decision-making rights; specifying the roles and responsibilities, expectations and results per role, and ensuring checks and balances;
- consistent adherence to internal and external policies, standards, guidelines and regulatory frameworks and standards, e.g., timely remittance of pay as you earn (PAYE) and National Social Security Fund;
- performance management system that regularly appraises performance, provides objective and timely feedback; deals with poor performers, and provides rewards and consequences based on performance and contribution in relation to the agreed commitments;
- monitoring, evaluation, accountability and learning system that provides lessons that are routinely analyzed and use for decision-making and planning; and
- functional financial system with an internal and external audit processes that flags and addresses system weaknesses in a timely manner.

Together, the above perspectives suggest that management practices comprise what managers do, how they do it, and the mechanisms they rely on to enhance operational excellence. The mechanisms refer to systems (i.e., processes and structures), tools, and norms (i.e., internal organizational policies, standards, and procedures) that guide and facilitate what they do and how they do it. Discussions with participants revealed that they rely on the strategic and the operational structures to run the organization. The board of trustees (for non-profit sector) or a governance structure for public entities (e.g., parliament) and senior management team comprise the strategic structures whilst functional departments such as fundraising and resource mobilization; finance and operations (i.e., finance and accounts, human resources management, procurement and supply chain, legal/contracting); monitoring, learning, evaluation, and knowledge management; and programs development constitute the operational structures. Together, the strategic and operational structures define and approve the essential tasks, activities, and norms and undertake cross-functional roles to implement them in order to ensure the growth and survival for the organization and the delivery of stakeholder results. The policies, standards, guidelines and procedures were said to be aligned to the cross-functional structures of the organization.

The strategic plan and the annual, quarterly, monthly and weekly plans were the essential tools used by management to communicate and actualize the mission, vision, values and purpose of the organization, mobilize resources, provide direction, monitor and evaluate progress toward achieving top organizational priorities and stakeholder results. Likewise, regular staff meetings, support supervision, and staff appraisal represent the routine actions or mechanisms that managers rely on to effectively manage staff and enhance individual and team performance. The systems, policies, standards, policies and procedures were said to provide the guardrails that the board, managers and staff depend on decide what to do and not do, when and why.

Leadership Versus Management

Participants' views revealed perceived differences and similarities between leadership and management which reflect the roles that managers and leaders play in group and institutional settings (see Table 8). Some participants considered management and leadership to be distinct because they play different roles in teams and organizations. Others regarded leadership as the strategic side of any team and organization and management as the operational side, meaning that they are just two sides of the same job or simply different ways of conceptualizing and doing group and organizational tasks. To these participants, leadership defines the purpose—the impact that the organization whishes create in the lives of its customers— and the vision—what the future will look like when the purpose is fully realized. It also defines, approves, audits, directs, aligns, and adapts context and time—specific practices— policies, systems, processes, values, and structures that ensure harmony and cooperation among stakeholders so they can dedicate adequate time, resources, and energy to realizing shared objectives. On the other hand, management implements the context, job, and time-specific systems, strategies, processes, and activities that mobilize the resources used to actualize the vision and produce the results that demonstrate the extent to which the purpose has been achieved. As a strategic side, leadership was perceived to start from scratch, identify the problems and opportunities, facilitate key stakeholders to define the direction or define it before hand and creating possibilities. In contrast, management was said to come in after the opportunities to pursue, the strategies and guidelines to use have been defined. The quotations below from P2, P8, and P13 illustrate the above views:

> For management there must be something one has to manage. Leadership sometimes as a leader you have to think of a direction where you want to take people. You want to think of how you want to take them there. In management, sometimes the leader has already set the objectives and you have to manage people. You are managing them towards the attainment of set objectives and using certain strategies, set guidelines, and making sure that people are following them properly. But the leader has to even think through what is the strategy and what are the guidelines(P8).

> Management is kind of different from leadership. Because a leader defines the direction, but then the manager makes sure that we are moving in that direction. I have appreciated that they are related domains or roles but also quite separate. And it helps me when I think of myself in this office. I emphasize more of the leadership role than the management one. But it does not mean I am not a manager; I have to manage the senior management team. But I really think my impact is greater if I am in the leadership sphere—providing direction, building commitment, ensuring alignment, creating ownership, and instilling values (P2).

P13 conceived management as the operational dimension of leadership: “Management is more operational. It is the operational aspect of leadership. Leadership defines what to do and management operationalizes it. But as a leader, you need to have management capacity.”

Generally, leadership was perceived to be solely about people— building collaborative relationships, resolving conflicts and motivating them to commit and sustain their best efforts and mindset to achieve common goals. In contrast, management encompasses dealing with people and materials plus initiating, implementing, and monitoring organizational systems, structures, policies, and processes that guide actions and translate strategic objective into results. Many participants, 12 out of the 13, explained that management and leadership can be undertake by the same person or by separate entities as need be as P10 explained, “You cannot do management without leading. They are related, and I think they need to move together if you are to achieve the required results”. This suggests that they need to be aligned so that they pull in the same direction to achieve the desired stakeholder results.

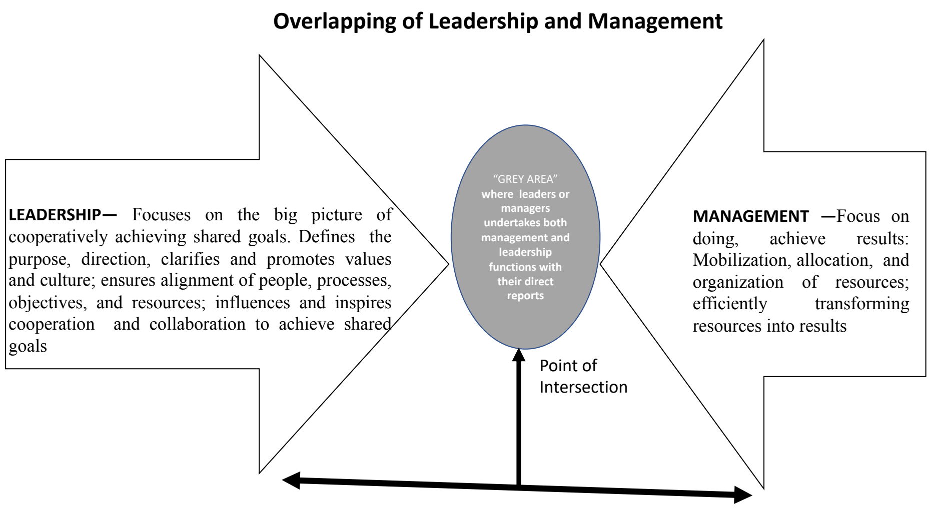
P13 and P5 noted that management is the operational side of leadership because it implements its vision. This implies that leadership has multiple dimensions: (i) the thinking or idea generation—sees or causes others to see the desired future; (ii) inspiring, motivating, and influencing others to see and share in the desired future; (iii) animating cooperation and coordination of individual and group action to ensure efficient production; (iv) achieving results and accepting accountability for them. Dimension (i) is the thinking, visioning or aspirational side; dimension (ii) is the affective side whilst dimensions (iii) and (iv) constitute the management side that involves execution and production. Hence, the when the thinking side comes up with ideas on what should be done to produce the desired key stakeholders’ results, the affective side appeals to people’s emotions and inspires coordination and cooperation to do it, whilst the execution side ensures they do it to produce the desired results.

In contrast, P10 argued that leadership is a function of management because the latter is broader as she explained: “I think leadership is part of management. Management is broader and one of the things under management is leadership because management encompasses many other things other than the leadership.” P6 surmised that leadership and management are distinct and serve different purposes: “Leadership means approving and enforcing the practices that deliver improved health services. It is different from management. Management is a function. Management is about proper planning, proper budgeting, and resource allocation.”

Non-profit sector participants shared P6’s outlook and acknowledged that some people spend more time in leadership or management depending on what they were hired or appointed to do or what they consider the best use of their time, energy and effort. Other participants noted leaders and managers are expected to undertake management and leadership roles with their direct reports if they wish to succeed.

Figure 9

Perceived Point of Intersection for Leadership and Management



As illustrated in Figure 9 and explained by P3 there is a "grey area", a point of intersection at which management and leadership overlap. This is the point at which the leader or manager simultaneous performs leadership and management tasks among his or her supervisees. According to P3 and P12, effective leadership skills, behavior, strategies, and mindsets are developed through undertaking management functions, meaning that management lays the foundation for fulfilling leadership responsibilities as the quotes from P3 and P12 illustrate:

> There are people who say, 'somebody become a leader. He didn't have to become a manager.' No, somehow, somewhere, everybody has gone through some sort of management. Even if it's a private business for

> Asians, and they say the son became the boss. So, he is a leader who has not managed. This guy is groomed from their homes about how the business is run from Monday to Sunday. So, he understands management in and out (P12).

> Management is about organizing resources, implementing processes, and delivering results whilst leadership is about having a vision and having a skill set to motivate individuals, build partnership and drive towards a common cause. But leaders understand management and are often a product of management; they have gone through management experiences and have risen to play their roles at the highest level of the organization. But they also have to manage their team. So, every leader has a managerial responsibility, you can't say you are the CEO and all you need to know is dream about the vision and the strategy and you don't mange those who report to you. Of course, you have to manage the people who report to you (P3).

By contrast, P6 argued that it is not possible for an individual to undertake both leadership and management tasks because they require dissimilar mandates, skills, behaviors, mindsets, principles, values, and competencies that are difficult to nurture and sustain in one person as the quote below illustrates:

> It is not possible to marry these two—management and leadership; I cannot be a manager and a leader at the same time because each function deals with unique issues and requires different competencies, conditions, and approaches. These are two different constructs, and this is what makes them have different competencies. When you look at the competencies, the manager cannot have his own style of managing things whereas a leader can have his own style of how he wants things to be done because the manager is a subordinate and the leader is a supervisor. A manager operates within a template which includes planning, budgeting, prioritizing resources, implementing and coordinating activities that have been approved by a leader.

P6 further explained why the management functions and leadership responsibilities should not be assigned to the same individual:

> It is not the job of the leader to budget for things; it is a leader's job to approve expenditure, to approve travel to go to Kalangala. But it is a manager's job to ensure

> that he has put in a budget showing how he intends to go to Kalangala to provide a particular service. So, the manager plans and the leader approves. And after approval, the leader follows up to ensure that what the manager planned and budgeted for has been achieved and then reports upwards at policy level to give technical accountability.

P6's perspectives might reflect the public sector's bureaucratic nature whereby some civil servants are designated as approvers [leaders] and others as supervisors of doers [managers]. Furthermore, P6 and P12 noted that leadership is a responsibility while management is a function. As a function, management involves planning, budgeting, resource mobilization and allocation, and it is assigned to an individual with a formal position and specific accountabilities in a team or organization. In contrast, as already noted above whilst defining leadership, as a responsibility it does not necessary depend on a formal position in a team or organization, but it is self-driven and an embodiment of a person's character, internal standards, aspirations, conscience, and choice to step up, take charge, and use his or her knowledge, skills, behaviors and endowments to motivate, direct, guide, animate, and enable others to not only identify and solve problems but achieve the desired shared goals.

These perspectives suggest that leadership is a choice that one makes to lead oneself and others. It is also a choice that other people make to grant another person the goodwill and support to lead them in understanding, navigating, and positively influencing the prevailing context and to cooperatively pursue and achieve shared goals. It also suggests that leadership exists if and when individuals voluntarily submit to another person's influence and engagement, listen to and trust him or her based on his or her credibility. Fundamentally, people are attracted to and animated by the leader's character before they are inspired by his or her vision. In contrast, management is formally assigned to someone with specific deliverables and accountabilities, implying that people obey a manager because they have to but not because they want to as they do for the leader. Even so, as explained by P3 above, effective leadership grows out of management, meaning that it is through undertaking management roles and tasks that one hones the relevant leadership skills, behaviors, attributes. and mindsets. In other words, because management roles involve working with and through people and managing things, they provide opportunities to cultivate the character traits, personality, soft and technical skills, experiences, and mindset needed in leadership. In this sense, management is the first step and training ground for individuals who wish to become effective managers and leaders or are being groomed to become such whilst leadership is the second step in the career progression and development cycle of effective managers and leaders.

Furthermore, P12 argued that management is undertaken by managers who require the technical and practical knowledge, skills, experience and competencies to personally accomplish the tasks and/or work with and through others to complete them and translate strategic objectives into results. In contrast, leadership is by leaders who require strategic thinking to see farther, understand and navigate the complex and ever-changing context, and the predisposition to inspire, guide, direct, engage, and influence staff and other stakeholders to cooperate to create a community for supporting each other to consistently take action, jointly solve problems, and achieve results:

> The difference I would say a manager is a doer. A manager must have the ability to practically do the work, practically in whatever set up. Practically doesn't mean they have to run everywhere and do everything, but they must have the ability, meaning they must have the relevant knowledge, skills, and experience. On the side of the leader, I would look at a leader as more or less giving guidance or giving direction where we want to go, and giving a longer-term approach.

P10 and P11 observed that management is broader, scientific, and more complex, requiring academic training as illustrated in the excerpts below:

> Management is mainly about doing. I know that leadership goes up to a strategic level, deals with issues of governance. I think you don't need to go to school to be a leader, but management is more scientific than leadership. Management is more defined and mainly about doing, delivering results (P11).

P11's perspective suggests that leadership requires no academic training and can be learned through day-to-day experiences, mentorship, coaching, observing and imitating others who possess the relevant leadership behaviors, values, competencies, and attributes as also explained by P3 below:

> I have never been to school to learn leadership or governance or any of that. A lot of what I have done has either come naturally, or I have learnt it by observing others or being mentored to some extent. I think what's most important for a leader particularly whether you are leading an organization as a CEO or you are on a board as a board member, practising collective leadership are the values and beliefs. This is because your beliefs, values, and personal behaviours set the tone at the top.

The notion that leadership is predicated on one's beliefs, values, and behavior and does not require academic training connotes that the relevant predisposition can be learned from others through peer mentorship, day-to-day life and work experiences, or they occur to some people naturally, making them more adept to providing quality leadership than those who do not possess them. It appears that though leadership may not be learned academically, it is learned informally and practically through the mentorship, observing and emulating others, and the day-to-day work and life experiences. In this respect, one learns the practical things, the real-world things about what needs to be done and how it should be done in different situations to influence people to cooperatively pursue and achieve shared goals. These real-world experiences provide someone the expertise, experiences, confidence, motivation, perceptions, and personal power that he or she can to influence, guide, motivate, and support others to collaborate and cooperatively achieve shared goals.

However, further analysis and reflection on P12's and P3's perspectives suggest that for one to effectively fulfill leadership and governance responsibilities, he or she must not only have solid approaches and knowledge, experience, tools, and skills in management but his or her behavior, actions, and mindset should be guided by enduring principles. Essentially, undertaking management tasks not only provides learning opportunities but also makes it possible to reflect, internalize, and apply the lessons learned to influencing others to see, appreciate, understand, and share in the importance and value of pursuing and achieving shared goals. The application of lessons learned leads to learning other lessons and gaining more experience, knowledge, skills, insights, ideas, and perceptions that enrich the leadership process. In view of this, leadership is the process and practice of continuous learning and application of the lessons learned to influence, guide, motivate, and support people in groups, teams, and institutions to achieve personal objectives (e.g., learning and reaching their full potential, achieve results, navigating challenges and conflicts, positive change and growth) and shared goals (e.g., enabling an organization to grow and thrive). Table 5 summarizes all participants' views on the perceived differences between management and leadership.

Figure 10

Perceived Relationship Among Management, Leadership, and Governance.

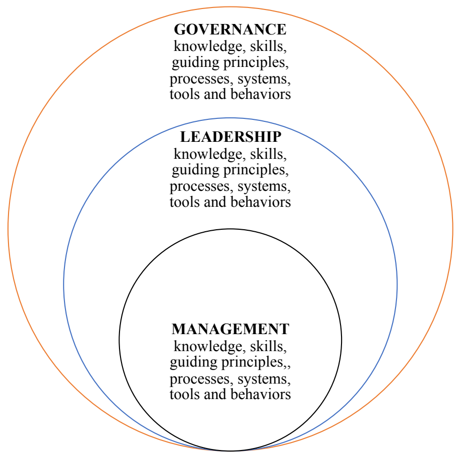


Figure 10 illustrates this perspective. This perspective suggests that management provides the foundational knowledge, skills, competencies and experience needed for effective leadership and governance. However, for management, leadership, and governance to be effective over the long-term it should be guided by universal principles: integrity, trust, honesty, fairness, commitment, compassion, respect, transparency, consistency, trustworthiness, Hence, in any formal organizations, for anyone to be appointed or elected to undertake leadership responsibilities, he or she needs to possess or should be trained, coached, and mentored in the salient management knowledge, skills, experiences, and tools that make it possible to do them well. He or she should be assessed, observed, and mentored to internalize the relevant guiding principles that drive and sustain the achievement of stakeholders' results.

Table 8

Perceived Differences Between Leadership and Management

Leadership	Management
Can start with nothing and inspire possibilities because it includes visioning, creating sense of hope and purpose	Only sets in when there is something to do, resources to mobilize, organize, utilize, coordinate, and motivate others to transform resources into the desired result; is the doer and achiever of results
Defines the organization's purpose, direction, values, and top priorities and goals	Develops, implements, and monitors annual operational and quarterly plans aligned with the organization's top goals and supervises implementation of individual and team performance plans to ensure production of results
Defines and approves policies, standards, and procedures and aligns people's passions with the organization's purpose, values and top goals	Implements policies, standards, procedures, and guidelines that enhance alignment with the organization's values, purpose, and top goals
Creates and maintains a conducive environment for facilitating the achievement of the organization's purpose	Mobilizes, plans for and organizes resources, processes, policies, and systems for creating order and implements strategies for achieving results
Inspires commitment to the agreed direction, values, and top priorities	Transforms commitments into practical decisions and actions that translate organization goals into the desired results
May not require academic training but is predicated on prior managerial experience, character, and salient skills which can be developed through mentorship, coaching, peer learning, counseling, and imitation	Requires academic training coupled with coaching, job experience, and mentorship in technical, practical and managerial skills and processes. These skills are foundational to formal organization leadership and governance
Nourishes ownership and responsibility for results by creating a culture of individual and shared accountability	Ensures context-informed engagement coupled with control and compliance, efficiency and effectiveness in the utilization of resources and application of systems, processes, strategies, and structures to achieve results
My not be based on a formal position, but it denotes the choice and responsibility to facilitate, serve, and enable others to achieve results	Is based on a formal position and conveys the operational, reporting, communication, and accountability arrangements in an entity
Relies on context-appropriate style/mindset of a leader to inspire and support others to collaboratively achieve results	Relies on well-defined, context-informed processes—planning, staffing, organizing, coordinating, and controlling resources— to achieve results
Requires broad industry knowledge, expertise, salient information, and ability to set or catalyze setting of direction, align, guide, direct, inspire, support, identify and prevent risks, and enable others	Requires industry-specific technical knowledge, tools, and experience to practically do the job and accomplish tasks
Concerned with people, building harmonious and collaborative relationships among them to enhance trust, mutual support, cooperation, and goodwill to achieve	Concerned with resource mobilization and systems, processes, and structures to efficiently utilize, coordinate and control resources and people's efforts, energy, and

results, realize the purpose	time to achieve results

Source: Study participants (n=13)

This view also implies that one of the qualities and characteristics of an effective leader is prior management experience, knowledge, and skills in a relevant field or industry and embodiment of ideal principles. Similarly, for individuals to effectively serve in governance role, they should possess management and leadership knowledge, competencies, experiences, skills, and exemplify the relevant principles. Hence, sustained and meaningful success at the governance level calls for mastering certain processes, skills, systems, behaviors, tools, and embodying relevant guiding principles that can be developed and honed through undertaking leadership and management roles and tasks.

What are Results?

Generally, research participants understood, defined, and interpreted results as outputs or outcomes of an intervention or project implemented using internally and externally generated resources (see Table 9). The outputs are the things in the direct control of intervention implementers, which reflect the immediate services provided, goods delivered, products produced, or number of people reached by the intervention strategies and activities. P10 conceived them as outputs: “A result is more related to the output of particular issues. If you do interventions, we see the results you must have an output or at the end of the day.” P11 perceived them as deliverables:

> Results are deliverables. For example, if you are given resources, and other inputs and put them in a system, in an applied process, at the end of the day there must be something

> to deliver to show what the resources that were given, whether financial, whether time, whether physical resources were able to produce a product. That product is the result.

In contrast, P7 portrayed quantitatively: “Results are the physicals, the numbers, amounts, the percentages that are achieved by implementing a certain activity. They are more of a quantitative achievement.”

Outcomes are the observable changes, the difference that a project or intervention wants or needs to make and would like see, have, and create among the beneficiaries of the activities, services provided, or products produced. Outcomes demonstrate the effects, efficacy, efficiency, and effectiveness of the intervention strategies, activities and outputs on the beneficiaries. They indicate the level of performance or satisfaction, or significant experiences that occur among the target populations due to the tasks and activities implemented or service provided by an intervention.

Table 9

Perceptions About Results

Codes	**Theme**	**Definition of theme**	**Frequency/Participants (n=13)**
# Of citizens accessing a service; “the target”; number or % reached by an activity; “deliverables”; product or service;	Output	This defines results as an output of an activity and resources used in an intervention or project	6/13 (P10, P11, P2, P5, P7, P9)
proof of change; “desired outcome of your intentions and actions”; reflection of how resources are used—well or badly; achieved goal; consequence of what you have done or failed to do; positive or negative change	Outcome	This defines results as an outcome (proof of success or failure), the immediate and inter-mediate effects of outputs on beneficiaries of a policy or project activities	7/13 (P1, P3, P4, P6, P8, P12, P13,)

Unlike outputs that occur during and immediately after the completion of an intervention activities, outcomes occur after some time and might be physical, affective, cognitive, and relating to the beneficiaries' knowledge, attitudes, practices or conditions of well-being. They are desired and expected ends of an activity or intervention. Even so, participants' views indicated that the effects might be positive or negative, intended or unintended, direct or indirect. Similar to how respondents perceived previous constructs, they gave multiple responses, and there were no significant differences by gender, level in the organization structure, or by sector. The excerpts below illustrate and explain how participants perceived results as outcome:

> When I talk of results, I think it's a form of accountability to the different stakeholders that you serve because that's the only way you can measure results. For example, if we have donors that have given us money to implement a project on family strengthening and our objective is to reduce child birth by 5%. The results are proof that we have actually been able to reduce the number of births, by this percentage because this is what the stakeholder wants. So, results are the ability to satisfy the stakeholders' needs or the objectives that we agreed on in the beginning (P12).

> Results are the outcomes of tasks; that is a result. You have a job to do, what has happened? What has changed after you have done the job? Very often what is expected of you is given to you: 'We want you to move from here to there'. Have you done it? These are your results. Sometimes, they are positive; sometimes they are negative. But results are the outcomes of a process (P13).

The above perspectives about results indicate that the outputs and outcomes emanate from the decisions, processes, strategies, actions, and tasks implemented during the life of intervention, project, or program. The results represent the immediate and medium-term changes that key stakeholders expect from the commitments made by intervention implementers when seeking resources or prior to making a decision, taking on a job or task, implementing an activity, process, policy, intervention, or system. The changes may be tangible or intangible, qualitative or quantitative, physical or affective.

What is Accountability?

Taken together, informants' views indicate that they perceive and understand accountability as a means, a channel, or an approach through which individuals, teams, and institutions accomplish three things: (a) report to key stakeholders to keep them apprised of the progress, challenges, and opportunities related to the resources they were entrusted with and the commitments they made; (b) give timely information and receive feedback, advice, and direction; and (c) demonstrate whether the resources—money, goodwill, faith, time, materials, authority, and information— they were entrusted with were used efficiently , following appropriate values, ethics, standards and procedures to achieve the intended purpose. These perspectives were evident in the way participants conceived and described accountability as indicated in Table 10.

To begin with, participants described accountability as a mechanism, a mode of operation, a channel, or method of checks and balances through which individuals, team, or entire organization follows-through on the mutually agreed commitments, policies, standards, and procedures; report, give and receive feedback, advice, and direction; and communicate with key stakeholders about how the resources they were entrusted with are being used or were used to meet commitments and deliver the desired results. This view was emphasized by all four governance level members, one middle manager, and one senior manager. For example, P7 conceived accountability as a means of following through on what individuals and teams committed to do: “Accountability is more of a follow up process to ensure that what you promised to do and how you promised to do it, you actually do it.”

Table 10

Meaning of Accountability

Code	**Theme**	**Definition of theme**	**Participants/Frequency** [n=13, multiple responses per participant]
A tool for communicating with stakeholders about commitments and whether you have succeeded or failed; a way, a system to get and give free advice, feedback, direction; “governance arrangements”; a way to follow through on commitments; system through which the board oversees the decisions and activities of management	Mechanism, mode of operation that results in system of checks and balances that ensures follow through on commitments	Mode of operation involving a system of checks and balances through which one entity communicates with and reports to internal and external stakeholders to give updates on commitments; get feedback, advice, and direction	7/13 [P2, P3, P4, P11, P12, P7, P13]
Report on inputs used; feedback on how resources were used; keep stakeholders informed;	Responsibility to report and give feedback	Requirement or obligation to answer for and give feedback on how resources were used and extent to which expected results are being or have been delivered	8/13 [P10, P11, P12, P13, P3, P4, P5, P6)
Responsibility to achieve results; achieving objectives guided by values, procedures, and ethics; fulfilling commitments; “loyalty” to stakeholder; using resources for intended purpose;	Personal and shared responsibility to achieve results	Personal and collective responsibility to fulfil commitments and results, efficiently and guided by appropriate values, standards, procedures, and ethics	9/13 [P1, P13, P2, P3, P4, P7, P8, P9, P12,]

Similarly, P2 viewed accountability as a mechanism through which “governance arrangements” are established and implemented in organizations because it entails defining the roles and responsibilities of different actors, clarifying expectations, stipulating the communication and reporting arrangements, showing who accounts to who, for what, when, and why. In the process, the rules that govern such interactions and relationships are also established, making it possible for some actors to direct, monitor, supervise, and guide the activities, decisions, strategies, plans and practices of others, which ensures checks and balances as explained by P2 below:

> Accountability does not occur in a vacuum. There has to be a structure that facilitates accountability, which I call the governance arrangements. In my case, I report to a board. So, that ensures that the executive director reports to the board chair and to the entire board; that is very important. But even the board is accountable to the university that owns SBD (not real name). We have an annual meeting with the University, where the board accounts for what we do. On valentines' day we meet with the leadership of the ministry of health to give an account of what we do. That is another forum of accountability because of our mission. Our mission and strategy are to support government health services and entire health system. So, even though we have a board, we also feel it is our duty to reach out to the ministry of health to give accountability for that. This is because we are a company limited by guarantee but owned by a public entity. We see ourselves as a corporate entity that is accountable and reflects corporate values in terms of timeliness, governance, and strategy. Those aspirations are not typical of the public sector.

The above perspectives suggest that accountability provides a forum or platform through which individuals, leaders and organizations report to and receive feedback and guidance from key stakeholders. They also imply that accountability calls for transparency and communication to key stakeholders to ensure that they understand and appreciate what is being done, how it is being done, and whether agreed standards, processes, policies, and procedures are being adhered to and the desired results are being achieved or not. In non-profit organizations, it was apparent that the board has oversight responsibility for the entire organization. It holds management accountable for performance and ensures that the organization has appropriate systems, structures, processes, policies, standards, and procedures that guide its operations. Though board members majorly deal with the chief executive officer (CEO), sometimes they interface with donors as explained by P3 below:

> Board members are usually only dealing with the CEO and to some extent with donors. Some donors would like to deal with board members but others don't. So, the level of accountability as a board member is to of course ensure that the organization is set up in such a way that the different systems and mechanism are in place and are functioning. The organization should have systems and a strategic plan. There should be a system to have an annual work plan and annual budget, a system to have audits, and that all of these are reviewed and signed off by the board through its committees.

Participants views indicate that the presence of a board with credible and competent members as an accountability mechanism instils confidence among staff and the donors as explained by P12 below:

> Staff love to say that they have highly respectable board, meaning that its members have a high level of integrity; comply with high standards, laws, and procedures; and are respected in in society. This is because the image of a board member has a direct impact on the image of an organization…. When an organization seeks funding, dishonest board members affect its image because they affect people's perceptions.

In the final analysis, accountability is first and foremost to self, then to other entities, and to God. The perspective below by P3 sheds lighter on this perspective:

> I believe because of being brought up and I am a very die hard catholic and brought up by Jesuit priests in Kisubi. They [priests] emphasized that you are first accountable to yourself. Okay, you could take it to another level, you are accountable to the board and God so on but not everyone believes in God and not everyone is religious and that's fair enough. But in the end, you are accountable to yourself. You are accountable to your values, accountable to what you believe to be good and what you believe to be bad that form one's purpose in life…. The board members should not engage themselves in managing because that is not their role; they hold the CEO accountable to provide the leadership to ensure that management happens and results are delivered.

Relatedly, eight out of 13 participants perceived accountability as the obligation or requirement to answer to and give feedback to others on how resources are being used to fulfill commitments and deliver the desired results. In this sense, any individual, team, or organization entrusted with resources—time, money, people, materials, goodwill, pertinent information, tools, and faith—is expected to routinely keep those to whom is responsible and those who provided the resources apprised about the progress, lessons, challenges, and results—the outputs and outcomes being produced from the resources, even if they are intended, unintended, good or bad, direct or indirect. This implies that accountability is the willingness and commitment to answer to others, give regular feedback, regular reports, explaining to and keeping key stakeholders well-informed about the progress, challenges, opportunities, and whether the resources that one was entrusted with are producing or not producing the desired results. The excerpts below illustrate explain this perspective:

> Accountability is being answerable. If you are given resources for use then you must be answerable. You must show that for these resources I did this. You can say that you gave me one million shillings and for the one million shilling I received, this is what I did. In other words, giving feedback about the way you utilized the resources that were given to you to use for something (P11).

> Accountability means of giving a report of the inputs that were given to you and have been used to produce the outputs. It is about how have you have used the inputs you were given to produce outputs? What have you achieved? You can account to the community. You can account to the funder, that I got so much. This what I got and this is how I have used it and these are the results or the outputs of the resources that I received (P10).

> Accountability means you are willing to answer the questions as to how resources were applied so that we can concluded that good has been done. So that we know that what has been done is cost-effective and that there was value for money(P4)

"Accountability is a regular way of reporting back, and it is not just about money. Money is just a means of achieving objectives for which you have been given trust" (P13).

The obligation to report and give regular feedback to stakeholders was emphasized by two middle managers (non-profit), two senior managers (one female from public sector, one female from non-profit) and all the four governance level interviewees from the public and non-profit sector. They noted that keeping stakeholders informed has several advantages. First, it enables implementors and supporters of projects to not only know how far they are from achieving the desired results but also the challenges and opportunities. This is because during the reporting process they are able to establish whether the planned tasks, activities, and milestones are on course or they are off so that they take corrective measures. Second, it provides a way of gauging whether individuals, teams, and organizations are adhering to standards, ethics, and procedures. Third, beyond being a mechanism, channel, system, or platform for dialogue it provides opportunities to keep key stakeholders engaged and informing the implementation of planned strategies, tasks, and activities. Through this process stakeholders often give valuable feedback, advice, and direction on how to improve planning and execution, which in turn creates ownership because they are involved in implementation and decision-making. The notion of giving and getting feedback, advice, and direction not only applies to entities holding others accountable for commitments and outcomes, but it also applies to those accounting to them. This is because the account givers also learn lessons from implementing strategies and activities and from using the resources they were entrusted with, which they utilize to advise key stakeholders about the need to change strategies or develop better policies and guidelines. In this sense, accountability provides a two-way mechanism, system, or channel for giving and receiving advice and exchanging salient information between account givers and account receivers.

Fourth, the reporting, giving advice and feedback provides stakeholders with relevant information that they can use to make informed decisions, for example, whether to give more funding, technical assistance, scale down, or change strategies in order to mitigate any emerging risks or tap existing opportunities as the case maybe. Participants noted that they report and give feedback through one-on-one meetings, workshops, written narrative reports, joint monitoring visits. The excerpt below from P13 illustrates the above perspectives:

> We held several meetings with the minister, health development, and partners and quarterly supervision visits with the local governments. Then we would meet annually to review the performance of the sector, write a performance report and that report would be presented to the national health assembly. We would have joint reviews with all partners around, development partners, other line ministries, local governments and so on. So, at the end of these activities, we learned what we would do better next time, including what we have learned that had not gone right. So, we would agree on the weak points, why did we fail and we even commission studies to establish how we can do better and those studies are fed back into the programs.

The final viewpoints about accountability were shared by nine out of 13 participants who conceptualized it as the obligation to not only fulfil stakeholders' commitments and deliver expected results but also do it efficiently and effectively, following appropriate values, ethics, policies, standards, and procedures. The account giver is expected to take and accept responsibility for the outcomes and the processes used to fulfil commitments and deliver the outcomes, whether negative or positive. Moreover, the results should be the right ones, matching what was agreed from the onset Furthermore, the results should be achieved through the right processes and maximum benefits should be derived from them at the least cost. Essentially, the entities rendering the account should be efficient and affective and always remember that the end does not justify the means used, meaning that care must be taken to do the right things and do them correctly as was mutually agreed with the entity to whom the account is rendered. Hence, individuals, teams, and organizations are expected to adhere to the agreed standards, processes, procedures, values and ethics and apply the most efficient means to accomplish tasks and achieve results. For some participants, this calls for embodying personal and shared responsibility for the commitments, outcomes, and being responsive to the needs and wants of key stakeholders as noted in the excerpts below:

> Accountability is taking full responsibility for results, the outcomes of what you are responsible for, directly or indirectly. Indirect responsibility is because you are just a supervisor or you are a leader but you take full responsibility for the outcomes and results of those you supervise (P9).

> Accountability is about understanding personal responsibilities, the stakeholders you are answerable to and their expectations of you beyond the services you are expected to provide. But at the end of the day, it is personally being responsible for one's values, the good and bad things that you do (P3).

> We exist to support a specific population category. We exist to ensure that the services of the partners we work with improve its wellbeing. For example, our efforts should contribute to improving the national maternal mortality rate or neonatal mortality rate. So, if as DEF (not real name) or even as an individual, that result is not achieved, then we are not being accountable to our target population (P1).

> Accountability is more to do with the management of the resources you have been given, because when you receive these resources, you agree on what you are going to use them for, who you are going to use them with, and who is going to benefit. For accountability, it doesn't help that you achieved a hundred items you are supposed to achieve, if you used a lot more money than you were given. But for the money that you spent can you show how the money was spent and was it in line with not just what was agreed but also with the principles, standards that are followed worldwide, the accounting standards and all those things. So, it is really about showing what you used the money for and whether it is line with what you agreed (P7).

Noteworthy, the notions of efficiency and effectiveness were only mentioned by non-profit sector participants but not those in the public sector. For other participants, fulfilling obligations called for more than embodying responsibility, being responsive, and adhering to efficiency and effectiveness principles. It included being committed, demonstrating loyalty, and effective communication with stakeholders to let them know, understand, see and feel one's fidelity. It also called for understanding and adhering to universal principles—trust, loyalty, honesty, integrity, transparency, consistency, commitment, dependability—, ethics (i.e., by avoiding conflict of interest and doing what is right) and aligning processes and actions to internationally acceptable and agreed standards and procedures as can be discerned in the views from P12 and P13:

> Accountability is really about having commitments, responsibilities, and just make sure that you fulfil them and let those who have interest in them know that you have done it. It is basically being loyal and communicating your loyalty. It is about being responsive. It is basically being loyal and communicating your loyalty. It is about being responsive. Usually, you get resources of different types. It may be money. It may even be faith in you, trust. And when people entrust you with those resources, financial resources, human resources, and even trust, you are expected to use them for the reasons for which they have been given to you and ensure communication with your clients.

> Accountability to me is closer to results because it is about ensuring that you actually achieve the objectives that were set between you and the respective stakeholders. We agree at the beginning of the year that this is what we are going to do and deliver it. But accountability goes a little more than achieving results because it includes ethics and values. You have more to say. For example, if you gave me one million and I used two million or if you gave me one million and I used nine hundred and I refund one hundred thousand. For accountability, I go into other details of the financial approach, financial aspects, and right procurement procedures, ensuring that we actually did not procure from a relative. We ensure there is no conflict of interest. This is all accountability. I am also going to say do we follow a competitive procurement procedure, that we actually didn't award the contract to distribute nets to somebody who cannot actually deliver quality nets or we awarded somebody who would charge us three times the price. So, when it comes

> to accountability it takes you to the actual financial behaviour or financial management approach (P12).

Yet for other participants it is about ensuring that the fulfilment of commitments and that the delivery is done using the most cost-effective and efficient means possible. In so doing, the purpose for which the resources were requested, allocated, and disbursed should be served. This implies the results should not only be self-evident but they should also be of a high quality, at a reasonable cost, timely, and satisfy the needs and desires of target customers. The notion of value for money suggests that the results delivered and received should be commensurate with or exceed the investment made, the resources used. In other words, the benefits or the outcomes that accrue to beneficiaries should at the very least be commensurate to resources expended. P6 stated that, "Accountability is how you demonstrate value for money and for services, it shows client satisfaction." P5 shared more views about responsible resource use:

> Accountability is about knowing what resources I have been allocated, justifying and explain how I have used them to get those results. But also, do other people know that I am supposed to get those results, or it is me alone who is chasing them? I always use the army, have used 1000 troops and 990 have died in battle for me to be able to capture a certain post? What cost have I incurred to do that? Are there better ways of doing it? And secondly when you look at the goals, is it only me who has the targets or everyone around me knows that Participant # 5 is supposed to achieve them so that they can bring me to account. I should not be the only one who holds others accountable, but I should also be held accountable. Someone, should be able to ask me, "Have you actually done this?" Resources are material but people should also be able to see and know that you are moving in a certain direction.

For P4, accountability denotes willingness to answer for how resources were used and whether they were used to deliver value:

> I came across a nice definition; the synonym of accountability and it was answerability. This means you can answer questions about what you are doing or did.Accountability means you are willing to answer the questions as to how resources were applied so that we can concluded that good has been done. So that we know that what has been done is

> cost-effective and that there was value for money. So, accountability is wide but many people narrow it down to money and find that although people can bring in all the receipts for fuel and all, but the questions is, has any good been done with the money? You took money to go to Arua and maybe you went to Arua, has the reason why you went to Arua been served?

For P8, accountability is about timely fulfilment of commitments:

> Accountability is being able to achieve that which you set out to achieve in the expected timeframe using available resources effectively and efficiently. In other words, if I can give an example, if we agree that we are going to make or give support to the country to prepare for an immunization campaign and we are expected to reach at least 90% of the children so that we stop the transmission of measles. For me, I think accountability is making sure that we plan the campaign well, we implement it well, we reach the desired number of children so that we achieve the main objective for which the resources were used. That would be good accountability. Poor accountability is if we don't take care, people use the money yet they have not reached the people. In the processes, the epidemic continues, the people continue dying. To me that is not being accountable; that is not good accountability.

For P4 and P3, the obligation to achieve and meet stakeholders' expectations should be strongly underpinned by being answerable and responsible for personal values and behavior and being cognizant about professional ethics and norms as noted in the quote below:

> But also, there is accountability for people's behavior to their peers. If you belong to the health professional, are you behaving like the profession requires of you? You have accountability for personal behavior. Are you a drunkard? Is there somebody concerned that you are damaging your health and reducing your ability to serve society because of alcohol? (P4).

Taken together, the above perspective suggest that accountability is the personal and/or collective responsibility to efficiently and ethically utilize resources to fulfil promises, meet expectations, and achieve results that deliver value to a specific population or key stakeholders. It is specifically about the willingness to report progress on the milestones; seeking and giving objective performance feedback and direction; fulfilling agreed expectations and commitments;

being responsive to the changing needs, desires, and priorities of key stakeholders in a values-driven and ethical manner; accepting and taking responsibility for one's behavior and values and their results, whether good or bad. The perspectives further suggest accountability is about taking and accepting responsibility for not only one's decisions, actions, behaviors and their outcomes, but also for your subordinates and being cognizant and adherent to professional norms values and internationally set standards and procedures. This implies that it is the responsibility of the leader to understand what motivates those who report to him or her and take the necessary steps—clarifying expectations, providing them the resources and authority to complete their tasks, giving them regular performance feedback, trust them, and hold them accountable for performing at maximum capacity and fulfilling commitments—to ensure that they not only contribute to team and organizational growth but also deliver value for money. The other implication is that accountability requires strong management and leadership that continually create, sustain, and audit mechanisms—systems, processes, principles, and structures— that support performance and nurture a culture of taking and accepting ownership for individual and team results and adhering to ecosystem-wide policies, values, standards, and procedures.

What is Accountability for Results?

A common view amongst interviewees was that accountability is ultimately about ensuring that resources are used to achieve results that deliver value for key stakeholders. Even so, there was no shared view on what constitutes accountability for results. As indicated in Table 10, eight out 13 participants averred that accountability for results is the obligation to answer and explain whether results were efficiently achieved, following appropriate values, ethics, policies, standards, and procedures. One phrase which was mentioned by two non-profit sector participants and one public sector participant in relation to accountability for results was "value for money". The excerpts below highlight this perspective:

> Accountability for results means you are willing to answer the questions as to how resources were applied so that we can concluded that good has been done. So that we know that what has been done is cost-effective and that there was value for money. In the past, World Bank would require fiscal accountability. Governments would give a report of how they had used the money. And that used to satisfy World Bank. Later they realized that it is necessary to also ask whether the mission was achieved. Because if you set out to improve literacy, if you have paid the teachers, bought the books, and built the schools, has literacy improved? (P4)

For P6, it is about demonstrating values: "Accountability for results is how you demonstrate value for money and for services, it shows client satisfaction."

For P8, it is the willingness to hold oneself and others for expectation:

> Accountability for results now means that you hold yourself as leader, manager or staff member responsible for achieving or not achieving that result that you were expected to achieve. If the expectation in this case was to reduce the incidence of measles that we hold ourselves accountable for as a group that is working on this campaign for the reduction of the incidence of measles which is the result. So, for me, I think that if leaders were working with that result in mind and you feel accountable for that result, you put in all your energy as a leader, manager, staff member because you want to really achieve that result because you feel accountable for that result.

For P7, it about showing results and justifying the process used:

> In accounting for results, I understanding it as the showing results you achieved but also the resources you put into achieve these results and the process you used in the use of resources You procured the cars to do this but did you do it in the right way? You spent money on per diem but did you pay it as agreed and according to guidelines? Did you give it to the deserving people as opposed to those that should not have got it? So, just telling me that you reached Kabale is not sufficient if the process of how you got there does not sit well with what we agreed.

Table 11

Meaning of Accountability for Results

Code	Theme	Definition of them	**Participants/Frequency** [n=13, multiple responses per participant]
Having structures and policies that enable doing right things and doing them the right way; showcase the resources and processes used; achieving results in an ethical manner; extent to which results match resources and processes used	Obligation to achieve results, answer and explain whether they were achieved in the best way, following values, ethics, and standards	Achieving results, answering for and explaining the processes used to meet expectation, extent to which there is value for money, and whether results were achieved based on the right values, ethics and appropriate standards	8/13[P2, P12, P3, P7, P8, P13, P4, P9]
Demonstrating expected results; show what the resource used produced; ability to produce outputs and outcomes; extent to which others can clearly see what you have achieved;	Ensuring results are self-evident	Demonstrating the extent to which resources were used to produce self-evident results	6/13 [P1, P10, P13, P7, P6, P5]
Owning the results produced; taking responsibility for achieving or failing to meet expectations;	Accepting ownership of results	Taking and accepting personal responsibility for results	3/13[P11, P8, P9]

Similarly, six out of 13 participants added that it is not enough to prove that the results were achieved efficiently and by following appropriate values, standards, and ethics, but they should be self-evident, available for everyone to see and verify. Moreover, the beneficiaries should attest to their accessibility, availability, and utility. The quotes below illustrate this perspective:

> To a layperson I would say, ‘when you put me as the person in-charge of public health in this community, do you think I am doing what is expected of me?’ I should not be the one telling him or her what I have done. If he cannot see what I have done, then I have not done much because results should be visible. Someone should not look for them. So, accountability for results is doing what is expected of me and people should be able to know and see that I am doing what is expected of me (P5).

P1 stated that it relates to demonstrating results: "Accountability for results for me means that as an organization or as an individual, I should be able to demonstrate those expected results to a person that I intended to serve."

Finally, three out 13 participants noted that it is about achieving results, taking, and accepting responsibility for them, whether good or bad. This implies that accountability for results is about accepting ownership for one's decisions and actions and their outcomes, particularly the extent to which the resources entrusted to you delivered or failed to deliver expected outputs and outcomes. P11 shared that, "Accountability for results means that you owned the results that have come out of the implementation or the utilization of the resources. You take personal responsibility."

Together the meanings and perceptions attributed to accountability and accountability for results provide important insights into how these concepts are perceived, how they relate to and influence each other, and how they are enacted by study leaders.

Turning to Research Question 2 which asked informants to name the most important stakeholders to their work and organization and the results that matter most to key stakeholders for which they hold themselves accountable or they should be held accountable for by others also reveals interesting and insightful findings.

Important Stakeholders

The findings indicated that study participants in nonprofit and public sectors have stakeholders whom they consider important to their work and organization. There were no noticeable differences based on the participant's gender or level in the organizational leadership structure. For most participants, the importance attached to the stakeholder depended on how such a stakeholder affects their work, especially the mission and mandate of the organization, and/or how the stakeholder is affected by the work of the leader and organization.

The most striking results to transpire from the data is that public and non-profit participants regarded employees; service users or the general public; donors; civil society development partners; the organization or department; government line ministries—Education, Finance and Economic Planning, Gender, Labour and Social Development; and district local governments— as important stakeholders to whom they were accountable. Though most participants work with organizations that do not directly provide health services to the general public, service users, or community, they nonetheless considered them as a major stakeholder because they are the reason why all organizations and interventions are initiated as indicated in P2's views below:

> Our number one most important stakeholder is the community that we serve, which is really the general public. As you can see from COVID-19, everyone is affected, the community is. So, the community is our number one stakeholder. And even when you look at how we service all our other stakeholders, this is the one that keeps us grounded. We see the public as any community affected by infectious diseases.

Noteworthy, non-profit sector informants considered the ministry of health, district local governments, national and community-based indigenous organizations that they partner with to extend services to the general public and community as their major customers. Even so, the notion of customers did not sit well with participants who preferred to call those they support and work with to deliver health services as partners. Public sector participants preferred to call them implementing partners because they complement government services. The concept of customer was associated with private sector businesses that sell goods and services.

Relatedly, non-profit sector participants viewed the ministry of health and district local governments as regulators because they define and enforce policies, standards, guidelines and procedures that provide a conducive policy environment and overall strategic framework upon which their work is based as P9 said: "The most important stakeholder is the ministry of health because it creates a conducive environment within which we work. If the environment is not conducive, if you don't have the policies, if we don't have the guidelines we cannot work."

Public sector informants perceived donors and civil society organizations as key implementing partners that provide essential funding, in-kind and technical support, which facilitates service delivery at the community level as P10 put it:

> For you to achieve the result, all stakeholders are very important because you cannot reach every corner of the district. Some bring in additional funding because the money received from the government is not enough. We need the support of implementing partners, and they have really supported us.

Results that Matter to Key Stakeholders

A persistent view amongst interviewees was that each key stakeholder category—employees, organization, donors, and customers/partners—has its unique needs, priorities, concerns, formal and informal expectations which collectively constitute the desired ends or outcomes that it expects from the leaders of teams, projects, programs, and organizations. Some of these expectations are intangible and affective outcomes expected from the leader and the department or organization that he or she leads. Consequently, research participants argued that they should hold themselves or be held accountable by others for meeting or failing to meet such expectations, commitments, or desired ends.

Results that Matter Most to Employees

Participants acknowledged that employees have desired results which if met increase their job satisfaction, motivation and commitment to exert maximum effort, diligently complete assigned tasks and go an extra mile to bring their creativity and innovation to bear in achieving team and organizational goals. As indicated in Table 11, several employee results or expectations were discernible from the participants' interviews.

Conducive and Enabling Environment

The most striking result to emerge from the data is that participants believed that employees at all levels of the organization require a conducive and enabling work environment to effectively do their jobs. The notion of a conducive environment is broad and incorporates numerous elements and aspects that speak to the nature and scope of factors which study participants believed that employees consider when deciding to join, stay, and grow with the organization or leave it to go elsewhere. It reflects the essential, interrelated conditions and fundamentals that must exist to enable individuals and teams to effectively plan, execute, monitor and evaluate appropriate tasks and interventions that contribute to the achievement of individual and shared goals. It also reflects the capabilities, qualities and characteristics— values, behavior, and character— that enable leaders and managers to build and demonstrate trust, integrity, respect, and empathy among their direct reports, leading to harmony, cohesion, and collaboration, which prevents infighting and destructive conflict, duplication of efforts, credit-grabbing, and overall slower performance. Together, the elements, conditions, factors, and the leader capabilities and characteristics comprise a conducive environment that impacts the physical, mental, social, and psychological well-being of employees, ultimately influencing their motivation and commitment and job satisfaction. These are described in detail under the section on the leadership practices that support accountability for stakeholder results. It appears from the cross-cutting views of interviewees that creating and sustaining a conducive and enabling environment is the sine qua non for meeting all stakeholders' results because it influences what employees can do and how they do it when interacting with other organizational stakeholders, particularly the customers. In the end, it reflects how leaders and managers work with others to build and maintain a thriving organization and culture that attracts and retain resources, including the topmost talent. In that regard, one can argue that it is a cross-cutting holding concept and not something unique to employees but applicable to all stakeholders. The impact of a conducive and enabling environment on the motivation, commitment, and satisfaction of employees and on all organizational stakeholders makes it an imperative task for and expectation from leaders.

Career Advancement

An important view amongst interviewees was that employees expect to work with and be led by leaders and managers who invest in their career development. Participants noted that employees expect leaders to build and improve their knowledge, skills, experience, mindsets and networks so that they can reach and achieve their full potential. In relation to career advancement, participants emphasized that employees expect the leader to expose them to professional development opportunities through which they can learn new skills, knowledge, gain vital experiences, and create networks that enable them to reach their full potential as the excerpt from P5 illustrates:

> Staff expect you to make them better people. What this means is that If I come in as an officer, what skills have I learnt from the directorate? Have I learnt more technical skills? Have I had training that makes me more efficient at my job and more technically prepared? They expect you to expose them to growth opportunities by letting them access

them so that they shine there too. They want you to throw them in the deep end so that they too learn what to do and how to do it.

Recognition and Appreciation

Participants noted that they have an obligation to appreciate and recognize the contributions of employees who also expect it from them as explained in the quotations below:

"The staff expect me to make them shine by letting them share in the glory of what they have achieved instead of me as their leader taking all the credit" (P5).

"I like to share credit with my team. I love for them to know that we have a purpose, we have a goal" (P1).

> You know sometimes leaders tend to take credit for activities done by many people. It takes leadership to recognize the contribution of others by allowing them to be in the limelight. So, when it comes to credit, I like that kind of transparency where you share credit with your team. I find it to be a very good leadership practice because it reflects our value of teamwork (P2).
>
> "When they acknowledge us as a team for the good work, I will say, you know, we have been acknowledged as a team. I will tell my supervisors this has been achieved by the team" (P9).

Participants explained that recognizing individual staff or the entire team for good performance not only increases the motivation to deliver beyond expectations but also encourages others to give their utmost effort with a positive mindset because they know that what they do is valued, and they will be recognized for it. It was noted that recognizing the contribution and achievements of others increases trust in the leader because he or she is not only perceived to be honest about the contribution of others but also as someone who is confident about his or her role in the team, values teamwork, and is not threatened by the success of others.

Table 12

Important Employee Results

Desired Results	Governance				Senior Management				Middle Management				Total [n=13, multiple responses]
	Public		Nonprofit		Public		Nonprofit		Public		Nonprofit		
	M	F	M	F	M	F	M	F	M	F	M	F	
Clear sense of direction	1		1	1	2	1			1				7
Career advancement						1	2	1	1	1		1	7
Conducive and enabling work environment	1				1	1	2	1	1	1	1	1	10
Welfare and work-life balance			1				2	1				1	5
Recognition, appreciation, and feedback			1	1	1	1	2	1	1	1			9

Candid Feedback

In relation to giving feedback, participants explained that staff expect them to regularly and appropriately appraise their performance and provide them with specific, timely, and constructive performance feedback as noted by P1: "Staff expect me to give them feedback on how they are performing their jobs and what they need to improve. Feedback on performance is given through a performance review, which incorporates feedback from the 360 reviews." It was noted that giving candid feedback enables people to change their attitude and behaviors and exert sufficient effort at work, leading to performance improvement. Two public sector participants observed that they were among the few managers in sector who ever gave candid performance feedback to staff because they believed it would not only improve the performance of the department but also help staff to develop appropriate behaviors, skills, and attitudes so that they can provide quality services wherever they are transferred. The comment below from P5, a public sector participant illustrates this:

> One of the people I supervised had a relative in the Health Services Commission. But this individual was not working and was behaving in a manner suggesting nothing could be done to her: 'My relative is up there what can you do to me?' Everyone feared her. I once went to the relative in Health services commission and said, 'I am going to remove your person from the payroll. This makes me look bad but her poor performance is already making things worse. Besides, the inability to make her do what is expected makes me look powerless. So, I removed the person off the payroll. Everyone thought I have taken a big risk and I could lose my job. But I told myself it is okay because whoever would take over from me will find no obstacles; he or she will find it easier. After a while the person in the health services commission talked to the misbehaving employee who also came and apologized. I sat her down and told her to write a commitment letter. She is now one of my star performers. But I had to take the risk [laughs]. If I had not taken the risk, the performance of my department would have continued dipping.

It was emphasized that providing and receiving feedback creates opportunities for identifying areas for reskilling and upskilling employees, ultimately influencing their personal development decisions and career trajectory. Though giving performance feedback to staff was deemed important by both non-profit and public sector participants, four out of six public sector participants pointed out that appraising and giving performance feedback to civil servants is still merely a ritualistic exercise because employees are rarely given matter-of-fact feedback and the appraisal results are rarely used by department heads and supervisors to control or dismiss chronically absent workers, non-performers, or those who infringe organization culture, policies, and procedures. The quotes below illustrate the manifestation of this challenge:

"Performance appraisals are not taken as a very serious issue. So, the workers could afford not to do much but fill up the performance appraisal form, and it can be signed by the supervisor without much comment" (P8).

"I don't have the power to dismiss poor performers because that is the mandate of the Health Services Commission. But I have struck health workers off my payroll because I have that power" (P5).

> Though Uganda's public service has a reward system, but it doesn't have a functional punishment framework. For example, if you do not consistently account for funds what should happen? If you are chronically absent at work what happens? There are no consequences for chronically poor performance or reinforcement for positive results and behaviors (P6).

The national and district Health Services Commissions which does not directly supervise staff is the one with the mandate to recruit and dismiss them. However, the Health Service commission can only dismiss staff after an intricate and convoluted process that can take many months or even years. Consequently, such staff are often transferred to other departments or temporarily removed from the payroll, but they cannot be dismissed by their supervisors for non-performance or absenteeism as is the case in the private and non-profit sectors. P10's views illustrate this perspective:

> In government, it is not easy to dismiss someone for poor performance. There are so many steps that you have to take before you can dismiss someone. You have to discuss with the poor performer. You have to write several warning letters, and in any case, it is not you to dismiss the person. You go through those steps until you refer the case to the chief administrative officer (CAO) who also refer it to District Health Service Commission. The process is quite long and at times people take advantage of that. It's not like in the private sector where you are given a contract which can easily be cancelled for poor preperformance. The reason why they put such a long process is to eliminate issues of hatred or victimization.

The implication of the above perspectives is that performance management in Uganda's public sector is still a challenge, especially how to provide performance feedback and how to utilize the results of performance appraisals to create positive change, improve staff performance, and ensure value for money. The challenge emanates from how the public sector is structured whereby managers supervise staff but have no power to dismiss them for poor performance or unbecoming behavior.

Noteworthy, the notion of giving, receiving and considering feedback was not only considered important for employees alone but for leaders too as explained by P1in the excerpt below:

> But if I have cultivated an open and transparent environment, then they can ably tell me, 'As you inspire, as you empower me, also improve in this area'. In a nutshell, I should be open to receiving feedback from my team and improve the weak areas.

The notion of receiving, accepting, and considering feedback from others is evident in P5's perspectives:

> Everybody thought I was close to my former boss and her deputy. But do you know I was the first to be given a warning letter? When I got the warning letter, all the reasons I was given concerned my staff members, my direct reports. So, I called them for a lunch meeting and said, you know what guys, I have been given a warning letter by our boss. The key issues are ABCD. This concerns you whilst this is for so and so, but you know why the warning has come to me is because all the praise and dirt will come to me. So, let us see how we can improve these things together. After six months I was given a commendation.

The above quote indicates that receiving and accepting feedback signals that one is willing to learn and is coachable. More importantly, it shows that one accepts and takes responsibility for the mistakes made and addresses them instead of complaining or whining. In this case, P5 received and accepted the feedback. He listened to his boss, reflected on the advice and took action where others chose to whine and justify their behavior. This shows that he is coachable because he received feedback and positively worked with others change what was not right or going as expected.

Clear Sense of Direction

More than half of the participants noted that staff expect leaders to clarify the purpose of the organization, the work that needs to be done, the results to deliver, the values and norms that guide what they do and how they do it. Clarifying these issues is believed to create a sense of direction that enables employees to meet stakeholder needs as one interviewee explained: "Employees expect clear direction from me so that they know what to do and expectations. Communication is important because employees expect clear direction from me so that they know what to do and how to do it."

Welfare and work-life balance

Five out of the seven non-profit participants noted that genuine concern for the welfare and work-life balance of employee is a major result for which leaders should hold themselves or be held accountable as one participant explained: "As a leader you should know there is also work-life balance; people don't come to work just and work. People have life they love to balance." Another participant explained that staff expect her to support their welfare and work-life balance by being flexible, considerate, and supportive to them as they balance fulfilling personal and work obligations as noted by P1:

> If someone has a baby, management has to be aware that they are entitled to maternal leave, and if such a staff travels upcountry, we allow for her to travel with the baby and the support staff [babysitter] will be facilitated.

The above perspective indicates that managers exercise flexibility the way they deal with staff. Some participants perceived employee welfare in terms of paying employees competitive salaries and giving them generous benefits such as a health insurance plan. P1 noted: "Yes, as I expect workers to provide a fair day's work, they expect payment that is commensurate" and P4 shared this, "Staff expect the board to hold managers accountable, for example, for fair remuneration".

Interviewees further observed that considering the health and safety of employees, listening to addressing employee complaints about bad working conditions and poor equipment should concern be all leaders and managers because these issues matter for the well-being and welfare of employees.

Fulfilling above employee results contributes to influencing, increasing, and sustaining their motivation, job satisfaction, engagement, and commitment. Since organizations are as good as the quality of talent that exists in and runs them, these broad employee results are inextricably linked to the efficacy of the organization, meaning that what is good for staff is my extension good for the organization. This implies that leaders and managers have a duty to build organizations where these outcomes can be seen and experienced by employees so that they are motivated to give their all in ensuring that the organization sustainably grows and thrives.

Results that Matter Most to the Organization

Similar to employees, it was argued that organizations also have desired ends that matter to them, which when realized, pursued, and achieved can enable them to not only appropriately respond to stakeholder needs and concerns but to also grow, improve, and thrive in the current volatile, uncertain, complex and ambiguous (VUCA) context.

The opinions of the study leaders indicate that the most important results that matter for any organization whether public or nonprofit are summarized in Table 13. These results represent what leaders hold themselves accountable for or should be held accountable for by others. The most striking observation to emerge from the data is that participants across sectors, gender, and level in the leadership structure agreed that the growth, survival and sustainability of any organization is predicated on satisfying the needs and concerns of its customers. However, leaders and organizations cannot satisfy what they don't know, which amplifies the importance of the result below.

Table 13

Perceived Most Important Results for the Organization

Desired Results	Governance				Senior Management				Middle Management				Total [n=13, multiple responses]
	Public		Nonprofit		Public		Nonprofit		Public		Nonprofit		
	M	F	M	F	M	F	M	F	M	F	M	F	
Identifying the right problem								1					1
Customer Satisfaction	1	1	1	1	1	1	2	1	1	1		1	13
Growth and Sustainability	1		1	1		1	2	1	1		1	1	10
Identifying and Addressing Risks		1	1	1		1	2	1	1		1	1	10

Identifying the Right Problem to Address

To satisfy the needs and expectations of customers, one interviewee noted that it is important to first and foremost understand them and why they are important. The central objective of understanding the customers' needs is to not only identify their wants and preferences but also identify the problems the grapple with and would like to see solved. In that regard, leaders of teams or organizations should hold themselves accountable or be held accountable by others for investing the right amount of time and other resources in carefully identifying and addressing the right problem that a specific target population or organization needs to solve. This is important because failure to do so renders all efforts and strategies developed and applied futile as P1 explained, "The organization expects me to identify and address the right community problem. Imagine if we defined a wrong problem that would make our things more wrong even if we did the right things at the right time." She further elaborated that identifying and addressing the right problem or opportunity not only maintains the relevance of the organization but also prevents wastage of time, money, and other resources and ensures that individuals and teams develop and apply the right strategies and solutions to the right problem at the appropriate time.

Participants acknowledged that it is difficult to predict and pinpoint with certainty the right problem or opportunity in most situations but more so today because of the current volatile and ambiguous landscape that makes it difficult to assess realities. Even so, they emphasized that leaders have duty engage, challenge, guide, inspire and support their teams to continually devote adequate time and resources to identifying, analyzing, and understanding the right problem to address in the different situations they face before they can make decisions and take any action. Reflection on the views of interviewees, the right problem is one which causes discomfort, pain damage, or deters progress, which if tackled well enables the target customer to achieve greater functionality with less or reasonable input and output. It reflects what matters most to the client or customer, the value and experience that he or she derives from what is done and how it is done. In this case, the value and experience derived represents the results that matter to the organization's stakeholders.

Customer Satisfaction

The above perspective leads to the second outcome for which leaders and managers should be held accountable for: understanding, managing, and satisfying the needs and wants of target customers. The perspectives below from two public sector participants explain this:

> The district local government leaders expect me to be accountable for every activity that happens in the health sector at the district level. They expect me to analyze and interpret

> for them the policies and guidelines from the ministry of health; they must understand them. Again, they expect me to explain why we are not performing as expected. They expect me to answer for all the delays within the sector. They want to know why everything happens the way it does in the district health sector, why is the community complaining, why there are not adequate health workers at the facilities, and why there is absenteeism at the facilities. You also answer for good performance (P10).

> The parliament expected us to contribute to our areas of expertise because we can't contribute to everything, but if your expertise is in education or health, then you use that expertise to contribute to the debate in parliament and ensure it fulfills its mandate—making laws, appropriation, and oversight. So, parliament expected us to add value based on where you are most knowledgeable and also to ensure that you support government by holding the executive accountable and appropriating resources in time. If the budget has been passed then you must monitor to see how it is being used. Are the budgets used as appropriated or has the money been diverted? Have we underfunded some sectors and over-funded others and are the departments using the money the way we appropriated it? All those are expectations of parliament (P11).

The above excerpts indicate that organizational stakeholders have varying unique needs. Leaders at the different levels in the organization are expected to anticipate, understand, and address them.

Identifying and Addressing Risks

Participants noted that organizations face direct and indirect risks that not only impact their ability to achieve results but also their growth and survival. Some risks may relate to not making appropriate decisions or making them too late or too early. Other risks relate to failure to mobilize adequate resources to implement activities and meet operational costs. In other cases, organizations may mobilize and leverage the resources needed, but they may be lost through inefficiencies, fraud and corruption. Other risks may relate to personnel and organization development, especially if they fail to attract and retain knowledgeable, skilled, experienced, and committed personnel who can do the work needed to deliver stakeholder results. Furthermore, organizational leaders and managers may fail to comply with regulatory requirements, for example, paying taxes, implementing health and safety policies or subscribing to health insurance plans for staff.

Participants observed that there are always such lingering risks that an organization may experience. Aside the workforce and organizational development challenges and failure to mobilize adequate resources, organizational leaders may fail to create the culture and reputation to attract and retain talented people, resulting in reduced quality and increased cost of providing services. Attracting, retaining, and growing quality talent is challenging, comes at a high cost, and takes time. They may also fail to create systems, and processes to support their team members to continually learn and develop, resulting in poor staff and customer experiences.

Participants revealed that leaders are duty-bound to identify such risks, mobilize adequate resources, and create robust mechanisms to manage and mitigate them. They emphasized that leaders are expected to identify all anticipated the risks; develop a risk assessment plan and enforce it; develop and enforce policies, procedures, and mechanisms for minimizing risks; create and implement business continuity and disaster recovery plans.

Noteworthy, the notion of identifying and addressing risks was predominantly raised by nonprofit sector participants who said that they are held accountable for results by donors, government, and target populations. Some participants argued that public sectors leaders and managers in Uganda are not motivated or held accountable for identifying and managing risks because public resources are presumed to be endless and from a consolidated budget as P4 observed:

> When resources come from the central consolidated fund, many public organizations don't spend time analyzing the risk. For example, I have not come across of any document telling us of any risks facing Mulago hospital. We do not have a Mulago hospital risk register (that I know of). Because of the perception that we can always go to

> the consolidate fund to ask for more money, public managers do not think about the risks they expose to the organizations they lead.

One interviewee noted that staff attrition is a big risk for organizations. It was noted that mitigating staff attrition shows that their welfare is catered for, leading to minimization of organizational development risks as P2 explained:

> One indicator of staff welfare is the staff turnover rate. We have to monitor and minimize how many people leave at any given time. If that number is above a certain threshold, then it is a cause for concern. Losing staff is a big issue for us. Yes, staff leave for different reasons, but we keep a tab on how many are leaving during the year. Because when they leave, it indicates how well we are catering for their welfare.

The other risk highlighted by participants relates to financial resources. First, organizational leaders may fail to attract or mobilize adequate resources for providing quality services. Having adequate resources was perceived to be important because it enables the organization to pursue its goals and deliver stakeholder expectations, especially ensuring that target beneficiaries' needs are met and employees are well paid to keep them motivated and engaged. There was a feeling that leaders (at the board and senior management) should hold themselves accountable for mobilizing and allocating adequate resources to staff teams to enable them complete tasks and achieve the desired results. Resources were understood to go beyond money, equipment and structures, supplies, and competent personnel to include such issues as time, information, trust, faith, goodwill, and functional structures, systems, processes, and practices. The excerpts below explain the importance of having adequate resources to mitigate the risk of failure to meet stakeholder needs. P2 Observed, "The organization expects me to have adequate resources which we mobilize through the grants. The major concern is about the number of active and well-funded projects that are running at any given time." P5 also shared, “The organization gives staff the launchpad and resources for service delivery. This is why I have told you that unless the organization grows and has sufficient resources, it cannot deliver stakeholder results.”

However, the resources generated or expected may be consumed by corruption, fraud, or operational inefficiencies, resulting in poor quality of services or losses to the tax payers as noted by P4: “The problems of people using their position to abuse resources is a common challenge that cuts across organizations and countries. I am not being critical of Uganda, but this is still so prevalent. Bamusiga Nsimbi [investors] negotiate terrible deals for the country. And it is clear to me that they are outright fraudulent.” P2 also shared similar views: “We have learned that there is a lot of fraud in Uganda. People misuse money…. So, we are committed whenever we learn about fraud to communicate to the donor.”

Moreover, organization leaders and managers may fail to intelligently and efficiently use the resources, resulting in the inability to deliver the right quality or to sustain the services. This risk was said to be more prevalent in public organizations where limited attention is given to the concept of loss as P4’s comments suggest:

> The concept of loss should be introduced in public organizations. If an organization makes loss, then somebody can find out why such a loss was made. For example, we can say we are not making a loss but it is all because little time is devoted to defining what loss it is. For example, while we say we [public entities] are not able to make a profit, it is just because we are not spending enough time in defining what the profit is. For example, if we defined that a mother successfully going through a caesarean section is the profit and converted that in financial terms because the mothers went home without hospital-acquired infections, they saved the system so much money. Through this we can quantify profit and loss. If instead many of the mothers stayed longer in hospital and lost work hours and quality of life, that could be considered as loss. Anyway, without splitting hairs, I think that the perception that government entities will continue in business no matter what, psychologically keeps managers relaxed and not on their tip toes.

The above quotation also highlights risks related to quality of care, health and safety, which can occur. It was argued that leaders and managers need to anticipate and guard against such risks. These risks may occur in the civil society organizations and hospital supported by HSOs, especially if they fail to improve patient safety, eliminate avoidable harm, or deliver high quality services. This may result in less-than-optimal care, reputational harm to the HSO and the organizations they support, increased scrutiny and regulatory restrictions that leaders need to anticipate and develop strategies for preventing them.

The other risks highlighted by participants relate to failure to comply with the organization's core values, policies, standards, and the national statutory, legal and regulatory obligations such as pay as you earn (PAYE), National Social Security Fund (NSSF) and filing returns to Uganda Revenue Authority and Uganda Registration Services Bureau. The risks inherent in such failures relate to loss of legitimacy, incurring high fines, or the organization being deregistered. Participants noted that leaders have a duty to comply to internal and external policies in order to safeguard the organization and maintain legitimacy. Awareness of the existence of such compliance risks is evident P4's view: "We hold people to high standards, and there is what we say that management should not expose the organization to risks that result from non-compliance with regulations. So, we will check that management is abiding by the regulations."

Final risk highlighted by participants relates to leadership. Participants were cognizant that effective leaders and leadership affect the growth, development and sustainability of an organization. In this regard, they highlighted the importance of developing a pipeline of leaders and paying attention to succession planning to ensure good leadership transition and the viability and continuity of programs, projects and organization in the event of attrition or expiry of a senior leader's contract. The excerpt below from P2 speaks to this:

> One of the expectations from the organization is to ensure succession planning so as to prepare a pipeline for leaders. Thus, we have a succession plan that we review regularly. Each of our core programs and support programs has a team leader and a deputy. That's because we view these positions as key so that in the event that the team head leaves, the deputy can easily takeover without experiencing a vacuum. Also, three or five heads of departments are continually being mentored to take over the office of the executive director, should a need arise. I think if we compare with our peers, we have had good leadership transition. Some of our peers have had one leader for all this time. But for us we have had change of leadership, using internal candidates. It is unusual for our peers to change leaders three times as we have done. I think this indicates that we have an eye on succession planning. The indicator of this is the number of institutional resources devoted to training and leadership development.

Taken together, the above perspectives suggest that leaders need to embrace a risk identification, mitigation, and navigation outlook to organizational leadership and management such that they are able to anticipate, identify and address current and emergent risks. Such an approach looks at potential risks inherent in every aspect of running an organization, making it possible to identify and address them before they turn into a crisis is an important desired end for non-profit, for profit, and public organizations alike. It appears that successfully identifying visible and hidden risks and developing strategies to address them in time positions organizations for agility, resilience, responsiveness, growth, and survival. More importantly, it enables leaders to dig deep into their operations to identify, assess, analyze, prevent, or avoid unethical or illegal behaviors that might cost the organization, affect its reputation and legitimacy. The sections on the effective leadership and management practices that support accountability for results highlight the mechanisms used by study leaders when addressing, mitigating, and navigating current and emergent risks.

Growth and Sustainability

The final results for which leaders and managers ought to be held accountable for is organizational growth and sustainability. This was deemed important because the organization can only meet other stakeholders' expectations if its needs are met, and it has the relevant capabilities to serve target clients and satisfy all the statutory obligations necessary for its survival. It was noted that organization sustainability and growth is inextricably linked to the current and future capacity of the organization, suggesting that the development of the capacity of the organization is essential in driving it. Hence, leaders and managers are expected to develop and implement initiatives and strategies for developing, improving, strengthening and sustaining the competencies of staff and capabilities of the department or entire organization so that there is sufficient capacity to deliver the desired stakeholder results. The importance of holding leaders accountable for department or organizational growth is evident in the observation below:

> When the department was handled over the to me, it was a small. But as a leader they expect you to have a vision to grow it, to make it bigger. They expect you to use your skills, to use your networking and collaboration skills to grow the capacity of the department (P8).

"Growth and improvement are a big expectation of all leaders. The organization should not be stunted, but it should grow. You require management to aim higher and when they achieve higher you reward them accordingly" (P4).

> "Apart from achieving other stakeholders' results, the organization's results should also be achieved and demonstrated through positive change and growth; charity begins at home" (P5).

Notably, the idea of holding leaders and managers accountable for organizational growth and sustainability was mentioned by public and nonprofit participants alike. However, within the nonprofit sector, the drive for growth and sustainability was reported to be institutionalized in some NGOs that have developed strategies to that effect. Nonetheless, in the public sector, focus on growth and sustainability was reported to be dependent on the political will or the vigilance, vision, and transformational abilities of the leader (s) at that time. Lack of political will and commitment to creating and sustaining public value in public entities was believed to hinder institutionalization of capacity development and hence long-term organizational growth and sustainability. This is because in such situations, it is difficult to develop and implement relevant, effective, and efficient policies, plans, and activities due political interference. It is also difficult to hold civil servants and political leaders accountable for such objectives or punish and incentivize them not to cause losses to the public. During informal conversations, one public sector participant noted that there was one leader in Kampala Urban City Authority who attempted to institutionalize accountability, organization growth, and sustainability but was frustrated by lack of political will to institute and sustain measures to make civil servants and politicians accountable for results.

Most Important Customer Results

The term customer was rather confusing to some study participants because they were accustomed to calling those who consume or benefit from their services or policies as clients, or target beneficiaries. Some argued that the term is more applicable in the business sector while others pointed out that its meaning is context-dependent because one may be a customer in one situation but a donor or regulator in another. For example, because nonprofit HSOs support the

Uganda ministry of health; ministry of Gender, Labor and Social development, Uganda AIDS Commission, and the district local governments to strengthen health services delivery and the health system, the NGOs regard these entities as customers. However, because the same HSOs have to align their programs to government policies, standards, guidelines, statutory and legal obligations, they are in turn regarded as customers by the relevant government entities mandated to regulate and coordinate their activities.

The most striking result to emerge from the data was that organizational leaders and their organizations should hold themselves accountable or be held accountable for increased capacity of the supported organizations (the customers) to deliver sustainable and responsive health services. This was mainly because study participants currently work or previously worked with HSOs that seek to strengthen Uganda's health systems to deliver customer-driven and sustainable health services. Data from participants' interviews revealed that most approaches to capacity building aligned to the health system building blocks model developed and popularized by World Health Organization (World Health Organization [WHO], 2007), which indicates the coercive and normative pressures discussed in the theoretical foundation. These health systems building blocks include service delivery, medical products and technology, information systems, financing, human resources, leadership and governance. These perspectives are illustrated in P2's comments below:

> Our mission statement is about building health systems, strengthening health systems in Africa from a perspective of infectious diseases. It means our results are around strengthening health systems. So, we look at the building blocks of the health system: health services, financing, information, products, human resources, leadership and governance. And so, if you look at our strategic documents you have to ask if we are pursuing our mission.

In most interviews, the informants reported that HSOs are expected to strengthen the capacity of non-profit and private sector health organizations, ministry of health, and local government health departments in one or more of these health system blocks. Hence, depending on the domain of focus, HSO leaders should hold themselves and should be held accountable for ensuring that they have effectively built the capacity of the target organization in that area. The ultimate goal was to build sustainable, resilient, and self-reliant organizations that can contribute to the achievement of health system outcomes— reduction of financial risks, improvement of individual and population health, and increase customer or user satisfaction.

Perspectives from interviews revealed that capacity building focuses on both the supply and demand sides. For example, some participants noted that HSOs should engage and build the capacity of communities to seek, advocate for, and demand for quality services from duty bearers as further indicated by P2:

> I think the community in which we work has a big bearing on accountability for results. It matters if the community is empowered or not empowered. In our case, weensure our community is empowered. For example, in the current COVID crisis the communities we work with are empowered enough. Those communities have mobilized themselves; they have innovated creative ways on how to continue getting their drugs, despite the lockdown. They have even applied pressure on the government to maintain the supply chain during this crisis. This is an example of how an empowered community can ensure continuity in services.

The overarching objective of capacity building is to ensure that the supported organizations and communities develop and maintain the capacity to provide or advocate for responsive services at the same or better level, rate, and quality over the short-term and long-term after the funding and technical support has ended. The comments below from P9 illustrate and shed more light on this:

> Well, the ministry of health expects us to be able to support it to trickle down all its policies and guidelines in the HIV care and prevention program. So, it expects us to build capacity of local governments to be able to do what they are not probably able to do because of the expanded work that they have. They expect us to improve the HIV and TB program in their health facilities. However, the improvement is within a context. They expect us to strengthen the health sector by strengthening the capacity of the local governments to take over services after we have left. So, every day that we work, we bear in mind that tomorrow we are not going to be around. But when we go away, can the local governments do what we are doing without external support? So, they expect us to leave a sustainable health program.

As was noted when discussing employee results, the notion of clear, consistent, regular and transparent communication is essential when working to strengthen capacities in the teams and organizations that HSO leaders work with and support technically or financially. To be effective, communication should be two-way, meaning that HSO leaders and managers should be willing and able to give, receive, and consider ideas and objective feedback from others, particularly the people on the frontline in the partner organizations. This is important because doing so leads to timely problem solving, increases trust, and the builds teams needed to extend services to target communities. Even so, HSO leaders should stir clear of existing organizational politics and avoid causing confusion in the partner organizations as noted by P9:

> Until you engage in a discussion with frontline staff and have a direct engagement with them to explore and understand their obstacles, you cannot get results. Through discussions you will discover who is working, and what is working. They will say to you, 'We are the ones who are here, and we don't have personal protection equipment (PPES). All those sorts of things come out. In order not to create disharmony, confusion and conflict, one of the leadership practices I use is not to get embroiled in the conflict. I do I don't want to get involved into confliction resolution dynamics for health facilities because that is not our mandate. I simply escalate such issues up in the leadership structure. I present the concerns to the district leadership, saying this is what we have found, and this is what we are proposing might help. We encourage district leaders to consider out suggestions as merely proposals that they may use or not use to make changes to improve facilities. This is because people are autonomous.

HSOs are expected to build the capacity of partner organizations to not only increase availability and access to quality health services but to also create and sustain the leadership structures, values systems, and culture need to grow the organization. Even so, the nature and scope of capacity building depends on the context and desired goals at that time or over time.

Closer analysis of participants' perspectives revealed that capacity building is needed in areas such as general leadership and management; drug supply chain management; infrastructure development; workload management; research, monitoring, evaluation, and knowledge management; health information system data quality assurance (DQA) and Service Quality Assurance (SQA); financial management and accountability; fundraising and resource mobilization; risk assessment and prevention; strategy development; human resources management; problem identification, analysis and prevention; policy analysis and implementation. The approach to capacity building reflects the isomorphic pressures discussed under the neo-institutional theory. The Views from P1 and P9 illustrate the above perspectives:

> The major result was to build the capacity of the civil society organizations (CSOs) we were working with to deliver quality services. The services included HIV, orphans and vulnerable children (OVC), but then organizations were also expected to be efficient and very cost-effective. So, the process also mattered in building the capacity of these organizations. So, we were being asked by the donor and also Uganda AIDS Commission, what is the cost of building the capacity of a CSO? The capacity building was not only looking at organizational structures per say, but also looking at governance, leadership, and the technical capacity to offer quality services. It also involved looking at the learning agenda of those services. Ultimately, we were being told to help organizations align to the USAID journey to self-reliance such that once we have built an organization's capacity, it had the ability to receive more funding from USAID, to run its activities and ultimately support the achievement of national health indicators. It had a lot to do with building their capacity so that they can be more self-reliant as organizations (P1).

> I also make sure that there are internal mechanisms for the Data Quality Assurance (DQA) and Service Quality Assurance (SQA) so that you are comfortable you are providing a quality program and accountability for the resources that you receive. The SQA looks at the quality of the program. In this case, you comfortable as a leader that what you are reporting meets the minimum standards (P9).

The other result that matters to customers for which HSO leaders and their organizations should be held accountable for is accountability for delegated resources**.** This result was advanced by one nonprofit participant who argued that both public and nonprofit customers expected them to be accountable for the efficient and effective allocation, utilization and transformation of resources so as to build and maintain the confidence of donors to continue funding and supporting the health system long after the support provided by the HSO has ended explained below:

> The other thing that they expect from us is accountability for resources, proper accountability. This is because if fail to account for resources we fail the entire health system. The accountability relates to justifying how time, financial and personnel resources were used. If we don't account, it will have an impact on the country. If one donor pulls out, it affects the entire ministry. This is because you are not working alone; you are not an island, but you are part of an ecosystem, contributing to the delivery of services and building health system capacities(P9).

These perspectives suggest that increasing the capacities of supported organization to successfully deliver and sustain the quality and quantity of health services and ensuring accountability for resources matter the most to the HSO customers. They also indicate that capacity building initiatives should be context-appropriate and based on the agreed objectives and needs of recipients. It appears that on one hand, capacity development for partner organization (customers) is a process (means) through which HSOs develop their capacity to mobilize and prudently utilize resources to provide the relevant services that produce quality outputs and achieve quality stakeholder outcomes. On another hand, it is an outcome for which they should hold themselves or be held accountable by others because at end of their interventions, the partner organizations they support should possess the capacity to provide the same or better quality and quantity of services and produce quality stakeholder results long after the technical support and funding has ended.

It appears that increased capacity refers to better skills and competencies of staff in partner organization and the development of management, leadership, and governance structures, systems, and processes that ensure not only accountability resources and results but also assure self-reliance and sustainability of services over a swath of time in the organizations supported by the HSOs. It also seems to refer to the ability of communities to demand for or advocate for quality services and innovate better ways to continue accessing services even when the context is challenging, for example, during COVID-19 lockdowns. Furthermore, accountability for the resources used and the results produced is perceived as a two-way process. The HSOs that encourage accountability in the civil society organizations and government structures that they work with and support should set an example and lead the way as this builds confidence and fosters continued support from donors and communities.

Most Important Results for Donors

The most outstanding result from the data is that donors care more about the numbers of clients reached using the resources they donate and timely reporting, suggesting that they are more output-oriented. However, participants also acknowledged that before donors commit to supporting a project and organization, there should be alignment between their mission and values and those of the beneficiary organization as one interviewee noted: “When you look at the partners and donors and I learnt this long time ago, what they care most about is how our services align with their goals.” Some participants acknowledged that donors also want impact and positive change for the target populations or communities, but majority of them believed that they after donating the money, they care more about the number of people are reached and provided services as the comments from multiple participants indicate. P1 stated, “The donor always wants numbers [laughter] and achieving those targets is always critical to the donor; they need targets. We set for them the targets and they must be delivered.” P2 added, “All the donors really want is quantitative results and making sure we can account for the money”. P6 also shared that achieving targets is important to donors” “All the donors want is meeting the targets agreed upon in the contracts and workplan and submitting project workplan and reports in time.” P9 emphasized using donor resources to achieve targets in a timely manner:

> That donor expects accountability for results; that’s it. Yes, accountability for results. They give you money and you give them their targets and results. You have to meet the targets in a certain time period. They expect you to you use their resources effectively and the resources mean money. If you are able to do that, then the donor is happy.

The above perspectives suggest that most donors care more about the targets or measurable outputs than the long-term outcomes among the beneficiaries of the funded projects or programs. According to participants, these numbers or targets must be reported regularly on stipulated dates. The excerpts below provide perspectives related to reporting:

> P7: “They would expect you to provide a periodic report about the progress on set targets and any emerging issues that you think they need to be aware of as the implementation goes on” (P7).

> The donors are really looking for results to report back to their home countries. So, they give you money, and they must see and say, ‘Our money did this and that. I was part of

> this'. So, they also have accountability to the donor representatives in their country. To them transparency is critical. So, if you have a workplan which they have been part of, it is being implemented and they are getting reports with good results, you enjoy a good relationship with them (P13).
>
> The donors had expectation that if they give you money you would use their money for the agreed purpose. The donors expected timely reporting not only for funds utilized but also for good quality outputs and on this one, I think I am a quality fanatic. We had to make sure we did quality work that is commensurate with the donor's money. I had to make sure that we had good data analysis and report writing. And as much as possible we would try to keep the donors apprised of what was going on. If we committed to providing mid-term reports, we would write something, an end-of-term report and make sure it's not delayed and people were happy. We were happy with our work too. We saw more and more donors giving us money(P8).

It appears that timely reporting based on quality data encourages current and future donors to support the organization. To the donors, timely reporting reflects disclosure of activities and financial information, which is key for financial accountability purposes.

Financial Accountability

It was suggested in most of the interviews that all donor want timely disclosure of activity and financial information so that they can assess budget utilization and certify whether their money is being used for the intended purpose, following the approved budget and contractual rules and not merely lost to fraud, operational inefficiencies, or deliberate collusion with suppliers to inflate costs. Accordingly, donors are interested in financial accountability as noted by P2 below:

> The donor is interested in financial accountability. You cannot shy away from financial accountability in our environment because there are a lot of questions. People can produce nice reports but you are not sure that the money was used as it should be. I want to use my experience in this office to say that financial accountability is a big deal in our environment. Donors want to know whether you are really sure that a significant portion of your resources went down to the primary beneficiary, which is the community.

Most participants' views suggested that financial accountability is the action of allocating and utilizing financial resources for the intended purpose, ensuring the outputs truly reach and benefit the community. It also entails disclosure of financial and non-financial information in a manner that is responsiveness and transparent. Transparent and responsive reporting and disclosure of information enables donors to assess whether recipient organizations have strong and effective internal control structures, systems, policies, processes, and procedures that can prevent, detect, and institute corrective measures to fraud, embezzlement, errors of omissions and misstatements, corruption, and/or any operational inefficiencies.

Donors are also able to assess the extent to which grant recipients adhere to contractual obligations. The information in the reports provides the basis for holding beneficiary organizations accountable for responsible use of resources and compliance with the terms in the agreement. Based on the views proffered by participants when defining accountability and accountability for results, the reports provide pointers for positive and negative feedback and recognition for grant recipients.

Table 14

Perceived Most Important Results for Donors

Desired Results	Governance				Senior Management				Middle Management				Total [n=13, multiple responses]
	Public		Nonprofit		Public		Nonprofit		Public		Nonprofit		
	M	F	M	F	M	F	M	F	M	F	M	F	
Numbers of clients reached	1				1		2	1	1	1	1	1	10
Alignment			1					1	1		1	1	5
Timely reports	1				1		2	1	1	1	1	1	10
Financial accountability		1					1						2
Sustainability and self-reliance			1					1				1	3
Innovation								1				1	2

Sustainability and self-reliance. This result was mentioned by P1 and P9 who explained that the donors are always interested in knowing how the quality and rate of services and the benefits of the intervention or project funded will be maintained at the same level or rate beyond the funding period. Consequently, the donors expect the funds recipients to explain how sustainability will be guaranteed. The excerpt below from P1 illuminates this perspective:

> The donors expect us to efficiently use their money but also ensure that we are doing the critical things that support service continuity. If they give you money in year one, they expect you to embed the element of sustainability in what you are doing. For example, we had a project that had to be signed off, and it had been funded for some time. Initially, we were working to build the capacity of the private sector in social franchising to provide quality family planning services. But we knew that most family planning methods are majorly accessed from public sector facilities, but we are looking at it from the total market approach and saying that unless we strengthen the private sector, then we cannot ensure that there is a sustainable market in the country. So, to ensure that the public sector is also offering the same quality services, the donor is asking us what can we do with the public sector to ensure that services continue even when funding to the public sector ceases.

The above perspective depicts sustainability in terms of working with and through both private and public sector entities, strengthening their capacity to provide comparable quality of services such that clients who access them derive the same benefits and experiences. The perspectives also suggest that sustainability entails considering and maximizing channels or entities that clients tend to patronize the most or have access to. It implies leveraging existing community assets, structures, and resources and utilize them to ensure the availability, accessibility and continuity of services. In the above case, government facilities serve more family planning clients, implying that it is wise to work with and through them but after building their capacity to deliver the quality, provide the functionality, features and the user experiences that clients need to satisfy their health needs, reduce health expenditures, and improve their quality of life.

However, as noted under the section on the results that matter to the organization, sustainability also means creating income generational opportunities to provide the money to continue the services when donor funding expires.

Innovation. Participants emphasized that whilst donors expected organizations to adhere to policies, standards and guidelines, they also expect them to think and act outside of the box so that they can create new and better ways of delivering services and making positive social change. Consequently, donors expect organizations to develop cost-effective approaches to service delivery and health system strengthening. P9 pointed out the importance of thinking out of the box to innovate better ways to responding to disease challenges as explained below:

> The other expectation from the donor is innovation. We need to go beyond routine. We need to think out of the box. We need innovations on how to handle the AIDS epidemic faster. The donor, does not expect you to sit back and say, "Because the policy says…because ministry of health says." Ahaa ahaa (No, no!) The donor expects you to think out of the box and bring new innovations on the table.

P1 explained that donors expect innovations related to how to make interventions cost-effective and efficient:

> The XY Fund (not real name) was very tricky. Despite having all the standards and guidelines with Ministry of health and Uganda AIDS Commission, we kept asking ourselves how we would cost-effectively and efficiently utilize these resources to know that this NGO has the capacity to deliver the services. So, I would allow my staff to think about whether we use a digital piece in training, a shorter training videos that they can keep referring to, or use the general workshop method. We would always question whether these ideas are cost-effective or the desired results are achievable that way. So, I allowed them to innovate which motivated them because they felt they were contributing to the final goal.

The above perspectives suggest that innovation involves acknowledging the existing rules and standards but also take deliberate steps to stretch or step out of the boundaries to explore other possibilities, developing new ideas, and creating better ways of thinking and doing things, leading to positive change with less input and output. It suggests that leaders must every now and then break out of the routines and traditional ways of thinking to ask questions and explore new ideas that increase efficiency and effectiveness, contributing to financial sustainability, better service delivery, and value for money.

Percentage of Time Devoted to Achieving Key Stakeholder Results

Ulrich et al. (1999) noted that the percentage of time a leader devotes to ensuring the achievement of each stakeholder's results indicates the importance he or she attaches to them. Hence, each participant was asked to estimate the percentage of time they allocate to achieving the results of employees, organization, customers and donors. The total time allocated to achieving the results of all the four stakeholders should total to 100%. Table 14 indicates the estimated time that each study participants allocates to achieving each key stakeholder's results. However, some participants (P4, P6, P13) could not allocate the specific time they spend on the meeting the results of the key stakeholders, arguing that they view organizations as systems in which the whole is greater that its parts. Consequently, they believe it is wise to ensure that the entire organization is structured and positioned in such a manner that it appropriately caters for and balances the needs of its stakeholders. In that regard, they endeavor to strike a balance when meeting stakeholders' results, but emphasize strengthening institutional capacity, agility, and resilience when addressing stakeholder needs.

For example, P4, a nonprofit governance participant described himself as servant leader who does not keep track of how much time he allocates to the boards of organizations on which he serves. He acknowledged that as a board member he rarely deals with employees, customers, and donors but spends a lot of time with the chief executive officer, supporting and mentoring him or her to steward the organization well so that it can fulfil its mandate and meet stakeholder expectations.

Additionally, through the human resources and finance committees, the board spends time supporting and holding senior managers accountable for the achievement of stakeholders' results and ensuring organizational sustainability and competitiveness. Nevertheless, he could not estimate how much time he devotes to ensuring that the organization fulfills its mandate because it is not his full-time job, and he allocates time based on the issues at hand. Similarly, P13 explained that when he was the Director General of Health Services, he headed the technical arm of the ministry of health. He had a duty to contribute to meeting the expectations of all the internal and external stakeholders—employees, parliament, development partners/donors, district local governments and populations, and other government sectors (i.e., parliament, education, finance, public service, and the health services commission).

Hence, while in one situation more time could be devoted to achieving organizational results in another instance, it needed to be spent on ensuring amicable relationships with parliament, ministry of finance, health services commission, and district local government, or on ensuring the achievement of donor results because the ministry health's budget significantly depended on external support. Similar to P4, P13 argued that the amount of time he devoted to achieving key stakeholders' results varied depending on the prevailing situation, but it involved balancing interests. This implies when it comes to meeting the needs and expectations of key stakeholders the focus should be less on balancing time and more on balancing the interests of stakeholders whose contributions affect the performance and efficacy of the project or program the most.

Some of the research participants argued that it is not the amount of time devoted to achieving stakeholder results that matters, but it is the culture, systems, and tools that enhance the ability of the organization to deliver results and the quality and utility of results delivered that matter the most. This implies that it is better to manage for the functionality of institutions and mechanisms that deliver results and for the results but not time. This further implies that when the culture, systems, tools, and the principles underpinning projects and interventions are right and the individuals and teams implementing them are motivated, committed, and have the necessary resources and support to complete tasks, it is not difficult to produce stakeholder results. However, the time individuals and teams devote to pondering their decisions and actions, and analyzing tasks, options, and strategies should not be taken lightly because time impacts the short-term, medium, and long-term results produced and experienced by beneficiaries. Time management not only engenders prioritization, productivity, and efficiency, but it also enables focus on the goals that matter to stakeholders. Paying attention to the quantity and quality of time individuals and teams devote to their obligations should not only entail assessing how effective they are in completing tasks on time but also on whether they considered the likely consequences of their decisions and actions over time.

Table 15

Estimated Time Spent on Achieving key Stakeholders' Results

Stakeholder	Estimated percentage (%) of time [out of 100] devoted to achieving each key stakeholder's results												
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13
Employees	35	25	20		25		50	30	15	35	1	33	
Organization	20	30	50		45		15	10	15	35	45	38	
Customers	20	30	10		10		15	30	40	10	50	29	
Donors	25	15	20		20		20	30	30	20	4		
Total	**100**	**100**	**100**	**-**	**100**		**100**	**100**	**100**	**100**	**100**	**100**	**-**

This is because time management has ramifications for the organization, work, workers, and the environment. Hence, such issues provide opportunities to consider how to harness time management to ensure that the current and future growth, change, survival, and sustainability of the organization is not compromised, resulting in the undesirable risks.

Over all, the highest percentage of time allocated to achieving a stakeholder's results is 50% whilst the lowest is 1%. Apart from P3, P7, and P11 who reported allocating 50% of their time to realizing organizational, employee, and customer results respectively, other study participants allocated less time to achieving these key stakeholders' results. Apart from P11 who reported allocating less time to donors (4%) and employees (1%) because they were not part of her mandate, other participants described spending at least 10% of their time on achieving key stakeholder results as recommended by Ulrich et al. (1999).

Leadership Practices that Support Accountability for Results

In the sections below, I present each of the perceived primary leadership responsibilities or tasks of a leader and the leadership practices that interviewees have developed, used, and found effective in support accountability for results.

Understanding the Context

Participants noted that pursuing and achieving results that matter to key stakeholders occurs within a context because individuals, teams and organizations operate within a dynamic and complex ecosystem. This study's participants acknowledged that leaders are often expected to set direction and inspire others to follow it to achieve the desired results. However, if they are not clear or well-informed about the context, it is often difficult to achieve the desired results. This is because the internal and external context in which one operates affects what can be done and how it can be done to achieve the desired outcomes. The views proffered by participants suggest that context relates to many factors depending on the individual, stakeholders involved, or the issue(s) at hand. For some, it might be about gaining clarity about one's personal strengths or weaknesses, especially what one can or cannot do to execute a task, or it can be about understanding the real population needs that one must meet or the right problem to inspire and facilitate others to solve and why. For others, it might be about understanding the key stakeholders with whom to collaborate in order to complete key tasks for achieving a common goal. Yet for others, it might me about understanding one's and others' mandates so as to avoid usurping people's authority, which may result in harmful conflicts. Failure to understand such dynamics often results in wastage of resources—time, money, effort, materials, and goodwill—on implementing misplaced solutions that do not produce the much-needed positive social change.

Therefore, to effectively drive, support, and sustain accountability for results, participants emphasized the importance of understanding the context and internalizing how it affects what they do or propose to do and strategizing how best they can shape it or adapt to the current and future situations. Participants noted that this calls for exploring, analyzing, and making sense of the restricting and contributing factors for the issues or tasks that people, teams, and organizations deal with. Doing so not only lays the foundation for envisioning a clear picture at that time of the desired future but also ensures that what is done addresses the real needs and concerns of employees, service users, others stakeholders, or bigger community in which the organization operates. Strategies and activities aligned to the idiosyncratic needs, concerns, and values of multiple stakeholders can be implemented instead of general ones that may have no chance of success. The leadership practices that facilitate understanding the context are summarized in Table 16 and explained further in the ensuing text.

Table 16

Leadership Practices That Facilitate Understanding the Context

Leadership Task/Responsibility	**Leadership Practices**
Understanding the context	Continually scanning the environment
	Knowing the relevant internal and external policies, standards, and guidelines
	Networking and collaboration with others
	Employee engagement to understand their needs and motivations—"what inspires and drives them to get out of bed to go to work”
	Continuous personal learning through reading widely and listening to podcasts
	Conducting baseline and customer satisfaction surveys
	Identification and analysis of the right problem to address
	External stakeholder engagement in planning and performance reviews
	Taking stakeholders to the field/ “frontline”

Six out of the 13 participants shared numerous activities and behaviors that leaders rely on to explore the internal and external organization environment to identify and make sense of the context—mandates, contextual realties and opportunities, the right problem to address, target audience's needs and preferences, work-related relationships, and what motivates staff to wake up every day to come to work, the key contributing and restricting factors.

The leadership behaviors displayed predominantly reflect an external orientation whereby the leader seeks to understand the context and enable other stakeholders the organization. P9 observed that it is important to always scan the environment for social, economic, political and geographical issues that might affect organizational success:

> Being a leader, one needs to be cognizant of the environment within which the team is working. So, in leadership you don't work in a vacuum or in a silo where you are not cognizant of the environment within which you work. You have to be cognizant of the social, political, economic, and geographical environment within which you do what you are doing…. You are not working alone; you are not an island, but you are part of the ecosystem, contributing to the delivery of services and building health system capacities. So, you have to be aware of your mandate and the prevailing dynamics so that you make informed decisions.

P2 explained the notion of understanding the context in terms of examining patterns in the past and current events to prepare for future emergencies:

> Since I became the director of GHI (not real name), one of the things I have been sponsoring as a leader is preparing this country for emerging infections, just like now COVID has emerged. I have been trying to make our teams appreciate that the things we have learnt from HIV; the infrastructure we have built, the skills we have developed are only preparing us for other emergencies, new infections. I keep emphasizing that we should prepare and be ready.

The notion of preparing and being ready for future public health emergencies amplifies the importance of constantly scanning the past and current events to understand past patterns of events, anticipate future trends and patterns, and use them to define future direction and strategies for creating positive change by way of preventing any impending calamities or enabling communities and organizations to cope better. Essentially, you cannot prepare for what you don't know or understand, implying that one has to invest in continually scanning and making sense of the context. P10, a public sector participant emphasized the action of processing information by having one's ears on the ground, auditing, and verifying information and data presented by others or gleaned from communities:

> You must be well informed about the stories behind the performance. Although you are at the district level, you must understand what's happening at all the health facilities. You must understand what is within the communities. You must know what the political leaders are saying. At the same time, you must be able to know as a leader what is happening, what the guidelines and policies say. You must internalize them and you must understand them.

The above perspective indicates that part of understanding the context not only entails knowing existing policies and guidelines but also keeping a pulse on what political leaders are saying and expect from health facilities and health providers. According to P2 and P11, one of the ways to understand the context is to build and maintain amicable relationships with relevant stakeholders so that they can open up to freely share information and tell their individual stories. Some stakeholders, for example, the media and civil society organizations can act as thinktanks that provide valuable information that aids informed decision-making. For employees, relating well with them makes it possible for the leader to discover and appreciate what uniquely inspires and motivates them to come to work every day as explained by P2 in the excerpts below:

> When it comes to working with and leading people, the key is to actually understand and appreciate what motivates them individually or what motivates the different members of the team. Because I have really learned that people are motivated by different things. I have worked with people who are family-centred whose motivation revolves around the family. I have worked with others who are faith-centred. Their life is about church and community of faith. Then I have worked with people who are so workaholic; they only think about work. So, when you are leading these different people, in your approach, you

> have to be cognizant of their individuality. So, if somebody, for example, who is family-centred, if they show up late a number of times, an astute manager would want to find out if the family is okay. Because if that person is family-centred and there is a problem in their family, you will interrogate and find a sensitive way of approaching what they are facing.

The notion of being cognizant of people's individuality suggests the leader needs to appreciate and consider the diversity in the reasons that inspire different people to wake up every day to go to work. This understanding is important because it provides the basis for tailored leader behavior, mindset, and actions when engaging each employee. This outlook implies that whilst people may have a shared purpose, the key is to first understand their unique motivations because these not only influence their intentions and behavior but also their emotional connection to work and results.

According to P11, to understand the context, leaders need to develop and have good relationships with other actors, for example, the media houses and civil society organizations, to network, collaborate, and work with to get vital information and uncover people's untold stories on important socio-economic matters. This is because through investigative journalism, the media can uncover volumes of vital information that can pinpoint what government departments and officials have done or failed to do. Civil society organizations have the money, motivation, time, and networks that make it possible to conduct research, compile, and provide easy-to-understand relevant information as explained below:

> We worked with the media a lot because the media would help us to establish what was happening through their stories. The media would provide pointers to what was going well and what was not going well. We also had a supportive media environment. We had supportive civil Society organizations. We really had a big team of civil society players that gave us a lot support. They researched, analysed and provided us with a lot of information. They also facilitated the way we acquired information, in forms that were applicable. Because we [members of parliament] had a lot of work to do, maybe you

> could not read a big document, but the civil society organization would give us talking points. If you want something about family planning, if you want something about a loan, or any particular information, they would analyse and disaggregate the information such that members of parliament would have talking points which were easy to use during the debates.

The above perspective shows that collaborating and networking with other stakeholders not only leverages their resources and capabilities but creates opportunities for understanding the prevailing context. In this case, members of Uganda's parliament tap into the resources and capabilities of the media and non-profit organizations to obtain valuable information that informs their dialogue and decision-making processes.

The other action that facilitates understanding the context entails continuous learning through reading personal development and professionally—related literature, listening to podcasts, formally and informally consult with others to widen one's knowledge so as to see farther than others as noted by P2 below:

> The other practice is trying to inform yourself so that you can see farther and hence be able to provide direction, so that you can make good decisions that others can rally behind…. In order to do that, I read a lot. If you come to my home, I think I have a compelling set of books. Every time, I travel, I buy one or two books. The essential thing is developing a reading habit. Honestly, there is no way you can feed that sense of learning, unless you are reading online or listening to a podcast.

The other actions emphasized by participants were conducting baseline studies and seeking customers' feedback to gain insights about their current needs or the effects that interventions have had. This view was advanced by P4, a governance level participant when explaining the mechanisms that the board uses to hold management accountable for results:

> In relation to customers/clients, we hold managers accountable for treating them fairly, with respect and without discrimination. Some of the accountability mechanisms we have

> put in place to ensure that this happens, we seek feedback from clients on the service they receive from the organization.

This outlook was also re-echoed by P2 when he observed that customer surveys make it possible to know the customer needs as indicated below:

> If I take that value of caring, it will mean in my leadership when we are defining how we work, we will do patient satisfaction surveys because we want to make sure whatever we are doing are we reaching those people that we care about.

One often taken-for-granted action related to understanding the context was advanced by P1 who emphasized that collecting baseline and customer satisfaction data is important, but it is incomplete if it is not thoroughly and objectively analyzed to isolate and understand the pressing issue(s) to address. Hence, the information gleaned from the different actions needs to be analyzed to pinpoint the right issues to tackle then so that the leader can ably facilitate, inspire and influence others to develop appropriate plans and strategies and devote adequate effort to shape the context, adapt to it, and/or appropriately deal with the issues or opportunities at hand. P1 noted that it is only after knowing the right problem to address that one can make better judgement, apply the right strategies to the right problem, and create lasting value as illustrated in P1's comments:

> For me, the true measure of leadership is the ability and willingness to identify and address the right problem. Imagine if we defined a wrong problem that would make our things more wrong even if we did the right things at the right time…. Without knowing and addressing the real problem, we only succeed in moving in circles, but we cannot achieve what we said we would.

P1's views indicate that without clear knowledge about the right problem to address, interventions become irrelevant because they do not contribute to the delivery of relevant, efficient and effective public services. It also suggests that the problem identified should be something that people and organizations are able to individually or jointly control and influence to achieve the desired positive change in the short-term or over the long-term instead of going around in circles.

A recurrent theme in the interviews was the importance of stakeholder engagement. This practice involves ensuring that stakeholders participate in the planning, implementation, monitoring and evaluation of organization activities as P9, a non-profit sector interviewee explained:

> For the local government there are a lot of issues to do with participatory consultation because they need to participate in what you are doing. We don't do things alone. Though as I am a leader, I am not a leader of the local government. I am not a leader of the District Health Team (DHT). So, the issue of participatory planning is very important in addition to consultations on any changes needed on the agreed plans.

Through such processes, stakeholders not only provide valuable information about what works or does not but also what is culturally appropriate. Formal and informal stakeholder engagements are used to gather, review, and prioritize information on the major concerns and needs of the organization and target groups. The excerpt below from P11, a public sector governance participant illustrates this:

> Well, I used to hold meetings with the electorates. These meetings could either be organized in the communities or I had an open-door policy whenever I was in the constituency, people were free to come to my office or home to give me their views about any issues pertaining to them. But of course, health always took a very large share of the issues that constituents always talked about.

For employees, the commonest approach used is engage individuals who are closest to the work or problem to explore the strengths, weaknesses, opportunities, and threats to the organization, identify bottlenecks in the processes and use the information to strengthen strategic and operational planning. Research participants cited approaching every conversation with others with an open mind in order to listen to alternative view points and consider all possible scenarios or solutions to the current or future problem.

Another leadership practice that was commonly cited by non-profit and public sector participants was taking stakeholders to the field to not only expose them to the work of the organization but to observe their reactions and listen to their questions to gain insights on their perceived needs and expectations as explained by P3 below:

> You know whether it is donors, whether the government, and whether it is our own clients, representatives of the board members, I would take them to front line beyond giving them the reports. I would take them to the front line where work is being carried out to enable them to see, interrogate, and experience the work that we are doing. To see that what we were saying in reports is actually what was happening. So, I take them to the frontline, and that's the second level of accountability.

The above quotation suggests that understanding the context not only applies to managers and leaders within the organization but also to external stakeholders who need to fully understand the nature of work done by the organization and the issues that target populations might be groping with, which gives them a better perspective of the realities on the ground.

Setting Direction

Based on the perspectives of study participants, it appears that employees value working with a leader or manager and in a team or organization where they are clear about the direction to take, that is, what they are expected to do and the results they are expected to deliver, for whom, when, and why. It is apparent that when people know the direction to take and why, it not only gives them purpose but also inspires them to effectively plan what to do, when, where, with whom, and how to do it. Even so, participants' views also suggested that leaders and managers ought not only be willing to see and be open to other options, but they should also develop the ability to act with agility to change and quickly adapt to what works in the different situations. It was argued by some non-profit sector participants that the direction set and plans developed should be malleable to change as more compelling evidence comes to light and the organizational environment changes. This suggests that the mission, values, goals and objectives of the organization should change in concert with the changing context and evidence. However, for some public sector participants, the administrative standards, rules, and procedures seem to make it difficult to balance pointing people in a certain direction and being willing to be agile to change and open to other options. This suggests that within the public sector changing direction calls for stakeholder consultations which take time, effort, energy, and resources.

The above observations notwithstanding, research participants acknowledged that fulling the primary task of clarifying and setting the direction requires leaders and managers to personify certain practices. First, they should develop, approve, and communicate a long-term strategic plan with a clear vision, mission, goals and values that guide how people behave and interact with others. Next, they should develop and continually communicating relevant policies, standards, guidelines, and procedures to guide people’s behavior and actions in order to deliver value and achieve stakeholder results as explained by P3:

> For me, it’s important in my leadership style to jointly develop a strategic plan with very, detailed objectives, the usual detailed Specific, measurable, attainable, realistic, and time bound (SMART) objectives so that people know across the board whether those that we serve, in my case the patients, the staff or government or the donors. All stakeholders should know what we aim to achieve and how. If they don’t want to buy into it, they should state so from the beginning, that we don’t agree with that. Then we know how to deal with that. But once they buy in, my job is quite easier. My job is to deal with what we have jointly agreed so that’s the first level of accountability.

P12 shared that board members shape the direction of the organization through the development and approval of a strategic plan:

> As a board we participate in the formulation of the strategic plan. This is because as I said, we are expected to define the overall direction of the organization. But you cannot effectively define the overall direction if as a board you do not participate in the formulation of the strategic plan. So, we have participated in the formulation of the plan. For example, when the management presents the draft strategic plan, the board will review it during a two-day meeting to understand where exactly the organization is going before approval. For a board member to understand the strategic direction and provide guidance, he or she must have participated in the formulation of the strategic plan.

At the team or department level, research participants observed that setting the direction entails defining the vision of the desired future, strategies and activities for reaching the vision as P1 explained:

> At FSC [not real name] one of the critical things was defining a clear vision of the project we were working on, technically. Unless employees knew what, they were contributing to, then their work would become amorphous. For example, we knew that our role was to improve the capacity of CSOs to deliver appropriate HIV services. Unless we were able to define that vision with them, then they would be able to develop and implement the required strategies and activities. Clarity of the vision—building the capacity of civil society organizations to effectively deliver quality HIV services— made it possible for them to come up with appropriate strategies as a leader on how to achieve this. After that, I would let them to define those activities to reach the vision. I would allow them to define the critical activities for achieve our overall strategy and vision(P1).

P8 added that setting the vision is a means of providing leadership so that team members know where to go and how to get there:

> First of all, it was a vision setting to provide leadership. I said to myself, 'we cannot be like this, we cannot be where we are. We are not satisfied. we want to grow this into a regional centre of excellence and we set that vision and the team laughed but I said this is how we are going to work towards excellence so we had a vision. The next thing we strategized how are we going to reach there and some of the strategies included collaboration because there were things that we didn't know that we needed to learn from others.

Aside clarifying the vision, the strategies and activities for reaching it, leaders and managers need to clarify the values that matter to the organization as P1 explained:

> As DEF (not real name) we are responsible for supporting the provision of comprehensive SRH services. According to ministry of health guidelines, SRH services include family planning, management of unsafe abortion, HIV testing, and gender-based violence. However; there are certain elements within that package that do not auger well with some employees, for example, management of unsafe abortion. So, one of the critical elements that we have to do is values clarification. This is important because individuals need to be comfortable with what they do in order to perform their duties. So, values clarification makes individuals aware of and understand any values that may have a bearing their decisions, intentions, and actions.

It appears that values clarification is important because values shape people's beliefs, attitudes, and behaviors, suggesting that if an employee does not agree with them, he or she may not behave and do things as expected.

The other leadership practice that is essential in setting direction relates to clarifying and communicating individual and team expectations. In this regard, leaders and managers not only work with their direct reports to define roles and set individual and team performance goals, but they also regularly follow them up to ensure that their actions, attitudes, and behavior meet expectations. It appears that leaders also seek feedback from their direct reports and take time to reflect on whether they are leading them well. The excerpts below explain these perspectives further:

> I should move away from assuming that my team knows what to do. I should be able to on a regular basis to define or understand my teams' expectations or needs as I lead them but also as an organization. I make great assumptions that the way I work, works for them. I should be able to sit back and reflect on whether I am influencing them right. I should ask them how they expect me to influence them(P1).

> First of all, I ensured that there were clear terms of reference, expectations, roles and responsibilities for each individual employee. For me first of all was to agree with the team on the results. You agree on your result framework that these are the results that are expected of us. The second thing was to agree on the strategy on how you are going to achieve them. Then, the third thing was having a plan, a written plan. This is how we are going to prioritize, so that we do the prioritized actions to achieve the desired results at this particular timeframe. Then once we agreed on expectations, strategies, and the plan for delivering them, I put my attention on supervising and closely monitoring the performance of the staff, including the quality of their work (P8).

The final practice related to setting direction relates to onboarding and orienting new staff about the organizations, especially its vision of the future as P2 wee explained:

> I have a practice where we hold orientations for new staff. These sessions are almost every month. Every month we have an orientation session because GHI is a growing organization. So, I go to those orientations and hold conversations with staff. One of the things I talk about is that let us take our HIV experience and use it to prepare for the next set of public health challenges.

The above perspectives suggest that employees become engaged, committed, and motivated to plan and execute their tasks if they are crystal clear about the direction to take—what to do, the results they are expected to deliver, and the values that guide their operations. This is important because such clarity enables them to utilize their time and expend their energy on what is important and is likely to deliver value for the organization and its valued stakeholders.

Creating and Maintaining an Enabling and Conducive Environment

It was argued that the most import duty of an effective leader is to create and sustain a conducive environment. It seems that such an environment enables employees to not only pursue organizational goals but to also grow, be happy, and enjoy meaningful relationships with colleagues and supervisors. To do this, interviewees cited developing, promoting and enacting multiple leadership practices as explained below. The practices discussed here indicate how leaders do it to bolster chances of supporting and promoting accountability for results in their teams and entire organization.

Embodying character and "having added value": A recurrent view among nonprofit sector participants was that an enabling environment is created by leaders who demonstrate character and have the relevant knowledge, skills, and competencies to create systems, processes, and structures that enable staff and organization grow and thrive. Demonstrating character and adding value were considered important for staff because they increase the leader's credibility and trust among stakeholders, leading to commitment and support to the mission and goals of the organization. According to participants, demonstrating character involves role modeling enduring principles such as honesty, respect for self and others, consistency, integrity, accountability, dependability, trusting others and being trustworthy, and fairness when making and implementing decisions, and compliance with internal and external policies, standards, and procedures. P12 explained embodying character through compliance and living a life of integrity:

> Staff love to say, 'We have very highly respectable board members', meaning that the members of the board have a high level of integrity and comply with high standards, laws, and procedures, and are respected in in society. This is because the image of a board member has a direct impact on the image of an organization.

P3 shared that the credibility of board members increases the confidence of donors in the organization: "Some boards interface with donors to advocate for and mobilize resources. The presence of credible board members instils confidence in the donors that their money is safe and doing what it was requested for."

Participants explained that the exemplary behavior of the leader is central to creating healthy leader-employee relationship and ultimately a conducive environment because it not only implicitly communicates the essential standards of behaviors expected of everyone but also creates an environment of trust and integrity to the extent that staff are able to speak truth to authority and provide leaders valuable feedback that can spark improvements. P1noted that creating an environment of trust and integrity starts with being transparent and open to feedback from subordinates:

> But if I have cultivated an open and transparent environment, then they can ably tell me, "As you inspire, as you empower me, also improve in this area". In a nutshell, I should be open to receiving feedback from my team and improving in weak areas.

P9 shared that an environment of trust is created through abhorring and decisively dealing with fraud:

> I have zero tolerance to corruption; I am a zero-fraud leader. If I created the safe space yet my behavior is the opposite, even my team will be saying, "Ahaa! What is she saying when she did this and this, you know".

The above perspectives indicate that self-reflection and being open to feedback are key character traits that leaders and managers need to effectively inspire and influence others. Furthermore, the notion of leaders who embody character was a recurrent topic in the interviews because inspiring commitment, and nurturing a culture of accountability in teams and organizations requires it. This implies that leaders and managers need to exemplify positive behaviors, attitudes, values and beliefs if they are to inspire and influence others to cooperatively pursue and achieve shared goals. This is because character inheres in the staff and leaders across the organization and affects what people think, do, and how they do it.

According to P3, individuals are socialized by their peers, organizations, religion, and families to develop values and beliefs, which influence their decisions, choices, actions and behavior. Organizations can attract and retain individuals whose character and values align with their purpose, values, mission, and top priorities. But to create and sustain a conducive environment, participants noted that the leaders, particularly those at the top—board and senior management and other levels—middle and supervisory, should embody positive values, beliefs, behaviors, and habits that make it easy for them to build meaningful relationships, inspire and earn the trust of others, create an impeccable reputation, and make people feel heard, respected, empowered, and supported.

Trust, good interpersonal relationships, listening, empathy, and a good reputation contribute to creating a conducive environment because they not only portray the leader(s) as dependable, fair, honest, humble, trustworthy, respectable, transparent, supportive, empathic, and authentic, but they also inspire enthusiasm among staff, create and sustain stakeholder confidence in the leadership team and organization. Participants views suggested that embodying character manifests in several ways that unnoticeably but powerfully create a conducive environment.

A variety of other viewpoints were expressed in relation to embodying character. For some participants, they perceived it in terms of demonstrating integrity as explained by P1: "I cannot skew what we stand for as an organization. So, I cannot be seen to ignore integrity as the value of the organization and of the people that we work with."

For others it is about demonstrating humility, being approachable, and supportive instead of being "aloof" as explained by p3 below:

> My work and leadership style are very much a front-line sort of people's oriented, clients oriented very little bureaucracy, with very little personal uh…how shall I call it? I am not interested in *ebitibwa* (seeking prestige and being in the limelight), you know. I try to be down to earth; we would eat and travel together. I think staff understood that leadership is not about being aloof. It's not about being distant and separate from the front line.

A common view amongst interviewees was that trusting others and being trustworthy is foundational to building meaningful relationships, strengthening teams and engendering a conducive environment because it acts as the glue that holds team members together and enables them to not only collaborate and cooperate with each but also freely share vital information with others. It appears that where trust abounds, it is easy to earn others' respect, to be listened to, to inspire commitment, and to get the desired results from others as P4 and P10 explained:

> In the end, leadership has two important attributes: trusting subordinates and being trustworthy. First, you must be trustworthy. Second you must trust those you lead. If you trust them, they will not want to let you down, and if you trust them, they will feel they can depend on you. You know I was a teacher for a long time. I pride myself in thinking that I am still a teacher. What I learnt from being a teacher was that if you do not trust your students, they cannot learn from you. So, if you are leading people, if you do not trust them, if you do not think highly of them, you cannot get results from them. This is because people's service is always discretionary. If they want, they can make you believe they are working when they are not.

P10 emphasized that a trust in teams and entire organization starts with leaders who are trustworthy:

You must create that kind of environment where people trust you. As an individual, as a leader you must be trustworthy. You must be honest if you want to be listened to. You must respect yourself; you know. You need to create that environment.

There was a sense in which some interviewees felt that being empathic, caring about others' well-being, and having no hidden agenda creates a conducive environment where people can trust and freely work with others to achieve the desired results as P13 explained:

> People needed to know that you care about them; they needed to feel and know that you care about their health and well-being and respect them. That is, it. Once people know that you are not about yourself, you are about the common good, it is not impossible to recruit followership.

P7 shared that a conducive environment is created through transparent behaviors: "Your words and actions should demonstrate to others that you have no hidden interest behind whatever you do, there is nothing for personal benefit." In explaining the importance of values and beliefs in creating and sustaining a conducive environment, P5 noted that being honest, empathic, and firm can help transform a fraudulent staff into better and upright worker:

> I have realized that when you are honest with your staff, it makes them become better people. When someone you know takes a bribe, you call him and say I have been told you took a bribe. Why? What is the problem? And the person will tell you, "You know what, I have a bank loan. I take home UGX 100, 000; yet I have fees to pay." Now we need to get a solution for that person without letting him think that taking a bribe is okay. So, by sharing that, the person may actually stop engaging in that practice of taking bribes. But also, the realization that you are trying to find out what is the driver, rather than simply punishing is also one of the ways you can help this person to change.

P5's perspectives imply that managing people fairly, consistently, honestly, firmly, and empathically, not only creates a good working environment but also lays a foundation for promoting performance, accountability, and positive change. Taken together, the above perspectives demonstrate that what a leader is, that is, his or her character and personality may determine the extent to which a team or entire organization can operate smoothly perhaps much more than policies, standards and procedures ever could. This is because if leaders do not embody positive and enduring values, the culture they might promote within the organization may involve working around the policies and standards instead of adhering to them. In the end, such an organization may not sustainably attract, retain, and grow talent, which may limit its growth. It appears that discerning employees consider leaders who embody character as foundational to building and maintaining a conducive environment and may consider this as they make decision on whether to join, stay, or leave the team and organization.

In contrast, the notion of leaders who add value implies that employees want to be led by and work with leaders with the skills, knowledge, experiences, and networks that enhance their personal and career development. This notion of leaders who have added value was coined by a governance level public participant as indicate quotation below but was supported by other participants in the nonprofit sectors, particularly as they discussed how leaders must enable their employees to develop and advance their careers as noted by P13:

> You have to have added value. When they write a document for you, they expect that the document will be better when it goes back to them from you. Your technical competence is critical. You cannot be a leader or supervisor if you are not better. You have to have a better vision than those you lead. Again there…that is how your respect gets lost. They expect you to be better than them.

The above opinion suggests that whenever staff interface with such leaders or share with them ideas or work-related assignments, the leaders should enrich them and create a deeper sense of learning and improvement. The implication of this outlook is that leaders should not only have the requisite skills, knowledge, and cultural competencies to share with subordinates, but they should also be willing and able to share them with grace so that employees learn whilst retaining their dignity. This also implies that leaders need to continuously learn and willingly share their lessons with staff. They also need to not only attract, develop, and retain personnel with experiences, skills, and knowledge to share with others so that it reduces the burden of having to do it alone, but they should provide them with opportunities to do so.

Functional systems: The other essential element in creating and maintaining conducive and enabling environment is the existence of functional governance and management structures and processes that specify communication, reporting, and accountability arrangements, showing how information flows and who accounts to whom within the organization or the entire organization or health system. They also show which departments within the organization or which line ministries within the government structure are responsible for what roles and responsibilities, and where the policy and decision-making authority lies. Specifying these elements makes it possible for individuals, teams, and organizations to know how to fulfil their accountability mandates within the entire system. Nonprofit participants described the internal and external governance structures which provide checks and balances to whatever they do.

The internal nonprofit structures related to the existence a functional board with credible members that not only formulates and approves policies, standards, and values but also holds management accountable for fulfilling its roles and responsibilities. They also include a management structure which implements activities targeting specific populations, monitors and enforces the policies, standards, and guidelines approved by the board of trustees. The external structures related to the World Health Organization, ministry of health, Uganda AIDS Commission, and district local governments which develop polices, standards, and guidelines that guide the community activities of nonprofit organizations. The quotations below from nonprofit sector participants illustrate the importance of internal and external governance and management structures in creating a conducive environment that support accountability for the achievement of desired results:

> Accountability does not occur in a vacuum. There has to be a structure that facilitates accountability, which I call the governance arrangements. In my case, I report to a board.

> So, that ensures that the executive director reports to the board chair and to the entire board; that is very important. But even the board is accountable to the university that owns GHX (not real name). We have an annual meeting with the university, where the board accounts for what we do (P2).

> Being a leader, one needs to be cognizant of the environment within which the team is working. So, in leadership you don't work in a vacuum or in a silo where you are not cognizant of the environment within which you work…. In our case, the ministry of health creates a conducive environment within which we work. If the environment is not conducive, if you don't have the policies, if we don't have the guidelines we cannot work (P9).

In nonprofit organizations, participants noted that functional governance and management structures provide checks and balances whereby the board oversees the activities of management and ensures that the appropriate policies, standards, procedures, and systems are in place and functional. The quote from P3 illustrates this:

> The board ensures that there is a strategic plan, systems to have annual work plan in place, systems to have the annual budget, systems to have audits and that all of these are reviewed and signed off by the board through its committees. This is so that management, the CEO, and the team don't have sole responsibility for setting and approving their own plan and targets. There is a higher-level body that provides oversights and if necessary, adjust what management intends to do but also holds management accountable to what they say they are going to do.

Similar to P3, P4 noted that the board holds management to high standards, meaning that the essence of checks and balances in an organization is to ensure that managers diligently balance the authority and responsibilities entrusted to them and desist from creating conditions that engender self-serving behaviors such as fraud, corruption, and conflict of interest which can scare away donors and derail the mission of the organization.

The above perspective point to another essential elements that drives and sustains an enabling and conducive environment, that is, existence of functional and equitable policies, standards and procedures. One nonprofit participant noted that staff expect and want policies, standards, and procedures because they set the tone for what they can do or not do: “Staff expect me to provide acceptable working conditions and to communicate clearly about relevant organizational policies, values, standards and procedures that they need to pay attention to as they do their job.”

The idea of approving enforcing and policies as a means of creating a conducive environment is also emphasized by a public sector participant, P6: “It is the responsibility a leader to formulate, approve, and enforce actions regarding four areas-policies, plans, legal framework, and regulations that create a good working environment.”

A non-profit governance level participant noted that putting a leader in-charge of an organization without clear and functional policies and procedures is tantamount to setting him or her for failure because he or she will have no guardrails to create a safety barrier between the leader and the complex and dynamic environment in which leaders operate as emphasized by P12:

> If you get a good leader and place him or her in an organization without policies, procedures to guide, you will actually be telling that person that you have no job. Because these are the enablers that can actually make it possible to move in a certain direction. Beyond the human resources policies and procedures, you need a finance policy, a fundraising manual, and audit procedures that must be followed.

The implication of the P12’s assertions is that policies and procedures create a conducive environment for success because they provide guidelines that cushion and enable managers and their teams to move in a defined direction, knowing which decisions they can make and enforce within their mandate. Thus, policies and procedures delineate their decision space by showing them how, why, where, and when to balance authority and responsibilities.

Adequate resources: One nonprofit interviewee emphasized that a conducive and enabling work environment is one in which employees and teams have enough resources to start and complete the tasks assigned to them. The resources are not only important in running organizational programs but also to pay staff salaries and benefits, meeting their welfare needs to prevent their turnover as illustrated in the quote below from P2:

> The first result that matters to staff are the resources. These are important because I need them to pay staff salaries and run programs. So, one of the key performance indicators for me is resource mobilization. How many donors do we have and how many are we applying to at any given time. So, that is one expectation from my staff.

P10 emphasized ensuring that health workers have the drugs and essential diagnostic kits:

> They [staff] look up to me to provide the resources they need to do their work. For example, if there are no drugs, they will say, 'We don't have drugs.'We don't have testing kits. They expect all that from me.

Sense of social support and culture of camaraderie: Two intertwined ideas of social support and culture of camaraderie were said also to create a conducive and environment in the workplace were palpable in the interviews. In relation so social support at work, P8 surmised that the responsibility to create and maintain a conducive environment should start with creating a culture of camaraderie among staff so that team members feel loved, supported, and empathized with in the spaces where they spend the bulk of their waking time. In that regard, she noted that a manager has a duty to consider the social, psychological, and financial welfare of staff as noted by P8 in the quote below:

> As a manager, you should consider the social, psychological financial needs of staff, their wellbeing and welfare. Even in Y (not real name), I would hold personal discussions with the people I work with. I would say, 'how are you doing? How is your family? Is your family relationship working out well?'.

P8 further noted that she addresses staff's welfare and well-being through nurturing a culture of camaraderie which encouraged them to participate in and support each other's social functions, for example, attending birthday parties, weddings, and condoling with colleagues who have lost loved ones as she explained:

> If one of us' child is being baptized or confirmed, and we are invited, we would come in full numbers to support you during your social function. When I lost my father around that time, I had tremendous support from my staff. I felt the social unity. So, I encouraged this support for everyone. So, that is what we did, and everyone was comfortable to be part of the team. People were socially happy and financially motivated, which made them focus on doing the work. I learnt from that experience, and I continue with the practice of social support wherever I go.

It appears that social support during good and bad times engenders a family atmosphere, which not only increase people's psychological safety, sense of belonging, and identity but also increases intimacy, commitment, team spirit, understanding, engagement, trust and confidence, all of which contribute to a safe and cordial work environment. It also seems that providing social support during hard times gives others a certain level of comfort, sense of community, and joy because it signals to them that they are loved and are not alone. This is evident in the way P8 felt a sense of social unity as colleagues visited and supported her when she lost her dad. Such relational ties that staff have with colleagues and managers seem to answer to their intrinsic need for belonging, love, and acceptance. Individuals who are able to find such love and acceptance were said to be more cooperative and willing to stay in the organization whilst those that don't were said to be prone to attrition because they don't feel loved and appreciated by the organization, colleagues, and managers. It appears that being appreciated comes to life when colleagues join hands to support each other during good and bad times. In this case being appreciated is reflected in how other employee exhibit a sense of community at another's social event. Such gestures appear to communicate to employees that they are valuable members of the team or organization who deserve unfettered support.

Fairness and consistency: The other idea linked to creating a conducive and enabling environment is fairness in the workplace. It appears that fairness in staff remuneration, allocation of duties and resources is vital in creating a conducive environment as noted by P4: "You have to have good staff, look after their needs. Staff have expectations that they want the board to hold managers accountable. For example, Fair remuneration, opportunities for advancement, fair allocation of assignments, provision of resources and setting realistic targets."

P12 further surmised that lack of justice in the workplace affects the happiness, well-being and morale of staff, leading to distrust for leaders. P12 noted that leaders have a duty to exemplify fairness in all their decisions and actions in order to avoid and prevent the aforementioned outcomes:

> The other important practice in leadership is being fair. Being fair entails acknowledging that in leadership you can never be popular because you will be the same person who will terminate a contract for somebody. You will be the person who will dismiss; you will be the person who will be tough on the other side because you have to. But in leadership, you must have it at the back of your mind that I need to be fair and consistent. You must be fair, meaning that if two people are caught and reported for stealing, one in January and another in June, staff are waiting to see how you will treat both. If you ever make a mistake to forget the decisions and actions that you took previously on the same issues, your team members are assessing you. They are judging your level of consistency and fairness. You may error here and there but the error should not be so grave that if two people stole, one in January and another in June, you only dismissed the one of January, but simply gave a warning letter to the one of June. The staff are seeing; they know what you did in the past. You must have it at the back of your mind that I need to be fair and consistent. Yes, fairness and consistency are your inner, inner self. It is not something you can write on paper. It has to be your inner behaviour. It must come from that part of your life.

P12's observations imply that both consistency and justice are attributes that every leader should cultivate, meaning that they should not sacrifice professionalism for the urge to be liked or popular. Instead, they should focus on creating policies, processes, and systems that guard against self-interest and opportunism, which may cause injustice.

Decisively dealing with poor performers: P5 conceived creating a conducive environment in terms of decisively dealing with poor performers and fraudulent staff because their bad behaviors and attitudes not only create a toxic environment and dampen others' morale, but they also increase the workload and drain resources from the organization, making it difficult for others to do their work and achieve the desired results. P5's views illustrate this:

> I don't have the power to dismiss poor performers because that is the responsibility of the Uganda Health Services Commission. But, to create order and a good working environment, I have struck health workers off the payroll because I have that power. Though I don't have the power to dismiss, but I have the power not to pay you. So, I usually call them for a discussion. I will meet you face to face or I will write to you. I will give you the benefit of doubt. For some, where the offence does not call for talk face-to-face discussion, I just call to inform you that because of ABCD, I am removing you from the payroll, and I am going to forward you for disciplinary action to the health services commission. I have done that but the commission has never acted. But in a nonprofit hospital where I once worked, I fired two health workers. One had forged documents. Everybody knew it but nobody wanted to talk about it because he had been brought in by a priest who was the head of the human resources committee. But I fired him. This sent a strong message and changed the work environment for the better.

P5's views suggest that as a middle manager in public service department, he has no mandate to dismiss poorly performing workers, but he can temporarily withhold their payment until they have agreed on and adhered to a performance improvement plan. This implies that while his decision space is limited, he takes advantage of the authority he has to create a conducive environment for accountability for results.

Regular, open, and transparent communication: The other aspect about creating a conducive environment relates to the extent to which leaders communicate with and to employees and create processes and structures in which they can respectively communicate and engage with each other at work as P2 noted:

> If you ask me for other indicators in relation to internal customers is effective communication. How do I communicate to staff to address their concerns; how accessible am I to listen to, distill, and consider their concerns. For example, during this COVID-19 time, I cannot tell you how many times, I have communicated to them. I think the indicator is the level of interaction through email, face-to-face interaction, and any other means of communication.

The creating and enforcing a culture of regular, open, and transparent communication was reported to encourage and make it safe for team members to provide objective peer feedback and for staff to speak truth to authority, especially if things are not going well. This was said to resolve challenge and increase the resilience of the team and organization because they are able to deal with issues without fear. P9 reported that to increase staff openness and freedom to report and discuss sensitive matters without fear of reprisal from others, she shuns the grapevine; communicates regularly to the team, focusing on listening to everyone and not just particular people; and creates an atmosphere where those who try to confront others for speaking the truth are dealt with immediately and honestly as shared by P9:

> What I have found useful is workplace communication, particularly communicating to the team and not individuals. This makes people know that we are working as a team and they don't say, "Oh, she only listens to so and so! So, if he or she talks to her she will listen. She will not listen us." In order not to propagate such situations, I create an environment where I am available to listen to everyone to understand their needs, priorities, and suggestions. I also create an environment where people can comfortably open out and say what they feel. I avoid entertaining the grapevine in the team. My people know that I am a no-nonsense person when it comes to grapevine. They know if you have an issue, we have a forum where they will not be judged or ostracized. I have created a safe environment where things are said and sorted without blaming them on me

> or anybody else. And people feel comfortable with that and that's where you will hear about things like salary delays, rewards and allowances that may not have come out, you know.

Reflecting on the perspectives in the above reveals that communicating regularly, objectively, and openly; listening; shunning the grapevine; building teamwork; not blaming others for speaking the truth; and creating a forum where people are free to speak without fear of reprisal contribute to building and maintaining a conducive environment. Related to this, four out of 13 participants repeatedly mentioned having an open-door policy that allows others to come in and out of their office to discuss any issues. Doing so not only demonstrates transparency, availability, and accessibility on the part of the leader but also facilitates identifying and addressing challenges in time as illustrated in the quotations below:

> Because I have an open-door policy and anybody walks in and out at whatever time they want, I allow them to discuss whatever challenge they might be having. Since I have an oversight responsibility and I have regular interactions with them, I could sense when there are challenges happening.

> "I have an open-door policy. I keep my office door literally open. This makes me accessible as a leader. I create a context where people don't have to make appointments to see me" (P2).

> I had an open-door policy whenever I was in the constituency, people were free to come to my office or home to give me their views about any issues pertaining to them. Health concerns always constituted a large share of the issues that constituents talked about(P11).

During member checking, one purveyor of the open-door policy revealed that leader accessibility creates a conducive environment because it signals to others that the leader is available, approachable, and committed to listening to others to not only discuss concerns and challenges but to also brainstorm strategies and appropriate solutions. In essence, accessibility connotes that the leader is approachable as demonstrated in his or her behaviors and actions, for example, engaging staff in conversations to genuinely learn what is going on in their lives, and not merely what one says will do. Similarly, availability connotes that being readily available to all employees through all possible means. The availability, approachability, and accessibility of the leader and the timely discussion of solutions to challenges makes people feel heard and appreciated. This increases their psychological safety, builds relationships, enhances engagement and teamwork, and creates mutual trust because they understand that they can rely on the leader to discuss issues and resolve them as and when they arise. More importantly, accessing the leader and discussing issues provides opportunities to align thought and decision-making processes, which reduces delays in implementation of tasks, strategies, and activities. It appears that the availability and accessibility of a leader to objectively listen to and work with staff to address their concerns and challenges creates a conducive environment by reducing response time and increasing agility, making it possible for individuals and teams to anticipate and quickly deal with issues and harness opportunities.

Participants further explained that when they are accessible and available to attentively listen to and address staff concerns, it creates healthy leader-employee relationships that also foster a team atmosphere. They explained that the two-way communication process that exists between the leader and staff fosters trust between them. More importantly, it enables the leader to listen to and glean vital data and information that is used to plan for and influence change within the team or entire organization. To be effective, the two-way communication process should be underpinned by clear, transparent, and consistent communication between the leader and staff because such communication provides opportunities to listen to staff's concerns and ideas and clarify expectations. In particular, it enables the leader to be forthright about available resources, key decisions, and values that staff need to be aware of and attentive to. By being accessible and communicating transparently, the leader not only builds and maintains amicable leader-staff relationships, but he or she is also able to mentor and positively influence employees to devote adequate time to doing their jobs well, which in turn enables organizations to serve their constituents better. Moreover, because through the two-way communicate process the leader also receives valuable feedback from staff, he or she is also able to change practices and policies that may hinder performance and accountability. Nonprofit participants further emphasized that employees prefer and demand for regular, clear, transparent, and open two-way communication because it affords them the opportunity to do the following:

- discuss and clarify with their manager and co-workers about the expectations in terms of behavior, performance standards and targets, values and policies, and resources available to execute assigned tasks;
- reflect on what works well or does not work well and come up with a clear action plan in time as opposed to waiting until it is too late;
- ask for help on what they do not know or understand what to do;
- get regular objective performance feedback as opposed to once a year during the annual appraisal; and
- get timely updates on critical information they need to make informed choices and decision.

For the leaders, the above activities or processes offer them opportunities to reflect with, debate options, plan and analyze potential solution with staff. In the process, the managers and their team members win big because they are able to listen to each and come up with mutually agreed solutions. With the availability and accessibility of technologically enabled platforms, the discussions don’t have to be face-to-face because they can be undertaken online, enabling managers to meet with staff from the comfort of their home or any environment.

The final essential elements in the repertoire for creating and maintaining a conducive and enabling environment desired by employees are (a) giving staff and managers the autonomy, flexibility, and authority to make and implement decision in their way provided they achieve the desired results ethically and in time; (b) conflict resolution and mitigation of workplace politics; and (c) assuring employee welfare and work-life balance. Granting autonomy was deemed important because employees don't want to be told what to do and how to do it, as this limits their creativity and innovativeness. The notions of flexibility, staff welfare and work-life balance were said to be important particularly now during COVID-19 when employees have to work from home where they undertake other competing roles such as supervising children who are learning online or caring for sick relatives. In such contexts, leaders have to be understanding and provide support instead of emphasizing control and work from office, which are not tenable.

Participants explained that staff expect leaders and managers to ensure that team members not only focus on work but also balance it with others aspects of their personal and community life as one interviewee said: "As a leader you should know there is also work-life balance; people don't come to work just and work. People have life they love to balance." Participants explained that ensuring work-life prevents stress and burnt out among staff. Another participant explained that staff expect her to support their welfare and work-life balance by being flexible, considerate, and supportive to them as they balance fulfilling personal and work obligations as explained by P1 below:

> If someone has a baby, management has to be aware that they are entitled to maternal leave, and if such a staff travels upcountry, we allow for her to travel with the baby and the support staff [babysitter] will be facilitated.

In view of the above issues, it appears that employees need flexible work schedules, compassion, and consideration from managers so that they can balance work and personal life commitments and emergent challenges such as caring for sick family members, all of which illustrate the importance of relations-oriented leadership behavior. Other nonprofit participants perceived employee welfare in terms of paying them competitive salaries and giving them generous employee benefits such as a health insurance plan so that they are able to live comfortably and commit to the organization. The views from numerous interviews illustrate this:

"Yes, as I expect workers to provide a fair day's work, they expect payment that is commensurate. Staff expect the board to hold managers accountable, for example, for fair remuneration" (P4)

"Within the welfare, one can focus on salaries because we have to continually ask ourselves if we are compensating people well so that they can adequately meet their needs" (P2).

The above perspectives indicate that competitive and fair pay is as important to staff as the flexibility to allow them juggle life and work issues. Even so, middle managers noted whilst such issues are important, creating a conducive environment calls for doing more to make workers feel valued by acknowledging and appreciating them before senior managers and during team meetings. Others noted that they need to help them resolve conflicts and navigate work-related politics and issues by being an ambassador and advocate for your department as explained by P13:

> The districts, especially the District Director of Health Services (DHOs) expected you to be like their ambassador. They have issues with the Chief administrative officers (CAOs), their chairpersons, with the district system where they want you to be able to go and say why are you not supporting the DHO in this. This is failing in your district but the DHO is not getting help from you. That is all they were expecting from me. I achieved this by inspiring the district leaders, the chairpersons, and the CAOs. We had a program with them to do quality assurance, to teach them leadership skills, total quality management. We also taught them about the meaning of health, what their contribution to health is as leaders. And once they got that, they became very supportive of the DHO. We did these through the quarterly support supervision visits and we also held annual

> performance review meetings. So, through the visits, we had the opportunity clarify and address any thorny issues.

P7 emphasized the importance of dealing with and shielding staff from stakeholder politics:

> Staff expected me to add value through the ability to manage stakeholders' politics. Sometimes the politics would arise from people misunderstanding what the project is all about. So, when you have funding for implementing activities in certain group of people, if they misunderstood this funding to be their money and they try to use it on other things rather than using it to implement what it's supposed to be done. Then you would get concerns from these group of people that either you are not giving them their money or that you are using their money the wrong way. So, since you are sometimes dealing with people that are a bit delicate, it required a lot of understanding, explaining, patience, and you know with several one-on-one meetings or explaining to them via email and phone calls that you may have a million dollar here but it cannot be used as you wish.

Building Capabilities

Building capabilities was described and positioned as the action of ensuring that individuals, teams, and the organization not only have the capabilities and competencies but also utilize them develop, implement, modify and adapt mechanisms that enable them to produce better and sustainable results. Building capabilities was also positioned as ensuring that the organization has a stable pipeline of leaders and employees with the right values and attitudes that drive performance and accountability. Study participants expressed a variety of perspectives about the leadership practices they rely on to enhance the competencies of staff, the capabilities of their organization and partner organizations. The findings suggest that building capabilities entails many actions including fostering learning and continuous improvement; coaching and mentoring other leaders; leveraging and negotiating for additional resources for partner organization from other entities; providing staff opportunities for training, career progression and growth; granting managers the authority and autonomy to make and implement decisions and innovate; providing regular and candid performance feedback; promoting peer mentoring, feedback, and support; strengthening reward and consequences systems and strengthening organizational structures that ensure checks and balance. Space precludes discussing all these in detail. Hence, only a few practices that used to build capabilities are discussed, albeit briefly.

The leadership practices that research participants use and have found valuable in building staff competencies are discussed below:

Peer mentorship and coaching

P9 explained that she builds staff capacity by pairing a more experienced staff with a less experienced one to create opportunities for learning:

> I believe in pairing and mentoring people. You pair them with another staff who compliments their skills, knowledge, and experience so that you are not giving them a heavy load that is beyond their capacity and competence and at the end of the day you will be disappointed.

Assessing and Understanding Employee's Strengths and Weaknesses

Effectively pairing staff with appropriate peers and giving them assignments that match their capabilities calls for understanding their strong and weak areas as noted by P8: *"But I also studied each one and I was able to understand the strength and weaknesses of each one and I would then deploy people based on their areas of strength.*"

In-service Training

P8 shared that she always looked for and found learning opportunities for her team to enhance in-service training:

> For capacity building, I looked out for training programs for my staff and I would look out for training opportunities and also for opportunities for collaboration. So, I was able to take my staff to a laboratory in UK for training. We brought a Japanese expert to train the staff to build their capacity. We also had staff go through a collaboration with Atlanta

> for training and also, we supported several formal university trainings to improve on their education level. So, that was looking out for opportunities for them to build their skills.

Delegation

In relation to empowerment and engagement of others—employees, collaborators, donors, and suppliers—participants elaborated the different leadership styles they rely on. Whilst empowerment only relates to employees, engagement cuts across multiple stakeholders including employees and peers. Some leaders indicated that they empower and engage employees by delegating them and supporting them from the back as explained in the excerpt below:

> My leadership style is, should I say more of an entrepreneur, coming from the fact that I am working with an NGO system. The NGO system allows me to be more transparent, be open minded, and it allows me to communicate better with different stakeholders. It also allows me to innovate making it possible for me to lead from the back as my team is at the forefront. We are right now working with the ministry of health to facilitate them to work with the private sector better. So, given that I understand the private sector or the family planning market and I have young team that I am working with. So, I allow my team members to be the face as I lead from the back. I give them the tools and resources they need so that they can be the face as I support them from the back. The ministry of health gets to know them, knows their existence as a young team. So, if I am to describe my leadership style, it is like I lead from the back while I groom the younger population. So, I prepare them with tools and systems that say that when you go to the ministry you should present the facts, the evidence that exists and then they would know that you are an authority in a particular area (P1).

> I made sure that as much as possible I pushed them as much responsibility to them as much as they could bear and they understood that even where some of those responsibilities were new or a steep learning process, I would not be using it as a means to punish them. This is because there are people who sort of give you responsibilities so that they fail and punish you. So, they understood that and I think I earned the respect of my managers and trust so that we could work that way well. And that developed them(P3).

One other thing I did was to delegate to them. You know there are some meetings you go to and they are grilling you about the results you have achieved or you haven't achieved. But these people behind [co-workers] don't understand the magnitude. So, sometimes I would delegate them for the meeting, or they would come with me to listen to how people raise questions. They would hear how I am struggling to answer on their behalf or they would struggle themselves to answer. When they come back, they would say, "You people, this isn't a joke. We must deliver." [Laughs]. So, I delegated some assignments to them. Sometimes for example, I made sure we make the presentation together or go through the presentation with you. I tell the person that I am not available. You are the one to go and make that presentation. So, you have to wear and fit into my shoes, take the presentation and explain properly. When they come back, they have acquired high powers to do more. So, that exposure and delegation and sometimes it would be in international meetings. I would say, 'I have a child who is 3-4 months. I am not able to be in the meeting. You are the one to represent us. You will make the presentation in front of the international audience. And they see how questions are asked. They would come back and tell their colleagues, 'This one we have to do like this. Now we understand why she insists we do it like this'. So, for me, I empower staff through delegation and exposure to national and international fora where they would see the quality that is expected, and they would see people asking questions on accountability (P8).

"Throwing people in the deeper end"

P5 explained that he throws the team member in the "deep" so that he or she learns first what it means to do what is expected:

Then at times what I do I throw you into the deeper end I tell you there is this assignment. I know you have never done it. I have been invited to this function, go and speak on my behalf. Or I will say the minister is going to have meeting, go represent me. I am not going to be there. So, they get to learn how to deal with authority and how to deal with certain things.

"Cracking the Whip"

P5 added he exerts more pressure to cause the staff to do what is expected:

You crack the whip by demanding more from someone, pushing him or her to work harder or behave appropriately. Some people think that by cracking the whip you are trying to punish them. But at times when you do, it points them to the right direction. For example, you can tell someone, I am demoting you because you have done ABCD. But I know you have the strengths to get out of it and become a better person. So, look at this as a learning experience and over a period of time we shall review what is there.

Providing corrective and re-enforcement feedback

P8 shared that one way to build individual capacity is through feedback:

> If the person didn't do the job well, I really sat down with them and gave them feedback. I think this and this in this area there is need for improvement. So, I sat down and gave feedback and made an agreement or plan of action for improvement. I tried to give feedback. I tried to mentor and to agree on your improvement and help where I can I take long to give up on people.

The practices that research participants use and have found useful in building and strengthening capabilities in their organization are discussed below. Building organization capabilities was evident in the way participants create the leadership pipeline by ensuring that department heads have deputies ready to understudy them, encouraging peer mentoring, having and executing a clear succession plan as elucidated in the excerpts below:

> One of the key result areas is succession planning so as to prepare a pipeline for leaders. We have a succession plan that we review regularly. Each of our core programs and support programs has a team leader and a deputy. That's because we view these positions as key so that in the event that the team head leaves, the deputy can easily takeover without experiencing a vacuum. Also, three or five heads of departments are continually being mentored to take over the office of the executive director, should a need arise. I think if we compare with our peers, we have had good leadership transition. Some of our peers have had one leader for all this time. But for us we have had change of leadership, using internal candidates. It is unusual for our peers to change leaders three times as we have done. I think this indicates that we have an eye on succession planning. The indicator of this is the number of institutional resources devoted to training and leadership development (P2).

> In my case, I really encouraged each individual manager who reported to me to be a semi-independent leader, you know. I describe myself as a lazy CEO. If I get people who would do my work that was my happiest day. I would sit in my office and put my feet on my desk, and people used to laugh at that. Leadership is empowering; management can get tedious, you know. But if you are a manager but also able to exercise leadership, it makes your job far more interesting. And it builds succession so for me. Every time I leave an organization, there is always someone in that organization to replace me. They

> will not have to be recruited from outside because I think I would develop them. I would inherit managers and develop them into leaders by leading them in a particular way… I of course sent them, as many as I could to formal short courses on leadership and management. Some of them to masters courses.You know I encouraged self-development and rewarded them actually (P3).

The perspectives from P2 and P3 suggest that developing other leaders within the organization reduces the workload for the top leader, creating more time for him or her to do other strategic work. More importantly, it not only maintains continuity but also the institutional memory because whoever is promoted or appointed to lead the organization or department has the context-specific cultural competencies. In that sense, the learning takes a short time, making it possible for the leaders and managers to hit the ground running straightway.

It appears that HSO leaders help to build the capabilities of partner organizations by working with them to develop and write down a strategic plan as P3 observed:

> I think that organizations should articulate whatever they want to be accountable for. An organization needs to articulate why it exists, what it intends to achieve and for whom. This should be in a written strategic plan. If nothing is written then you can do whatever you want because accountability begins by stating what you want to do, how you want to achieve it and how people will know that you have achieved it.

To most study leaders, developing and executing a strategic plan provides the basis for enacting accountability for results because it defines the purpose, vision, mission, values, and objectives of the organization. Beyond helping organizations develop and execute the strategic plan, HSO partners analyzed their capacity gaps and trained them to fill them. They conduct an organization capacity assessment to identify the capacity development needs. The identified needs would drive the capacity building agenda which focused on many facets as explained by P1 below:

> Technically we would build the capacity of the CSOs for them to offer services. The capacity building was not only looking at organizational structures per say, but also

> looked at the governance, leadership, and the technical capacity to offer quality services. It also looked at the learning agenda of those services. Drawing on the USAID journey to self-reliance model, once we have built an organization's capacity, it had the ability to receive more funding from USAID to run its activities and ultimately support the national indicators. It had a lot to do with building their capacity so that they can be more self-reliant as organizations. To work with you we have to ensure that you qualify to offer family planning and that you have the skills to provide the products. We work with them to report on that product. We work with you to develop a quality assurance system to provide this service. We support them until they are certified and registered with government to deliver the service. We ensure they are not only registered at the district level but also nationally. We ensure they attend the training, and they have a routine mechanism for referral so that in case there is a problem, they can refer where there is better capacity and infrastructure. To support them to make a referral mechanism, to support them to manage any side effects or adverse events that could happen in an emergency.

As part of building internal organizational capabilities, participants emphasized the importance of ensuring organization growth and sustainability. To effectively do this, participants argued that it is important pay attention to innovation and investment in sustainability ventures that can generate income to liberate the organization from external donor dependence as P4 noted:

> What I tell my managers and organizations is to develop the capacity for self-sustainability so that they can negotiate from a position of strength. Because if the donation is the only lifeline for the organization, then that donor will say jump and you will just ask how high; you cannot say no. It is possible for donor requirements to divert you from the organization mission. It is important to ensure that at least 50% of your income comes from your own sources. That way you can say to the donors, wait a minute, your requirement of giving you a weekly report is too cumbersome. What is gained by telling you the same thing that I told you last week. Instead, let me accumulate results that I record every month. Having your own resources helps to bargain from a position of strengths. For the organizations I chair, to achieve sustainability, we encourage them to start income generating activities.

Identifying and Preventing Risks

Analysis of participants' interviews revealed that identifying and preventing risks is relevant majorly because of the challenges with failure to mobilize adequate resources to provide services and meet operational costs; attraction and retention qualified and experienced staff, ensuring data; supporting civil society organizations and projects that fail to improve patient safety, eliminate avoidable harm, and deliver high quality services, resulting in poor quality care, brand harm, increased scrutiny and regulatory restrictions; staff absenteeism; conflict of interest in staff recruitment and awarding of supplies and materials contracts; and the chronic corruption and abuse of financial resources, medicine and medical supplies theft.

One leader of a non-profit organization affiliated to a local university indirectly highlighted an important risk: failure to develop and exploit the organization's potential in research and innovation, leading to loss of credibility and reputation, underachieving in evidence-based programming and development of patents that have the potential to increase the income and reputation of the organization.

The responsibility of the leader to identify and prevent risks was described by seven participants who noted that leadership is about enabling the organization to grow and remain sustainable. In order to do that, the leaders have a duty to identify and prevent risks such as fraud and corruption, non-compliance with policies, standards, procedures, laws and regulations. The leader should also ensure that budgets and expenditure are based on the correct assumptions. The leader is also expected to identify external risks that are likely to affect the smooth operation and long-term survival of the organization. P4 noted the following in relation to recognizing and preventing risks:

> Well, as a board we hold managers and staff to high standards. And there is what we say that management should not expose the organization to risks that result from non-compliance with regulations. So, we will check that management is abiding by regulations. An example of a regulation set by the organization: You shall not spend money at source. Bank all earnings and only spend according to an approved budget. An example of a statutory regulation: The employer shall deduct from every employee PAYE and remit the money to Uganda Revenue Authority (URA). As leaders, we care that the resources entrusted to the organization are well used in order that good is done. So, we expect good budgets based on correct assumptions. It is not a matter of saying I need UGX 100 million. Of course, anyone can need 100 million, but where do you expect it to come from. What assumption do you have that 100 million will be obtainable? We also expect and hold management to budgetary discipline, meaning that they spend according to the budget and specific budget lines. So, it is not allowed to take money meant to buy medicines and buy fuel with it. Simply saying, "I had to make many journeys" is not enough. The journeys should have been planned and made cost-effective so that one is not moving for movement's sake. In holding people to budgetary discipline, we ask them to write quarterly reports on how the income and expenditure has occurred. We compare this with similar quarters or similar periods. Last year's budget performance will be compared with this years' budget performance. We then question the differences during the analysis. We ask them how come last year you spent more on fleets than this year; what is the justification? Consequently, it makes people [managers] know that this question will be asked. So, if they are spending more money on fuel, they had better have the answers as to why they did so. Writing reports enhances accountability because the writer knows the reports will be read. If you know the organization well and how much inputs cost (on average) you will be able to pick up any fabrication.

P4's observations indicate that failure to comply with statutory obligations such as timely remittance of pay as you earn (PAYE) and national social security fund (NSSF) is a risk to the organization. They also indicate that failure to base organization budgets on correct assumptions is a risk because it can lead to under-budgeting, over-budgeting, or simply budgeting what is enough without considering any contingencies. His observations further indicate that spending at the source, misallocation of resources, and failure to analyze historical budget performance constitute risks to the organization. He concludes by noting that reports are an important accountability mechanism which provide current and historical data that can be used to assess risks to the organization.

Other participants noted that leaders should identify and prevent of risks to the organization by having an elaborate system and processes that permits regular meetings to identify and discuss what to do about risks; instituting internal and external audits to identify and address risks; developing and enforcing policies that prevent conflict of interests, fraud and corruption; and ensuring that all procurements are and not entail colluding with suppliers to defraud the organization or disadvantaging some suppliers while advantaging others. For example, P7, P2, and P4 explained:

> Our mechanism for accountability always reports fraud through verifications and audits. And fund recipients were required to refund most of the money that was badly spent. The audit easily identifies where the mistakes were made and the sub-recipients are requested to rectify these mistakes (P7).

> In our organizations we have an anti-fraud policy and the whistle blower's policy. Some whistle blowers tell lies when they simply want to bring people down. So, whenever we get whistle blower alert, we thoroughly investigate it because we know we are not getting it from an angel looking down from heaven (P4).

> I have to tell you; it takes leadership to report every fraud case you get. If it happens too often, you can get the tempted not to disclose somethings. But integrity in leadership dictates that if you have made a commitment even when it is uncomfortable, you do it. So, I cannot tell you how with a heavy heart, I have had to send out an email to tell a funder about a fraud, that their money was stolen. So, what is the leadership practice? It is really integrity, to be transparent (P2).

Comments from research participants revealed that they rely on mechanisms such internal and external audits to detect and prevent fraud. It is also evident that developing and enforcing policies and procedures integrity and transparency are two values and practices that inhere in the leader, which if promoted organization-wide are central to recognizing and preventing risks. It is also worth noting that the responsibility of recognizing and preventing risks was majorly discussed by nonprofit sector participants but not public ones.

Ensure Alignment

Research participants acknowledged that achieving and supporting accountability for results involves multiple stakeholders with varying interests, values, objectives and resources. To achieve shared objectives in such a context, the efforts and contributions of such actors, their values, and goals need to be aligned with those of the organization or health system. In such situations, alignment means that there is shared agreement on and commitment to what needs to be done, how it should be done, and the norms and principles that guide how stakeholders ought to behave and interact with each other. Moreover, there is also agreement on how to collaborate, coordinate, and organize actors in order to harness their assets and leverage the resources and capabilities of multiple stakeholders so as to achieve the desired results.

Participants viewed aligning objectives, people, values and norms, and leveraging capabilities as big enablers of accountability because they not determine the attainment of resources to run the organization and provide essential services but also influence the nature of relationships between and among the different stakeholders. If the relationships are conflictual or not coordinated it becomes challenging to achieve shared goals because the different actors will pull in different directions and will not be committed to the achievement of shared goals.

Viewed through Marchal et al.'s (2014) multi-polar framework, multiple forms of alignment were discernable from participants' experiences and descriptions of leadership as a process of aligning stakeholder values, objectives, interests, and actions. Participants elaborated several forms of alignment as described below:

Strategic or external alignment: This type of alignment was evident in way participants described how they ensure that the organization's goals and services are aligned to the requirements and standards of key actors— the ministry of health, World Health Organization (WHO), donors, ministry of finance, and key parliamentary committees—Budget, Public Accounts— and Health committee that scrutinize the health budget and expenditures before appropriation. As explained by P1 and P9, leadership is the ability to ensure that the organization's programs, strategies, and activities are aligned with the system-wide structures, policies, and goals:

> I work within an ecosystem where we have the ministry of health with different policies and guidelines. We must align our work with that authority and system. There is an authority, a ruling government but then there is also the technical piece, for lack of a better word, which should be aligned to the global standards of delivering services for the public. But then, the ministry of health also has a certain system in place. For example, human resource should be managed within the WHO health system building blocks. Even as I work with them in my NGO work, I should be aligned to that authority, in this case, the Ministry of Health because it directs what I do (P1).

> In leadership you don't work in a vacuum or in silos where you are not cognizant of the political, economic, and geographical environment within which you do what you are doing. You are not working alone; you are not an island, but you are part of the ecosystem, contributing to the delivery of services and building health system capacities. In programs where we do direct implementation and the ministry is not putting in money, they expect us to align with and adhere to national policies and guidelines as much as resources come from elsewhere. For example, the voluntary medical male circumcision (VMMC) program is 100 funded by the US government(P9).

P13 noted that to achieve stakeholders' goals calls for mobilizing adequate resources and creating relationships with key stakeholders to leverage capabilities and bridge gaps in internal capacities. Creating relationships with others and winning their trust is predicated on the compatibility of values and objectives and on the leader's ability to demonstrate to them the existence of shared objectives and values and that he or she is trustworthy as explained below:

> You have to leverage support from your seniors. If the ministers are not supportive, that is a problem. So, you have to lead up and know how to mobilize your political leadership and then down the people whom you lead, then sideways with the partners and the districts through which health services are implemented. The parliament is also important because it allocates budgets, monitors services and so on. So, each time we went to parliament we had to be well prepared to answer any questions that they had. One had to earn their trust. And once they trust you, then they allocate you more resources. Also, the ministry of finance was very important indeed, especially the secretary to the treasury. You needed to have a good relationship with them. You needed to make phone calls to them, request for meetings with them to discuss the budget.

Beyond illustrating trust, the making of phone calls and developing relationships with the secretary to the treasury signifies externally oriented-behavior of the leader aimed at advocating for support and leveraging resources for the department.

Allocation and Strategic Alignment: Public sector participants acknowledged that whereas line ministries and districts are mandated to enforce policies and regulate the activities of national and international development partners, they lack inadequate skilled and experienced personnel, infrastructure, and financial resources to do so. Consequently, to fulfil their mandates, they appeal for and receive financial and technical support from national and international development partners. To continue receiving such support, they acquiesce to isomorphic pressure and adopt certain practices that align with acceptable donor standards and guidelines. Some of their interventions, structures, policies, and systems are also vertically aligned to donor requirements.

Therefore, government line ministries and district local government consider the concerns and requirements donors as they set their objectives and plan vertical services such as Malaria, HIV/AIDS and TB, maternal and reproductive health. Hence, leadership entails both allocation alignment and strategic alignment to ensure the attainment of set goals and provision of services. The above perspectives suggest that strategic or external alignment is two-way. On one hand, national and international organizations align their strategies to ministry of health and district local government programs and policies when supporting districts and local nonprofit organizations to improve health services delivery.

On the other hand, because the ministry of health and districts depend on other health support organization to fulfil their mandates, they too align some of their processes, systems, and practices to donor requirements in order to attract funding to support services. However, P5 pointed out that his approach is to ask donors to align their support to the government program and plan but not the other way around as explained below:

> When you look at the partners/donors and I learnt this long time ago, they care most about how our services align with their goals. But I have learnt that it is not about their goals, but it is about the goals of my organization. So, in most cases, I will tell them this what we actually need and this is what we want to achieve. Can you fit into it? I tell them that If you want me to do anything that is not in my best interests, sorry I cannot do it. Once or twice, I have rejected funds from partners. And they have gone back and adjusted to fit into our plan. But not many leaders have the strengths and courage to do it, but for me I have done it. They have called me somebody with lugezigezi [wiseacre], but I have told them it is not personal, I just want your plans to fit in and advance our plan. The partners want you to fit in their overall goal but you have to be strong enough to make them fit into your organization’s goals but not into theirs.

P3 noted that getting resources from donors and achieving stakeholders’ results was always easy whenever there was both strategic and allocation alignment, that is, the objectives and policies of the donors are aligned with those of the organization or government as explained by P3:

> You know in the case of HIV, if the donors wanted their money to promote testing, get people on treatment, and provide them with social support systems, and that is what the organization stood for, then it was very easy to deliver results. You are not pulling and pushing. Getting the right donors whose objectives align with government policies made it much easier to achieve results. But when the government policies or donor's priority were different, you would have to be very inventive to work within that system to deliver the results.

***Tactical alignment*:** Non-profit HSOs exist to support government to align its services goals with how services are actually organized, implemented, and coordinated. As noted in the excerpts below, health support organizations empower key staff in the ministry of health and district local governments with the essential skills and practices needed to meet donor requirements or internationally accepted standards or ethics. They also support them to create and maintain systems and processes approved by the donors. In that case, the leadership of HSO leaders and managers manifests in now they support and enable tactical alignment—ensuring that how and when services are provided contributes to the attainment of set national and district goals. They do so by sharing effective standards, practices, and systems with partner government structures during trainings, support supervision visits, and mentorship of district and ministry of health leaders and managers as noted by P1:

> There are certain standards and practices or systems that the NGO world supports the ministry of health in its function of providing guidance. The NGO or business world comes with its financial systems that are detailed, more accountable, agile, more responsive in a changing environment.

The above perspective illustrates the manifestation of isomorphic pressures explained in the theoretical foundation.

***Contextual Alignment*:** Aside aligning organizational objectives, strategies, and policies with those of external stakeholders, for example, the ministry of health and WHO, participants discussed vertical alignment in terms of how they ensure that the strategies adopted and the activities implemented under the different projects, programs, and departments within the organization, support, complement, and reinforce the organization's core values, vision, mission, and strategic objectives as specified in the strategic plan. The views from Participant 3 explain how board leadership ensures this:

> The board also makes sure that the organization does not partner with organizations that are umm… how shall we call it uh…organizations that do not reflect the ethos of our organization. For instance, not taking donations from a cigarette making company because we are in the health field. You know they don't allow you to do that or even from an organization that produces alcohol. In certain cases, we are also making sure that there is no conflict of interest.

***Horizontal or internal alignment*:** Study participants described this type of alignment from two angles as well: one about employees and another about the functional units, projects, and programs. First, they emphasized how they focus on ensuring that employee's values and interests support and complement the organization's core values and overall strategy. In order to do this, the leaders clearly and transparently communicate, clarify, and promote the values of the organization. The perspectives below explain this further:

> I agree with the workers on what should be done in alignment with the overall organization strategy. To begin with, the worker reviews the overall organization strategy and decide what his contribution will be by defining the key objectives to achieve through a process called managing by objectives [MBO](P1).

> "You want to align them [employee goals] so that their goals are similar to those of the organization" (P4).

Study participants described how they ensure that the activities and strategies of the different projects, programs, and functional units—finance and supply chain management; monitoring, evaluation, and learning; human resources; research and development; fundraising and new business development; advocacy; and programming—support and strengthen each other to contribute the organization's vision and mission. As noted by P2, leadership was perceived as the cog that makes the functional units or programs work in tandem: "Leadership ensures that all our six core programs and organization systems are aligned, working in tandem to implement the strategic plan so as realize the mission of the organization."

Similarly, because line ministries and district local governments are the functional units of government that are charged with formulating and enforcing policies, providing essential services to the citizenry, collaborating with, and coordinating development partners, they rely on alignment to ensure harmonious operations. Through horizontal and strategic alignment, civil servants ensure that government units jointly work with development partners, civil society organizations, and private sector to achieve health system goals. At the same time, they ensure that development partners supporting government services do so within the existing policies, standards, and guidelines (*operational alignment*). Working in tandem is important because at the national and district levels no entity has the capacity and resources to achieve results singlehandedly. Working collaboratively and in a coordinated manner makes it possible to achieve shared objectives. The leaders within line ministries and local government districts ensure such horizontal alignment. The perspectives below from P6 and P10 explain this further:

> We need the support of implementing partners, and they have really supported us. So, everybody has his or her own importance to the healthcare system. As a district director of health services, my role is to coordinate and align stakeholders' contributions(P10).
>
> When you are looking at the health sector, there are what you call line ministries that are responsible for certain aspects of the health system. These line ministries include: (a) finance, which is responsible for resource allocation; (b) Local Government, which responsible for the delivery of decentralized health services; and (c) Public services, which is responsible for the organization and functioning of government structures, recruitment of staff, and the regulatory councils—Pharmacy Council, Uganda Medical and Dental Practitioners Council, Uganda Nurses and Midwives Council, and Allied Health Professionals Council—that regulate activities of their respective health workers. Leadership ensures they are well coordinated and engaged so that they work in tandem to contribute to the achievement of health system goals(P6).

Inspiring Commitment

To inspire commitment, leaders enact several practices. For the employees, most of the practices mentioned under building a conducive environment also apply to inspiring commitment. However, to build commitment among partner organization frontline staff, leaders and managers, participants mentioned using several practices as explained below.

Engagement of the existing leaders and leadership structures

Since partner organizations desire to improve their capabilities to provide services long after the funding and technical support has ended, it appears that the first thing that HSO leaders do is to build commitment is engage existing leaders and structures as P9 explained:

> One of the practices is engagement. One of the things we recognize are the leaders, the leadership system, and structure that are in each facility; that it the first aspect. Second, once you recognize the existing structure, the practice is making sure that you engage and work with those leadership structures because these are the structures they want. The structures either selected themselves or they were given to them. So, you do not want to distort the power balance within the health facility.

Engagement of frontline workers

It appears that it is not enough to engage the leaders and leadership structures because the some of the managers in the public health structures are chronically absent from duty or they are disconnected from the frontline workers as P9 further explained in the excerpt below:

> The other leadership practice I rely on going beyond the leaders and leadership structure is to engage the workforce. I have found this to be useful because relying the in-charges alone can be frustrating. Some of these are leaders in name. They are managers actually but they are not leaders because they are absent managers. A leader who is always absent from work is not a person who is passionate about what they are doing. So, they have a manager who is their overseer but who is chronically absent and not supportive in the clinic. Now, when you continue using that leadership structure all the time and yet there is disgruntlement in the team, you will be seen as an ally of that leader who is anti-them. So, at the end of the day, you find that as much as you are engaging that leadership structure you are not getting the result from that facility. Until you engage in a discussion with frontline staff and have a direct engagement with them to explore and understand their obstacles, you cannot get results. Through discussions you will discover who is working, what is working, and not working.

Nurturing a Culture of Accountability for Results

The leadership practices discussed under setting direction, understanding the context, building capabilities, ensuring alignment, and building a conducive environment all contribute to nurturing a culture of accountability because they entail aspects that essential in this process. Based on the views proffered by participants creating a culture of accountability entails clarify expectations; providing regular, candid, and constructive feedback; peer monitoring, feedback and support; shunning the grapevine; strengthening the reward and consequences system of the organization; regular performance review meetings; granting people autonomy and authority to make and implement decisions; staff training; strengthening governance and management structures and processes; following-up on the results and consequences ; aligning individual and team goals with the overall organizational vision, mission, objectives, and strategies; taking action when individuals and teams are not meeting expectations or accepting ownership; and applying consequence fairly and consistently. These practices have been discussed in previous sections. Hence, this section contains leadership practices that have not yet been discussed that participants used and found also them relevant in building a culture of accountability for results.

Promoting personal accountability

Views from all participants suggest that personal accountability is the sine qua non of building a culture of accountability. This is because without it, promoting all other forms of accountability can be challenging and may result in breaking people instead of creating breakthroughs in enhancing accountability. Hence, study leaders mentioned appealing to the best selves of individuals and promoting self-accountability as P5 explained:

> What I do is to tell them that "You are leaders; the buck stops with you. You have to take responsibility." By the way in one of my meetings I told them, "I have held a meeting. I don't want complaints; I want solutions. So, what solutions are you giving me?" So, for people to take responsibility, I tell them to suggest initiatives because once they do then they know they also have the responsibility to implement. I also tell them that you know to make an omelette you have to break an egg. So, you are never going to better yourself until you can take that risk. Now, once they know and you give them the decision space, that is one way of ensuring that people take responsibility. Have you attended meetings of public services where it is only one person talking, yet there are technical people around? But this is the boss. But for me during meetings I say I will speak first and my team will add. Or I say my team will present first then I will summarize. So, everybody becomes part of the decisions and actions, and they feel they are part of the solution. This makes them own the process and embrace self-accountability.

As noted in the above quotation, giving people decision space is foundational to embracing self-accountability because they know they are in the driver's seat.

Another essential practice in building a culture of accountability is ensuring that people closest to the problem or issue explore options and make the necessary decisions as P2 explained:

> As I deal with the managers that report to me and those that report to them, you can call it the chain, my view is that decisions must be made at the lowest level possible. The people at the lowest level should be impowered to make decisions as much as they can, for people to feel empowered. So, if a decision can be made at the level of the officer, let that officer make it. If the decision can be made at the supervisory level, if it's at the manager level, let that person take it. In other words, let us make decisions at the lowest level possible. Thus, if somebody walks in my office, an employee and she is facing a challenge, I will review the challenge and then decide. For example, if it is something they could have solved with their manager, I will ask them if they have consulted with the manager about it. Then sometimes, I am surprised an employee says no. Then I say, you know what, please make sure you discuss it with your supervisor. In my position it is tempting to solve people's issues, but it is not efficient to do that. I don't want a line of people at my office wanting to see me for decisions that could be made elsewhere. Secondly, it is not empowering. So, I am pointing out things that reflect on how we should manage people to increase ownership.

The above quotation implies that creating a culture of accountability starts with granting managers the authority and empowering them make decisions and own them. It is also about demonstrating to subordinates that it is critical to discuss issues with their supervisor before escalating them to a higher level. This not only empower the lower managers to deal with issues but also creates a network of accountable managers at all levels because they will be accustomed to dealing with and solving such problems at their level. Little by little the organization will have a pipeline of accountable leaders from the bottom to the top. This is also likely to change the mindset of the employees and managers, in case, they have been accustomed to escalating issues to higher authorities instead of handling them at their level. It also appears that sending back employees to discuss issues with their supervisors may foster relationship between them. However, if the relationship with the manager is not good, sending them back to discuss the issues with such a manager may worsen the already bad relationship. This is because the manager may think that the subordinate was trying to usurp his or her power. This may possibly lead to conflict.

For some participants, building a culture of accountability is predicated on tapping into people's passions. This is because organizational systems, processes, and structures derive their power for driving accountability results from the motivation, commitment, and integrity of staff, managers, and top leaders. Hence, it is essential to appeal to their best self so that they give their best effort to the organization and the tasks at hand so that they give their best in order to achieve the desired stakeholder results. The quotation from P3 speaks to this:

> When you are leading an organization of a thousand people, the key is to tap into their passion. Making them passionate causes them to believe in the mission statement. They start to believe in what you are doing. They go the extra mile, and they understand that each one of the one thousand builds up accountability for the organization through the work that they do and they are able to demonstrate that. Of course, there will always be a couple of individuals who are not straight forward. They could even be fraudulent, but if the large majority of the employees are not that way, they will quickly expose those who are in the wrong, paving way for getting the bad ones out of the system.

Participants noted that communicating through storytelling personalizes the issues that affect accountability for stakeholder results and causes people to contemplate them. This causes people to reflect on their actions and possibly inspire them to behave in self-transcending ways instead of self-enhancing ways in the future. This is because it appeals to their passions and challenges them to always ponder about their decisions and be at their best behavior because the outcomes may boomerang on them as noted by P5:

> Now, this is what I have done. I had a tour of all health facilities and met with all health workers. This is what I told them. I asked the health workers of all the nurses who work here, how many of you can deliver in the maternity where you work? Put up your hands. A few put up their hands but others did not. I asked those who had not put up their hands why they would not deliver from the health facility where they work. Of course, they gave their reasons. So, I told them they could be the same reasons why communities

> don't access the services. I told them to imagine cooking food at their house. Imagine you are cooking food but you cannot eat the food, yet you serve your husband and children to eat it. How would you feel? I told them that is the same feeling you have outside there. So, I told them the first customer is actually you. So, if you cannot utilize the services of the facility in which you work, what are you communicating to the community? Are saying you work at facility X but you cannot deliver from there? So, what does that person think about you? It is like a witch doctor who cannot take his own medicine. When I told them this, it opened their eyes and they said, 'Oh! You mean this is actually what it is?' So, I realized that part of the problem is about how we have been brought up, where we have been, and what we believe about public services? We believe the services we offer in hospitals are for other people and not for us as consumers. Yet we are important consumers too. I told them imagine you resign from here; you leave the organization and you one time walk in here. Do you want to say, 'I wish I had done this?' So, why don't you leave in place those things rather than not doing so and then later you wish you had done them. So, very long story, very long explanation, but for certain things there is a way you need to tell people to make them understand. This is because if they do not understand, they cannot perform what you want them to do. You need to touch people's hearts and souls for them to realize why they work and do what they do.

Management Practices that Support Accountability for Results

Participants elaborated several management practices that they rely on to enact and support accountability for stakeholder results. The practices are aligned to the perceived primary functions or tasks of managers in HSOs, which include: planning, mobilizing and leveraging resources, financial management, compliance and risk management, monitoring and measuring performance, personnel management. Based on the definition of management practices, they represent the accountability mechanisms relied on by study leaders to bolster accountability for results. These are indicated below with illustrative quotations from the interviews.

Planning

A recurrent theme among public and non-profit participants was the importance of planning, setting performance targets, developing workplans, and operational budgets to provide the basis for enacting and supporting accountability for results. These help to clarify what to do and the resources needed to accomplish it. As reported under the leadership practices, planning starts with developing a strategic plan for the organization. After that individuals, teams and departments develop annual, quarterly, monthly and weekly performance plans and targets that are aligned with the strategic plan's vision, mission, objectives, and strategies and donor requirements. These plans provide the basis for performance reviews as explained in the quotations below:

> Each of my direct reports meets with the people he or she supervises to deliberate on these issues, particularly the individual and department targets. We also have annual planning meetings as a platform. In these annual meetings, we review our strategic plan; we look at the management by objective targets [MBOs] that we set as platform, as the entire DEF Uganda (P1)

> For timely implementation, if we got a project, we would develop a workplan, a plan on how we are going to implement it in a given timeframe. We would say that by this time, this is the expected output. By this time, this is the expected output and I would present it to my team. We would agree on what to do and then we would start the implementation. My job was to ensure that they deliver as we agreed (P8).

> My management style is results-oriented where the template I use to monitor results is workplan monitor. Each of my direct reports has a workplan which guides our activities. We have a monitor for that workplan. Basically, I use the workplan to monitor results. We use results as the basis for a conversation about the progress on the workplan. We usually hold weekly conversations based on the workplan, focusing on results. And in the course of those conversations of course what come up normally is what is working well and what is not working well. Essentially by focusing on what is working well, I use it as motivation. I use that as the tool to motivate the team to use their creativity to achieve the targets we have agreed upon in the workplan (P2).

> Well, clearly management particularly senior management has to ensure that there is a workplan. It comes out of the strategic plan which is really a leadership instrument. The strategic plan provides the basis for developing your annual workplan, detailed work of what has to be done, the results to achieve, how they be measured, and what will success look like. The workplan that has targets and performance indicators; it acts as a tool for accountability for what management has got to produce (P3).

Mobilizing and Leveraging Resources

Mobilizing and leveraging resources is a major task for managers as P2 explained: “One of the key performance indicators for me is resource mobilization. How many donors do we have and how many are we applying to at any given time.”

To meet the above expectation, participant reported utilizing several practices as indicated below:

Timely and accurate reporting

P9 emphasized the value of timely reporting: “One of the things we do is timely reporting to the donor. The reports should be accurate.”

Leverage other resources

P9 further shared the importance of leveraging other resources: “Also, the issue of trying to start and search for other resources and collaboration to close the gaps that may be there where you can’t help, there might be other resources available to help that they may not know.”

Building the confidence of donors

P3 noted board members interact with donors to build their confidence:

> The board I lead also have a direct interaction with a donor to reassure donors that they are doing the jobs that they are expected to do and encourage donors to donate additional funds to the organization because the organizations are ranked well.

Courtesy Meetings with donors

P11 emphasized courtesy meetings with donors to explain governance arrangements and restore their confidence: “We used to have interfaces with donors to talk about issues of governance and how best their money can be put into good use.”

Establishing collaborations *and strategic partnerships*

P8 shared that she generated and leveraged resources for her department and organization through partnerships and collaborations with other stakeholders:

> YVR (not real name) expected me to grow the department, to write research proposals, and establish collaborations nationally and internationally to raise resources to enhance the work of the department but also to manage the department to achieve results…. So, when I would go out to meetings, in addition to making presentations, I would look out for collaborations to make this my department grow. Then, through the collaborations with multiples partners we initiated and implemented several projects. And during my stay we developed the department because of the collaborations

Donor relationship management and reporting

P2 shared that they ensure sustained mobilization of resources through ensuring that each project is assigned a specific person to oversee its implementation and coordinate how expectations are met:

> We assign a grants officer for each grant we get to service our relationship with the donor. So, through that relationship we provide reports, regular reports where we account for the resources. And the reports have two sections: they have a narrative on the activity/technical.

P8 shared that they maintained donor relationships through regular communication to give them updates:

> Feedback to the donors would be in several ways. The donors would hold meetings where they would ask you to give feedback. Sometimes we would come out of the way to 'sweet talk' the donors. We started writing quarterly updates for the donors. We would give a quarterly report so that they know what we are doing. Then so monthly meetings, quarterly updates and then we reached a point where we would make a gross annual report to share with all our partners.

Financial Management

Financial management is a major role for managers and leaders. However, due to the segregation of duties and separation of functional roles of programming and finance, public sector participants did not elaborate much about financial management practices probably because finance and accounts is not within the remit of those interviewed for this research. However, they acknowledged budgeting and made reference to internal and external audits as compliance and risk management practices. Interviewees revealed that financial management starts with developing an elaborate budget linked to the workplan as explained by P3:

> Linked to the workplan is of course a budget that is not just about costs, but it also defines cashflows. It defines the unit costs, value for money. You know budgets have become more sophisticated than just lumpsum. They indicate that we will be spending this and that, which provides the basis for accountability as well.

The notion that a budget involves an elaborate cashflow analysis implies that it shows the inflows and outflows of funds, and when, giving managers an idea on how much money will be needed, for what, and when.

Promoting Budgetary and financial Discipline

One non-profit governance participant noted that budgets and expenditures should be based on correct assumptions. In that regard, as board members, they promote budgetary and financial discipline as explained by P4 below:

> As leaders, we care that the resources entrusted to the organization are well used in order that good is done. So, we expect good budgets based on correct assumptions. It is not a matter of saying I need UGX 100 million. Of course, anyone can need 100 million, but where do you expect it to come from. What assumption do you have that 100 million will be obtainable? We also expect and hold management to budgetary discipline, meaning that they spend according to the budget and specific budget lines. So, it is not allowed to take money meant to buy medicines and buy fuel with it. Simply saying, "I had to make many journeys" is not enough. The journeys should have been planned and made cost-effective so that one is not moving for movement's sake.

To strengthen financial discipline, P4 added that money should not be expended at the source before approval. For that matter, he recommended the following: "Bank all earnings and only spend according to an approved budget"

Budget Control

One non-profit middle manager noted that one of the important practices in financial management is budget control as explained by P9:

> Though partners are responsible, and they are supposed to put in place programs and activities to help the ministry to trickle down the policies and guidelines, they have a budget. You control that budget which is meant to support sometimes the ministry, sometimes the local government. To ensure financial accountability, you state the principles, frankly speaking about what is allowable and non-allowable. As a manager you need to stand firm and say you know this is non-allowable. They may want the expenditure and they the ministry of health, but as the leader you have to let them know that such and such expenditure is non-allowable. You have to engage and explain to them the activities that are not supported. So, you engage in budget control as a management practice.

Budget Analysis and Assessment

One participant who was a member of the parliamentary committee on health social services noted that of the essential practices in financial management is budget analysis and assessment as noted by P11:

> Budget analysis is about learning how to scrutinize budget. It's a skill that some members of parliament had to acquire to ensure that they can scrutinize the budgets presented by line ministries and government departments. It entails disaggregating the budget to ask appropriate questions. For example, you can say, we gave you this amount of money, how many hospitals or health centres did you build? How much of this money was put to such and such uses? The way the business of parliament is conducted, no money can be spent unless it has been appropriated by parliament. When the ministry of finance asks for money, that request has to come through the finance committee of parliament, and the committees of parliament analyses the budgets before approval. Of course, when you analyse the budget, you have to look at what was allocated and approved in the past financial year and how was it used. The responsible line ministry or ministry of finance must first fully account and make a report to the committee of parliament. After the review of the report and verification the committee can approve or reject the budget. For example, if 10 billion was allocated but only eight billion was used, then why was the two billion not used? The implication of this is that they have no absorption capacity.

Expenditure Tracking and Analysis of Financial Reports

The other financial management practices reported by non-profit leaders were expenditure tracking and analysis of financial reports. These are valuable in enforcing financial discipline. P 1 shared expenditure tracking as means of strengthening financial accountability:

> The other element is also about expenditure tracking. I have given the different heads of departments of the directorate authority to manage certain budgets with my oversight. So, when there is an overspend, underspend or wrong spend, I hold them accountable.

In contrast, P4 emphasized routine financial analyses and discussions to gauge the financial health of the organization:

> In holding people to budgetary discipline, we ask them to write quarterly reports on how the income and expenditure has occurred. We compare this with similar quarters or similar periods. Last year's budget performance will be compared with this years' budget performance. We then question the differences during the analysis. We ask them how come last year you spent more on fleets [segment inaudible, not sure I captured it well] than this year; what is the justification? Consequently, it makes people [managers] know that this question will be asked. So, if they are spending more money on fuel, they had better have the answers as to why they did so. Writing reports enhances accountability because the writer knows the reports will be read. If you know the organization well and how much inputs cost (on average) you will be able to pick up any fabrication.

Compliance and Risk Management

Participants noted that aside undertaking financial management, managers and leaders have a duty to ensure compliance and risk management because this is what ensures legitimacy, continuity and survival of the organization. It emphasizes quality control by verifying and ensuring that what is done by the different actors in the organization conforms to established policies, plans, standards, procedures, regulations, values and principles. The control measure adopted are both formal and informal. Some of the questions addressed by compliance and risk management include: Are we making adequate and appropriate progress? Are we doing the right things and doing right? What lessons are we learning that will inform future implementations? What is the quantity and quality of performance?

To ensure legitimacy, compliance, and minimize risks, participants reported promptly remitting Pay as you earn (PAYE) and National Social Security Fund (NSSF) in concert with the existing policies and regulations as noted by P4:

> We hold people to high standards. And there is what we say that management should not expose the organization to risks that result from non-compliance with regulations. So, we will check that management is abiding by regulations. An example of a regulation set by the organization: You shall not spend money at source. Bank all earnings and only spend according to an approved budget. An example of a statutory regulation: The employer shall deduct from every employee pay as you earn (PAYE) and remit the money to Uganda Revenue Authority (URA).

They also mentioned ensuring that they are registered with the National Bureau for Non-government organizations and Uganda Registration Services Bureau, file annual returns with Uganda Revenue Authority (URA) and Uganda Registration Services Bureau (URSB). Other approaches used to ensure compliance and minimize risks include internal external audits as explained by P2:

> We have an internal audit department that reports directly to the board. So, for example, all the whistle blower alerts go through the internal audit committee which thoroughly investigates. So, there is an independent avenue where things can be caught if they are not going well. The internal audit identifies and flags anomalies beforehand. The audit committee has a schedule to continually monitor projects. And the internal audit team reports directly to the board audit committee.

Data and Service quality assurance

To minimize possibilities of data gaming, P9 and shared that they undertake rigorous data quality assurance and service quality assurance to minimize such a risk:

> I also make sure we have internal mechanisms for the Data Quality Assurance (DQA) and his Service Quality Assurance (SQA) so that you are comfortable you are providing a quality program and accountability for the resources that you receive. the SQA looks at

> the quality of the program. In this case, you also comfortable, you know as a leader that what you are reporting meets the minimum standards. You need to sit back and say, 'Really if I were to receive such a report, am I comfortable with what it has? Am I giving in something I am happy with? 'The quality of what we are handing in matters. So, the issues of accountability, accountability for quality in everything you do (P9).

> We used to do data quality audit on the data that has been submitted, both programmatic and financial. So, when a sub-recipient would submit a report, the grants teams come in to review the documentation and undertake field visits to make sure that the 40 girls you reported were actually 40. For the financial report, you look at payment vouchers, you look at bank statement balances and bank reconciliations, you look at payment receipts, you look at attendance list. Sometimes you call up one or two participants to make sure that they actually attended the training. There data verification would be strict to ensure that what is reported was actually done. Then the challenges are identified during that data verification would sometimes be solved on site if they are easily solvable. Others would be dealt with after the data verification (P7)

Training in accountability management

P9 emphasized ongoing training in accountability processes and systems to build capacity:

> If it's an entity we have been funding, it matters whether we have built its capacity in financial management and accountability. Did they do what they did with the intention of defrauding or it was done in error? You know that's why I said that as a leader you have to know the environment within which you are working. If I was in the US, probably I would just say let us terminate. You see, sometimes you have looked for entities to work with and you find many have very weak or inexistent systems. Many are young institutions that need nurturing. Some faults are not intended but are done out of pure ignorance of procedure. So, before you castigate people about fraud and tell them to account, as their implementing partner, what have you done to support them to build their internal systems? What have you done to build their financial management and accountability capacity? So, you have to give that allowance. You have to ask, " Have I done my part?" If I haven't done my part, it means I should give them an opportunity to improve.

Business continuity planning

To minimize risks that may emanate from emergencies or disasters, P4 noted that the board holds senior managers accountable for preparing for situations in which contingency plans will need to be used. In such cases, they require managers to explain and demonstrate whether the organization has the capacity to recognize and absorb the consequences of disasters, crises, or emergencies by developing a business continuity plan as explained below:

> We also hold managers accountable to forecasts. For example, we want to have a business continuity plan. We ask them that you are doing so well now, are you certain that we will be in business next year as well? We ask them to look at the organization's risk profile, by examining what is likely to threaten the existence of the organization. We ask management to specify how they will continue the provision of services for which the organization was created?

Risk analysis and Documentation

P4 further shared that they require managers to not only maintain a risk register but also continually update and analyze it as explained below:

> We ask managers to document all possible risks in a register. We review the risks every quarter. For example, what are the risks that can make the hospital not to perform a caesarean section? What are those things that can threaten that role of the X hospital [not real name]? We want the people who manage to keep that in mind. If you anticipate what can go wrong you can mitigate it or do something to prevent it

Ensuring fidelity to policies, standards, procedures and regulatory frameworks

P3 shared that the board has to ensure that appropriate policies, standards, and procedures exist and that they are adhered to as noted below:

> The responsibility of the board is to ensure that you don't achieve results through unethical practices or illegal practices. So, there will be legal audit to see that are doing all the things that you need to do from what best practices and policies, making sure there is no discrimination, making sure that you pay taxes, statutory contributions such as NSSF and PAYE, but beyond that now the bar has been raised you know. The board has to ensure that you are protecting the environment, to make sure that there is corporate social responsibility, to make sure that the rights of the minority are protected.

Assigning specific person to each grant/donor reporting

Aside maintaining donor relationships, assigning each project a responsible person minimizes risks because such individuals will address the issues that can cause donor to lose confidence in the organization and terminate their funding:

> For each program, we have a strategic planning and development team. Through this we assign a grants officer for each grant we get to service our relationship with the donor. So, through that relationship we provide reports, regular reports where we account for the resources. And the reports have two sections: they have a narrative on the activity/technical side and then they have a financial side, how much was spent. These are the two issues: we show results and then we share reports and we do it by donor. So, everyone feels we are giving them attention.

Zero-tolerance to Fraud

P9 noted that zero-tolerance to fraud and forgery is a good way to prevent risks:

> The key to our work, we have I have a zero tolerance to fraud. That's one thing I have also told my team. You know our practice is that you rather explain your poor performance and they whip you, but never ever be found in a situation where you basically coordinate an activity and there is fraud, even data fraud. So, for me and the team knows, the health workers know, and the districts know me as someone with zero tolerance to fraud. I would tolerate a partner or a facility that we support that performs badly to tell me we have done badly because of this or that, but I cannot tolerate fraud. I cannot stand a partner that forges, no, no, no!!

Monitoring and Measuring Performance

Monitoring and measuring performance were recurrent themes. Performance is routinely tracked and reported against key performance indicators elaborated in the workplan. The reporting is do through the weekly management meetings, monthly, quarterly and annual reports. The commonly used practices to capture, analyze and report monitoring data are indicated below.

Target monitoring

Regular and focused target monitoring and assessment were emphasized by P4 and P8 a means of monitoring performance and gauging project impact:

> It is important to implement but as you do so, you should monitor to ensure that what you are implementing is on course. There is a chance that although you have not yet

> achieved the end result, you will. For example, if the end result 90% immunization rates, if by the beginning of the implementation period, you have 60%, it will be useful to check that as time goes on you are climbing to 70%, 80%, and therefore, you are likely to reach 90%. But if you are either stationary or going downwards, then you are unlikely to hit your target. And assuming that you will, when you are not monitoring is not right. If anything will go wrong, it will go wrong. So, do not assume that everything is guaranteed. You need to monitor and as you monitor, then that is part of management (P4).

> The third thing was a strong monitoring and evaluation component. But it all begins with having a baseline. Conducting a baseline provided information we used to set key performance indicators that we used to measure progress during the mid-term and final evaluation (P8).

Continuous monitoring

P8 and P11 shared that the practice of continuous monitoring is essential in ensuring that the set performance targets are being achieved and if not, corrective measures are developed to remedy whatever is not going well:

> I monitored quality a lot, spot checks, participation, reviews, those evening reviews and lastly, I looked at the results; we had internal review meetings to see what we have achieved where we haven't achieved very well, where we have not achieved what can we improve, and how can we perform better, let's say in the next quarter. So, because of good planning, everyone was on the same page with the results that are expected. Monitoring performance regularly and then formal regular reviews to make sure that we are achieving, and the regular research if we are not achieving and how can we improve (P8).

> The interface with the committees of parliament is throughout the year. The continuous monitoring would give leads to know and say, okay, there is something fishy around here. Then let us go to the field to follow up and ascertain whether what the ministry reported is what is on the ground (P11).

Client Satisfactions Surveys

P2 shared that the practice of conducting customer satisfaction surveys pinpoints what is working or not working in relation to customer expectations as explained below:

> We are center of excellence in Y [not real name] hospital. We are accountable for ensuring that HIV patients on our program maintain a suppressed viral load and being

> from opportunistic infections. The way we know we are doing a good job is by doing client satisfaction surveys that show if we are on course. So, that is how we maintain accountability. Our role is to put up a team or support partners that can offer quality services. And the way we know we are on course is by doing a client satisfaction survey.

Setting performance indicators

P2 and P1 emphasized the importance of developing performance indicators and using them to monitor performance milestones during implementation:

> One of the important practices is setting performance indicators for use in monitoring performance. This practice enhance accountability because you create the expectation that we are going to measure and you have situations when you review. It is important to conduct quarterly performance appraisal meeting for different projects. So, you bring different stakeholder together and you review performance. I think it is a very important accountability mechanism. These meetings involve our staff, the clients, government and our donors (P2).

> As a directorate we have quarterly discussions and in these quarterly discussions. In those quarterly discussions, I bring together the teams that need to meet. So, the quarterly meeting will have all the key individuals. In that meeting we discuss we agreed as a team to do ABCD or achieve this by this time. We deliberate on how far we have gone, what is going well or not going well. We also ask why the gaps? We discuss how do we change what is not going well and this is done in a very structured way (P1).

Stakeholder performance Reviews

Public and non-profit participants emphasized the importance of holding regular performance reviews. The perspectives from P7 illustrates this:

> We had some performance review where we would meet all sub-recipients to present
> what they have done, to share experiences, to share their lessons learnt and to interact with one another. Through the reviews we would show good performers and ask them to share
> their experiences for others to learn from.

Creating project-based monitoring frameworks

Most participants noted that developing a project-based monitoring framework eases performance monitoring as explained by P1:

> You know we have donor deliverables and we have a Monitoring and evaluation framework for each of those projects that we are working on. And it is my responsibility as a person directing those different programs to ensure that we are tracking and

> responding to the key deliverables. So, there is tracking of donor deliverables, yes. And even the management by objectives (MBOs) relates to the overall strategies that we set as a platform. So, we look at them in relation to the donor requirements/deliverables but then also as an organization. The donor being a project. The donor deliverables are embedded within the platform deliverables

Daily task review

P8 shared a daily practice of monitoring the day's performance and prioritizing what staff have to focus on the next day. Through this practice she ensured that her team not achieved performance targets in time but also in according to have they planned them:

> The other management practice I used was to review the work that they did on regular basis. I would monitor on a daily basis and there was a funny practice that I used. In the day we were all busy. So, in the evening when everyone is gone, I would put in like an extra one or two hours to review everything that we had achieved so far. Then I would leave behind a note indicating that from what we have done so far, here we are on course. But tomorrow our priority actions are 1 2 3 4. Now the people told me that every morning they would first open the office to see the note. What is it saying for today? [laughs]. And based on the note they would divide their time to make sure that they achieve those priorities. When everything was going well, they would come and find no note. They would continue with work as we planned. So, I was always reviewing, re-prioritizing and giving guidance on the priority actions that needed to be taken care of. It was a famous note I would leave on the desk, with priority actions. Then I would come at the end of the day to see what they have done and how they had done it.

Weekly Implementation Review Meeting

All senior management and middle management participants from the non-profit sector noted that they develop monthly and quarterly plans, but they review implementation progress on a weekly basis. During the review's members examine what is going well, what is not going well, and agree on the relevant improvements and changes. The perspective below from P1 illustrates this:

> The different teams under my supervision meet every Monday. So, I will have weekly call-ins with my supervisees. This can be a physical meeting where I walk to my supervisee every Monday. It doesn't have to be every Monday morning but any time during the day. I come in to discuss with each supervisee what they agreed upon. We talk about what is working or not working. I ask how do I support you to achieve the set

> targets. in the weekly meetings we have a workplan and in that work plan each of my supervisees in the department has identified the activities that they are going to do. And so those weekly meetings we are checking, did it happen? What were the challenges? How can I support you? What are the motivators and barriers? How do I support you? What are the challenges? is it the finances or is there a delay anywhere? How do we change it?

Personnel Management

Personnel management involved practices such as setting individual and team performance targets, rewarding good performance and sanction poor performance, publicly praising and acknowledging the performance of staff, performance appraisals, supportive supervision,

Holding feedback conversation in the presence of another person

Participants from the non-profit sector emphasized holding regular performance conversations as a means of streamlining and ensuring effective personnel management. P9 shared holding performance conversations and giving feedback to difficult employees in the presence of another person so that whoever is involved knows that there is another person who can attest to what was discussed and agreed:

> If it is a member of the team, I would call this person in the presence of other people so that we document these matters. My management style is that I don't call you alone when there are issues to address. I invite another person, a senior member for somebody to know it is a serious matter. It is not bijakugwelawo [it is not a simple matter that will simply end there]. We have had some notorious workers who make all sorts of claims by saying, "Teyampise" [she did not summon me]. By involving other people, people notice it is a serious matter. We then document everything, and we will lay out our facts. We inform the accused that, "So far this is what we have found. What do you have to say?" We give you an opportunity to explain. Some people apologize whilst others correct the misconceptions. But you see when you give people an opportunity to explain and justify their actions, they will understand that there is zero tolerance for bad behavior and poor performance. At least they have been heard. Decisions do not depend on rumors.

Within the public sector, participants noted that they also hold performance conversation with poor performing staff and those who behave inappropriately. However, they observed that the public sector structure and bureaucracy often makes it difficult to discipline or dismiss misbehaving or non-performing staff. P5 shared that he relies on his mandate to hold performance conversations with concerned staff and institute disciplinary measure as indicated below:

> At times when someone's behavior gets out of hand, I have handed people over to police. Temporally removal from payroll. I don't have the power to dismiss poor performers because that is a preserve of the Health Services Commission. But I have struck health workers off my payroll because I have that power. Though I don't have the power to dismiss, but I can have the power not to pay you. So, I usually call them for a discussion. I will meet you face to face; I will write to you. I will give you the benefit of doubt. For some, where the offence is below the talking, I just call to inform you that because of ABCD, I am removing you off the payroll and I am going to forward you for disciplinary action to the health services commission. I have done that but the commission has never acted.

P5 and P8 noted that due to the complications involved in disciplining staff in the public sector, when they fail to influence behavior change and the performance of some staff, they recommend for their transfer to another department as noted by P5: "For me what I do is forward their names to health services commission, saying I can no longer work with them, please assign them somewhere else. I do not allow them back into my system."

Supportive supervision Field visits

Both non-profit and public participants explained that they undertake supportive supervision field visits to not only enhance staff performance buts also build relationships in which staff can be free to speak up and seek timely help in case they encounter challenges. Supportive supervision was credited with tracking performance and providing technical and psychological support to individual staff and teams. P10 noted that supportive supervision provides opportunities to discuss performance issues and tackle different issues within the health facility as explained below:

> Then later on we would make a close follow up for that week to that facility. We identify a team to support that particular health facility. So, you visit and see. But if at the end of the day, you notice that somebody is intentionally doing it, then disciplinary issues come in. We usually look at the leadership at that facility because it could be having issues, and the you say, " No, this person cannot work well under this kind of leadership." We would transfer that person to another facility as a solution to weak performance. But I know transferring to another facility is not the solution. So, you closely monitor to ensure that the person improves performance. Then if all this fails, we would write warning letters to individuals. You know when a letter is written and it goes onto your file and if you continue with undesired performance, we still write to you and also summon you to explain why at disciplinary action should not be taken against to you because of ABC?

P8 shared that participation in scheduled activities and observing staff when undertaking them provide opportunities for providing support and assessing who has the ability to do complete tasks as expected and institute appropriate measures such mentorship, regular performance feedback, or transfer to another department as explained below:

> I would take time to even participate in different sessions and activities to understand what they are doing so that I am able to see where they are doing well and also to guide where they are not doing well. So, participatory and ongoing support supervision of the work. if the person didn’t do the job well, I really sat down with them and gave them feedback. I think this and this in this area there is need for improvement. So, I sat down and gave feedback and made an agreement or plan of action for improvement. There was a gentleman who failed to improve completely, and I sought for his transfer because he failed as a person. I have also seen it recently in my job here. I got a staff who failed to do anything. I had never seen this in an international job. At the end of the contract, we said it would be better to assign him somewhere else. So, I tried to give feedback. I tried to mentor and to agree on your improvement and help where I can I take long to give up on people. In some cases, I change the person’s assignments; I said this person lets agree he will not perform in this one, in this area let us change this person to this area.Sometimes when you change them to some areas, you would get some improvements.

Setting performance objectives

Non-profit participants emphasized the importance of setting performance objectives to clarify expectations. P1 shared that it is important to engage staff in decisions that affect them. Letting them develop their performance objectives in alignment with the agreed department work and organizational workplan, not only inspire them but also empowers them to take responsibility for their work as P1 explained below:

> We set performance objectives for each member in a very participatory manner. I have inspired and empowered each head in each department to set objectives together with his or her team. I will take an example under the department of programs within my directorate. We have the RH in-charge to whom we report our quality assurance and to whom that person reports the health service coordinator. But have inspired this reproductive health manager to ensure that the work done by the health service coordinator, or the work done by her direct report or that she is responsible for the work done by the direct reports.

Rewarding good performance and sanction poor performance

Non-profit sector participants emphasized the importance of appreciating and rewarding good performers and acknowledging exceptional performance. To do this, P4 noted that the organization needs mechanisms for objectively assessing performance:

> The objective accountability mechanism or tool that the board has put in place is making senior manager set targets. Performance targets are set at the beginning of the year and when met or surpassed they are publicly appreciated or rewarded. It is the performance management system that enable the organization to manage workers well so that the organization gets its money's worth. The board ensures that this happens by designing key performance indicators (KPI) to the desired levels of performance, track them, reward good performance and sanction poor performance.

Staff Support Supervision

Nonprofit and public sector participants explained that aside the field supportive supervision, routine supervision of staff and providing them ongoing support is not only keeps them focused on achieving performance targets but also improves the quality of work and provides opportunities to discuss staff welfare and well-being. Hence, supervisors and managers are expected to closely supervise their subordinates to address their concerns, discuss work behavior, and review progress on set goals. Even so, staff supervision within the public sector was said to be quite low and employees are largely on their own with no one to supervise or hold them accountable as noted by P8: “There is no supervision; you are put as a district health officer but no one checks on what you are doing.” Nonetheless, non-profit organizations and in government departments and projects with serious and committed managers and donors that demand value for money, supervision occurs and when it does, staff endeavor to achieve results, particularly if there are consequences for their actions as explained by P4:

> In whatever you do if you know it is being supervised, you do it better. Knowing that you are not being supervised, it is unlikely that you will you do it as well as you could do it. Managers constantly evaluate their steps in order to improve the achievement of stakeholder results. This is because they know the work they are doing will be checked, and they will be questioned on how they applied organizational resource. They therefore take care to do as good a job as they can. And the people who do not do well, there is a consequence for it. Either somebody is telling them to pull up their socks or they are being retrained. So, there are sanctions of some kind. I have seen that some people are so cross that their colleagues are not doing their bit, yet they are paid the same amount. The objective accountability mechanism or tool that the board has put in place is making senior manager set targets. Performance targets are set at the beginning of the year and when met or surpassed they are publicly appreciated or rewarded.

Enablers and Barriers to Supporting Accountability for Results

These were explored through Research Question 4: What are the barriers and facilitators to ensuring accountability for results and what accountability and tools are effective in dealing with them? Four interview questions were used to explore and document the enablers, barriers, strategies that leaders use to navigate and overcome the barriers, and suggestions to improve and sustain accountability results in Uganda. The enablers and barriers elaborated by participants centered on the individual, organizational, and contextual factors that enable or facilitate accountability for stakeholders results at the individual, team, and organizational levels. Strategies for addressing the barriers are also presented.

Individual Level Enablers and Barriers

There was recognition among both public and nonprofit participants that accountability starts with and ends with the leaders and managers at all levels— board, CEO, middle, and other managers. At the individual level, the enablers to accountability for results centered on the attributes of the leaders and managers in the organization. The main attributes of the leader or manager that have the greatest influence relate to his or her values, beliefs, and mindsets; competencies and capabilities, personal drive and commitment, self-accountability; credibility of the leader, taking responsibility for results, role modeling the behavior that support achieving results, being open and transparent in one's communication, building relationships with subordinates, and finding solutions as opposed to lamenting or finding someone or something to blame. These individual attributes influence whether a leader will be accountable and much less support others or hold them accountable for results as elaborated below:

Personal values, beliefs, and mindsets: Both nonprofit and public participants observed that at the end of day, what drives and sustains accountability at the individual, team and organizational levels are the values, beliefs, and mindsets of the leaders and managers, particularly the top leader and senior managers. What such leaders and managers do, how and when they do it sets the tone for everyone within the team and organization. Whilst leadership and governance systems, processes, and structures are important in ensuring accountability without leaders with the right values presiding over them, it is difficult to create and sustain a culture of accountability. This is because a leader's values influence his or her beliefs which in turn influence the mindset. The mindset influences the person's decisions, behaviors, and actions.

According to P3, values are the ideals and principles that a leader stands for. They provide the guidelines and ethical standards for his or her decisions, behaviors, and actions. They determine what is important to the leader and can be positive or negative to the organization and society. P3 further described them as a person's accountability compass, which determines the direction of his thoughts, decisions, behavior, and actions. They define the beliefs or the truths by which an individual lives his day-to-day life. These beliefs in turn create mindsets, the day-to-day thoughts that emanate from such beliefs, which influence a person's decisions, behaviors, and actions. The positive values emphasized by participants as enablers of accountability include integrity, honesty, commitment, compassion, transparency, responsibility, respect for self and others, justice and fairness, courage, creativity and innovation, trusting others and being trustworthy.

The negative values that hinder accountability included seeking power and prestige (*ebitibwa*); desire for instant riches without hard work, which produces corruption and fraud tendencies; blaming or shaming others instead of giving them direction and support; bureaucracy; sectarianism, which anchors the God-father syndrome; and reticence, which causes managers to withhold vital information from others yet expect them to meet expectations. Hence, the espoused and lived values, beliefs, and mindsets of the leaders and managers are not only essential ingredients in changing unspoken expectations and norms that stifle personal responsibility and accountability in teams and organizations but also affect the leader's desire to hold himself and others accountable. The excerpts below amplify the importance of values, beliefs, and mindsets:

> If you get someone whose accountability compass, you know is okay but if they are bad, you are not going to do much. When you place them in leadership or governance, unless they reset the compass of their personal accountability, they will be a disaster. Like there are too many people whose accountability focus is riches, fame and power. The person will ask questions such as "Will this thing make me rich? Will this thing give me power?" You know! If your reference point is personal wealth, personal gain, or personal power then that is a wrong practice.

P1 explained that values are important in work settings because they influence and reflect what individuals value most:

> Individual values affect people's work, what they value most. I know we have talked about ethical issues may be as health practitioners, researchers and those values that they can't do without but also values around home, social cultural issues that can't be ignored about individuals. I think those affect the way you lead people.

One illustration of how a leader's values influence his or her beliefs and mindset and subsequent approach to leadership comes from P5 who noted that he is driven by doing the best for the organization and the people it serves but not being loyal to the boss. Hence, he believes in providing the best possible services, growing and building the organization as opposed to serving his interest or those of his boss as noted by P5:

> I don't work to keep my job. Probably many people in the public service work to keep their job whereas I don't. I will work to do what is the best for the entity and the people it serves. I will not work for individuals. I work for what I believe is the best. Even if they told me that Dr. X, we are demoting you today, I would not mind. I will continue working for what is there. I try to be satisfied with what I have. I guess that is why I have avoided the integrity problems that other public servants tend to get embroiled in. Yeah. What I have and what I can be is what I am satisfied with.

Self-accountability

The other individual attribute that facilitates accountability for results is self-accountability. This was emphasized by nonprofit participants (P2, P3, P4) who noted that without self-accountability external accountability gradually fails to influence people's behavior, decisions, and actions. Self-accountability was perceived as the ability and motivation to not only question and evaluate one’s thoughts, decisions, behavior, and actions but also being able to continually positively control and direct them when no one is urging you to. Self-accountability enables one to fulfil personal and shared commitments and responsibilities, hence living up to personal, peer, and public expectations. There was recognition that individuals who are accountable to themselves can easily align their decisions, behaviors and actions with appropriate and acceptable standards and norms in a family, organization, and society as a whole with being coerced. The quotation from P3 given in the preceding section about one’s accountability compass illustrates the notion of self-accountability as being foundational to other forms of accountability.

Leader’s Credibility

To achieve results, leaders and managers need the commitment of employees and other stakeholders, for example, the donors who provide the resources used to run the organization. The findings of this study show that employees commit to achieving team and organization results and being accountable if their leaders are dependable and credible, trust them and are trustworthy, and the organizational environment is conducive. P3 observed that employees believe and trust the message and messenger before becoming committed and passionate and making the necessary sacrifices and giving their all in realizing the vision. If they do not believe the messenger, then they will not believe in the message and much less propagate or live it.

Hence, the messenger needs to be credible as a pre-condition for motivating and inspiring others, which is why self-accountability and being trustworthy matter.

P3, P4, P5, P7, and P13 emphasized that the key to building commitment is to be trustworthy so as to inspire and earn the respect and trust of other people. P3 noted that one way to earn and strengthen trust is be "down to earth" and to regularly interact with frontline staff to understand their circumstances and make them feel that leaders know and appreciate their daily realities:

> I am not interested in *bitibwa* (being honored or showing power and prestige) you know. I try to be down to earth; we would eat and travel together. I think they understood that leadership is not about being aloof. It's not about being distant and separate from the frontline.

Further discussion with Participant 3 revealed that when a leader is down to earth, flexible, adaptable, and informal but consistent in his or her daily decisions, discipline, dependability, and reputation, others begin to trust him and his messages. Therefore, trust is earned from consistent and trustworthy decisions, actions, and behavior, particularly doing things without ulterior motives but for the good of the organization and others. According to P2, P3, P4, P5, P7, P10, and P13, when a leader is trusted, it is easy for him or her to recruit followership, hold others accountable for results, inspire commitment, and build high performing teams. This is because people have confidence in his or her capabilities, agenda, integrity, intentions, and motives. The perspective below from P13 explains, "For the people I led, it was all about trust. First of all, people need to know that you care about them, you respect them. That is, it."

These perspectives suggest that trust and respect are foundational to mobilizing others to share in the vision of achieving a common goal and in building and maintaining commitment in one-on-one relationships, teams and organizations. Thus, when participants perceive leadership as building and maintaining commitment, they are essentially saying that leadership is a series of consistent decisions, behaviors, and actions that demonstrate trustworthiness, integrity, and inspire others to believe in the shared goals and consistently commit their utmost effort to achieving them. P4, P5, and P7 noted that trust should be two-way if it is to generate sustained commitment. On one hand, the leader should trust employees. On the other hand, employees should trust the leader. To begin with, the leader should exemplify trustworthiness. The quotations below illustrate these perspectives:

> In the end, leadership has two important attributes: trusting subordinates and being trustworthy. First, you must be trustworthy. Second you must trust those you lead. If you trust them, they will not want to let you down, and if you trust them, they will feel they can depend on you (P4).

> If you trust people with certain functions and you show them that "I am trusting you with presenting this report to this body. I expect you to do it right because we are all banking on you to do it for us", people realize that I am working for the whole team. And if the team is looking up to me, the team will also work for me. Then they will all know; we are in this together (P5).

> Trust is two-way because they too not only trust my work and competencies, but also my character. For example, I didn't have to be an expert in TB but I should easily understand what they are talking about. And where I do not understand what they are talking about, I should be able to ask them questions, taking advantage of their comparative advantage over me (P7).

As emphasized in the study participants' excerpts cited above, trust abounds in an environment where the parties involved have confidence in each other's integrity, sincerity, motives, and competencies. These are important in mobilizing and sustaining followership, and earning the trust and respect of others as explained by P13 under the staff result of value addition.

Individual Competencies.

Leaders and managers are expected to achieve results. In order to do this, they need to know what to do and how to do it. They need to understand and embody the mechanics of leadership and management by possessing solid individual competencies—the subject matter knowledge, the skills, values, beliefs, and attitudes that enhance and sustain accountability and the skills, knowledge, and experience of the health system, group dynamics, or organization management, which they can use to support accountability in the team and organization. Although managers can hire others with the requisite competencies through whom they can achieve results, to earn their respect and staff commitment, they need to add value as noted by P13 under employee results. However, one cannot give what he does not have. Participants noted that leaders need to have both the hard and soft leadership and management competencies if they are to effectively drive and sustain performance and accountability in teams and organization. These competencies manifest in the management and leadership practices aligned to stakeholder's results for which they are accountable as noted by P6:

> At a personal level, it is the soft skills, we called them competencies that you have. You need the knowledge because it takes skills, experience, and knowledge of the subject. It takes the knowledge and skills of the practitioner to be able to adopt or adapt all those different things that I have talked about. So, for all my roles, I was technically trained by development partners like World Bank. They sent me to Harvard university and I did a course in quality improvement in health. So, when it comes to deliver quality health services, I knew what to do. The Swedish Embassy also trained me in to international health systems. So, I could understand what it means to have global health. I could understand those concepts. This because I was skilled. I was also experienced and knowledgeable in those areas as a person.

P12 noted that one of the soft competencies that is essential for accountability and performance, yet it is in short supply in Uganda is the learning and application attitude. She noted that an individual may have the academic qualifications but if she does not have the motivation and ability to learn and apply the learning to his or her daily tasks, she may not support accountability for results:

> The factors I can point out is that sometimes it’s not easy to have the right staff with the right competencies, behaviour and attitude. Sometimes we say it is easy but actually we can advertise positions, looking for a degree, masters, or PhD but what I have seen is that it is the attitude that matters. You can have different people with same degree but one person with the right attitude though with less experience will learn within one year. So, I think organizations have a big problem of helping society and young persons to actually know that as part of their career growth, as part of their degree qualifications, attitude and behaviors are very critical.

To increase one’s competencies, P2 explained that it is important to engage in continuous learning and personal development, to draw inspiration from other leaders. This enables the leader to make better decisions, support others better, and take the organization to greater heights as explained by P2:

> The other practice is trying to inform yourself, engaging in personal development and continuous learning so that you can see farther and hence be able to provide direction, so that you can make good decisions that others can rally behind. In order to see farther, you have to develop yourself. I read a lot. I have a compelling set of books. Every time, I travel, I buy one or two books. The essential thing is developing a reading habit. Honestly, there is no way you can feed that sense of learning, unless you are reading online or listening to a podcast. My car has become a classroom. Because of where I live has a lot of traffic, I leave home at about 5:30 a.m. every morning to beat the traffic and get to the office early. During the 45 minutes or one hour of commute, I am listening to TED talks, podcasts, or other leaders speaking. I have to look for information to feed my mind. And this puts me in a position to see trends and then compare with my team about what the future holds.

Taken together, the above perspectives suggest that enhancing one’s leadership effectiveness and ability to drive the achievement of results calls for continuous learning to develop and strengthen the soft and hard skills that demonstrate the essential knowledge, education, and experience needed to lead oneself and others. This implies that life-long learning is predicated on a growth mindset whereby the leader focuses on developing his or her intelligence, talents, skills, and abilities.

Taking responsibility for results and being a role model. Participants noted that one of the enablers of accountability is taking responsibility for results and role modeling the behavior that promotes performance and accountability in the organization as noted in the quotations below from P5:

> You know there is this theory of "Monkey see, monkey does." So, as a leader when people see you being accountable as a leader, then they will always be accountable. Actually, accountability does not mean you are only accountable to your seniors; you need to accountable to the people you manage and to yourself. Accountability is not only about the resources that you manage but also about practicing what you preach at work. Do you treat people how you expect them to treat you?

Drawing inspiration from the Bible, P4 observed that influencing accountability starts with demonstrating the behaviors and values for which you would like to be remembered:

> Since, I am a priest, I can refer them to the bible verse which says, "Avoid all appearances of evil." Thereafter, I quip that if you are not a thief, what business do you have looking like one? So, look the good you want and be known by the good works you do so that people know that if they want value, they come to you. Umm it simply means being the person that you want others to know and see you as.

The perspectives from P4 and P5 suggest that influencing accountability starts with living a life a character which reflects integrity and transparency as opposed to being duplicitous. This implies that leadership is not merely about directing, influencing, guiding, and motivating others when your personal life is double-faced or when you cannot do what you are asking others to do. Instead, it is about matching words with deeds. Accordingly, it is important to exemplify self-leadership whereby whoever is entrusted with a responsibility and desires to influence and inspire others to achieve collective goals, lives an honest, transparent, self-controlled and selfdisciplined life style that emboldens others to not only look up to and emulate him or her but also want to commit to doing whatever it takes to deliver the agreed objectives.

Personal Drive and Commitment

P1 noted that much of the success in driving and sustaining performance and accountability in teams and organization is predicated on the drive, dedication, and commitment of the leader. The self-drive, dedication, and commitment of the leader is what makes things happen, turning plans into activities, activities into outputs and outputs into outcomes. Hence, unless the leader is motivated and committed to exerting maximum effort, do what is expected of him or her, positive change will not happen by itself:

> Deliberate effort by the leader in those different fields is what makes things to work. You might have a structure that says every month we sit and talk. Unless I am deliberate as a supervisor, it will not happen. As the director I should say, "Can I see what this discussion is all about? What transpired?" So, it is the deliberate effort for the leader to review all these tools periodically. The deliberate effort by the leader to review the functionality of the tools is what makes them work or else they become useless.

The above perspectives indicate that the leader must lead by example by exerting the highest possible effort and having a healthy focus on ensuring quality. The routine review of tools implies that the leaders is obliged to control quality by monitoring the extent to which the processes and systems developed are relevant, up-to-date and serving the purpose for which they were designed.

Organization Level Determinants

Reflecting on the experiences shared by the research participants, particularly the leadership and management practices discussed in the previous section shows that there are several organizational level enablers of accountability for results. These included defining expectations; following up on agreed commitments, measuring performance and communicating results truthfully; creating and maintaining strong and functional financial, human resources, and financial audit processes and systems; building teamwork and peer accountability; strong reward and punishment system; strong leadership and governance structure and practices; learning agenda and adaptation; alignment of organizational objectives and policies with those of government and donors; building a customer-centric culture; stakeholder engagement; mechanisms for giving constructive feedback; creating and maintaining a growing organization that is attractive to donors and other partners; providing adequate resources; succession planning and developing other leaders. Space precludes a detailed discussion of all these issues. Hence, a few of them are discussed and elaborated in detail below.

Defining Specific and Clear expectations: Participants elaborated that achieving results starts with creating clarity about what to do, how to do it, and why do it. This is achieved through developing a strategic plan with clear, specific, and realistic objectives and strategies. The strategic plan is operationalized through an annual workplan and quarterly workplans. The mission and core values of the organization illuminate the purpose and importance of the organization's work and principles underpinning it. The strategies and activities articulated in the strategic plan and workplans clarify how the work needs to be done to achieve the desired objectives. Moreover, as already mentioned under employee results, managers of HSOs supporting entities providing sensitive health services such as post abortion care clarify and align personal values with organizational values to avoid value conflicts that may encumber the achievement of desired goals. All these provide a platform for enhancing performance and accountability because they clarifying what needs to be, why it should be done, and how it should be done.

To encourage individual staff performance and accountability, P8 explained that it is important for each to staff to have clear terms of reference, expectations, and roles elaborated in a job description: "One of the things in my team was a clear task division. Everyone was clear what their job description was. So, there was no confusion that I am not clear with what is expected of me." Similarly, nonprofit participants explained that based on the staff job description, overall organizational strategy, and the targets in the annual and quarterly work plans, they facilitate staff to set realistic, specific, and clear individual performance goals and objectives through a process called management by objectives (MBOs). The individual performance goals and expected results form the basis for performance evaluation and rewarding staff.

However, within the public sector while each line ministry and district local government has an elaborate strategic plan and all staff have job descriptions, P8 noted that most staff do not follow them. P6 noted that there is no cross-cutting functional sanction system that can be used to hold them accountable. In the end, majority of the public employees report to work daily without clarity about they should achieve as explained below:

> One time I facilitated the different sectors of the Ugandan government to develop business continuity plans. In business continuity planning, we list the work that you do as a department. We list the work you do as individuals.We ask questions such as What is critical in case of an emergency like coronavirus that needs to continue? What can wait for the business to continue? I was surprised when I interacted with various sectors that many managers did not know that they do. I would ask them what do you do every day? What is your role? Surprisingly, most of them could not answer these questions. I then said, let us go back to when you drive to office every day, what do you go to do? Many of the participants didn't have clarity about their roles and the results that they were supposed to contribute to.

P8 observed that in some government departments with committed and serious leaders and managers and strong donor influence, staff are held accountable for specific roles and results, which contributes to the few successes reported in Uganda's public sector.

Summary

In the preceding chapter, I have presented the findings of the research. The results show that participants ascribe different meanings and perceptions to the study concept. They also show that participants are accountable to multiple stakeholders and have specific key stakeholders results for which they feel accountable. The chapter includes the leadership and management practices that study leaders have developed, used, and found effective in enacting and support accountability for key stakeholder results. In the next chapter, I present my interpretation of the key findings of this research and how they compare with extant studies.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this chapter, I provide my interpretation of the key findings of this research. The focus is on how the findings answer the research questions and achieve the research aim. The findings are compared with previous studies to explain how they contribute to and expand the stock of knowledge on the practices that work when managing and leading for results in public and non-profit HSOs in low-income countries.

Interpretation of the Findings

The overarching research question that this research addressed is how health leaders in Uganda's public and nonprofit HSOs embody and support accountability for the achievement of results that matter most to employees, organization, donors, and customers. This question has several issues inherent in it. The first issues relate to the stakeholders that the leaders and managers believe they are accountable to, the stakeholders' results they are accountable for, and how they hold themselves accountable to these stakeholders and for the results that matter to them. The second issue relates to how the managers and leaders hold their subordinates accountable, work with, empower, enable and support them to not only embody accountability but also achieve the results that matter to key stakeholders. The third issue is embedded within how managers and leaders hold themselves and their subordinates accountable, and it relates to the management and leadership practices, accountability mechanism, or any unique approaches that the study participants rely on and have found effective in enacting and supporting accountability for results in their teams and organizations. The fourth issue in this question pertains to the enablers and barriers to enacting, embodying, and supporting accountability for results. The enablers and barriers not only apply to the stakeholder problem, but they also apply to the effective implementation of the solutions and strategies that the managers and leaders develop to address stakeholder holder problems. The findings reveal that most exemplar leaders delineate the solutions and strategies in a strategic plan, suggesting that this provides the basis for enacting, embodying, and supporting accountability for results.

The discussion of the above issues is difficult and incomplete if how participants perceive, understand, interpret, and manifest the key study constructs—practices, leadership and leadership practices, management and management practices, results, accountability, accountability for results, and the difference between leadership and management is not clarified from the onset. Hence, before delving into each of the above issues, all participant interviews started with gleaning information about these concepts. This prevented discussions that are far removed from the realities of the research participants. As advised by Herd et al. (2016), when interpreting the findings of this study, it is important to remember that the insights are from a purposively selected sample of exemplary health leaders of public and nonprofit HSOs in Uganda. These leaders have earned the trust and respect of their peers as exemplary because they are credible (Chng et al., 2018) and have been successful and effective in leading their teams and ensuring accountability for the achievement of stakeholder results in Uganda's health system. As surmised by Herd et al. (2016), their experiences, opinions, and insights carry more weight compared to if they were from a random sample which may have included many health leaders who are less successful and not exemplary. Even so, it is worth acknowledging that self-assessment bias may have caused participants to exaggerate their views, opinions, and experiences about how they lead and manage accountability for results (Karpen, 2018).

Nonetheless, extant studies conducted in the West affirm most of the findings of this research, giving confidence that they are valid and reliable. However, more studies need to be conducted among similar populations in low-income settings sampled using similar or other approaches to validate, confirm, and increase the confidence of these claims in multiple contexts.

The findings of this study make several contributions to the literature on the effective practices when managing and leading accountability for results in HSOs in a developing country in Sub-Saharan in several ways. First, through a comprehensive literature review, it introduces a conceptual framework for understanding how a combination of leadership and management practices when moderated by personal, organizational, and structural enablers can support accountability for achieving stakeholders' results in HSOs in a low-income country in Sub-Saharan Africa. Previous studies have majorly been conducted in Anglo-Saxon and Asian settings and did not take a comprehensive view of all the possible factors that affect felt accountability and self-accountability. For example, Maggetti and Papadopoulos (2022) recently examined the characteristics and determinants of the situations in which agencies in Switzerland embody low felt accountability, but they did not provide insights on how participants define felt accountability, only studied public sector institutions, and emphasized the normative organizational determinants [e.g., lack of capacity and expertise, legitimacy and reputation authority of accountability forums], but they did not highlight the individual factors (e.g., values, beliefs, character, competencies, skills, and behaviors of managers) or the structural factors that might explain the reported passiveness of the political officials.

Practitioners may use conceptual framework to enhance accountability-seeking decisions, choices, skills, competencies, and behaviors in in their teams and organizations. Researchers may use it to conduct further studies to advance knowledge in the field. In particular, it would be important to conduct studies in Uganda to understand the impact of spirituality on leadership, management and accountability on cases of organizations with leaders and managers who profess strong spiritual influence versus those who do not. Such studies would provide valuable insights how, why, and when spirituality causes or fails to influence some people to make appropriate decisions, choices and implement policies that not only meet people's wants and needs but also correspondence to acceptable ethical norms (Zsolnai, 2020). A quick Google Scholar search on the influence of spirituality on leadership in Uganda did not yield any studies. However, extant studies (Bouckaert et al., 2018; Zsolnai & Flanagan, 2019) and findings of this study suggest that spirituality plays an important part in shaping people's values , which in turn influence their decisions, choices and behavior. However, since this study's findings are based on a small sample and because not all who claim to be spiritual live by the relevant virtues, more studies need to be conducted to provide more insights in this area. The connection between spirituality and leadership is conceived because both concepts are inextricably linked to affective concepts such as inspiration, meaning, purpose, credibility, authenticity, and sustainability, which most people seek in life and from those whom they prefer to lead them or spiritually mentor them (Komives et al., 2020; Makka, 2019; van Saane, 2019). Spirituality enhances self-awareness and knowledge one's strengths and weakness, which in turn make it possible to understand and relate with others (van Saane, 2019). Effective leadership is strongly predicated on the ability and willingness to form amicable and respectful relationships with and among other people, all of which is possible when one has better self-knowledge (van Saane, 2019).

The findings not only respond to calls for studies on leadership and management in Africa but also respond to calls for studies that explicate how managers and leaders enact accountability (Brees & Ellen III, 2022; Gilson & Agyepong, 2018; Nxumalo et al., 2018). By exploring and documenting how exemplar health leaders public and non-profit HSOs in Uganda exemplify, lead and manage accountability for the achievement of key stakeholders' results, this research also responds to calls for studies about how leaders make organizations effective and enact accountability (Brees & Ellen III, 2022). The findings extend knowledge on whom, for what managers and leaders are accountable, how and why managers and leaders in Uganda's public and non-profit HSOs enact, support, and exemplify accountability for results. They also provide valuable information on the enablers and barriers to accountability for results in low-income countries which can be compared and contrasted with that from the West and other developing countries. Such analyses can reveal vital patterns (see for example, Brees & Ellen III, 2022) that can increase understanding of accountability and possibly lead to better ways of enacting and exemplifying it. More important, by providing insights on these issues and on how the study leaders interpret, understand, enact, and exemplify accountability and accountability for results in Uganda, the study lays the foundation for deeper exploration of these concepts in other developing countries in Sub-Saharan Africa, Asia, and South America.

The findings provide valuable insights in relation to the perceptions and meanings that participants ascribe to the study constructs. They also support and expand existing knowledge on the results that matter most to key stakeholders, the relevant management and leadership practices, the enablers and barriers to supporting accountability for results in Uganda's public and nonprofit HSOs, and the mechanisms used to effectively navigate the barriers which might be applicable in other low-income countries. They also contribute to the stock of knowledge on stakeholders and what matters to them as recommended in extant studies (Hunsaker et al., 2021).

Viewed through the conceptual framework, the findings suggest that health leaders in Uganda's health system context who excel at embodying and promoting accountability for results should possess the following leadership skills: (a) self-awareness; (b) problem identification; (c) ethically-driven problem solving; (d) strategic thinking; (e) visioning; (f) clear and transparent communication; (g) deep introspection; (h) risk identification and prevention; (i) navigating change and paradoxes; (j) embracing vulnerability; (k) interpersonal skills such as networking, coordination, collaboration, friendship formation, decision-making; and (l) building teams and strategic alliances. Based on the flexible leadership theory and accountability theory, these skills are predicated on and sustained by having strong intrapersonal accountability (Aithal, 2021; C. S. Evans, 2022; Moran & Lennington, 2022; Peteet et al., 2022a; Tate et al., 2022) and consistent relations-, task-, change- and externally-related behaviors (Yukl et al., 2019). For these behaviors and skills to be sustained, the findings reveal that they should be underpinned by personal values such as commitment, honesty, availability, accessibility, trust, compassion, responsibility, fairness, transparency, integrity, selflessness, respecting self and others, and consistency. The values are also emphasized in the literature (Crossan et al., 2022; C. B. Miller, 2021, 2022), suggesting that the principles that govern positive behavior cut across cultures. This implies that organizations wishing to promote accountability for results, ought to screen, recruit, develop and retain employees and managers who exhibit the above values, skills, and behaviors.

The extant literature is largely on leading and managing accountability in Anglo-Saxon settings and on healthcare organizations. So, by documenting the successful practices that leaders and managers in Uganda use and have found effective in HSOs, the research not only brings an international perspective but also closes a gap in the literature on the appropriate practices in HSO, particularly in developing countries that are donor dependent, have limited skilled manpower, are affected by corruption, and low political will and support for accountability for achieving stakeholders' results.

Third, the findings reveal the results that matter most to the different key stakeholders. In doing so, the findings provide valuable information that project planners, agencies, and service systems can benchmark when defining stakeholder's results, saving them from the perceived difficulty in pinpointing them (Halligan, 2021). Fourth, they surface the health leader's day-to-day work directed at improving organizational performance and supporting accountability for achieving balanced key stakeholders' results. In particular, they reveal the context-specific management and leadership practices that health leaders rely on to personify, support and sustain accountability for achieving stakeholders' results. The findings on the importance of a leader's values, spirituality, and character in not only influencing and guide accountability-seeking decisions, choices, and behavior but also in developing the right mindset and interpersonal skills that build trust among staff and other stakeholders. Taken together, these issues enhance staff and other stakeholders' commitment to supporting the achievement of shared goals. The findings provide valuable insights on the essential cross-cutting values that employers need to focus on when recruiting, developing, and retaining managers and frontline worker who can contribute to creating stakeholder value. These findings contribute to the much-needed literature on the values that positively influence behavior in different cultural contexts (Afdal & Afdal, 2019; Sagiv & Roccas, 2021). Third, the findings provide insights about other forms of accountability beyond financial accountability which tends to dominate public and non-profit sector discourses on performance accountability (Eton et al., 2022; Oche et al., 2018; Rutungana, 2021; Yang & Northcott, 2019). In particular, by surfacing the linkages among intrapersonal, interpersonal, and relational accountability, the findings affirm and extend extant literature on personal, peer, and external accountability (DeMichele, 2020; Ghanem & Castelli, 2019b; van der Tier, 2022; Wernberg, 2020). The notion of intrapersonal accountability is important because it provides the foundation upon which interpersonal and relational accountability practices stand, develop, evolve, and manifest to support the achievement of stakeholders' results. Putting intrapersonal accountability at the center is important because as open systems, department and organizations are constituted by people who seek information, transform information, and respond to it accordingly by making, receiving, and executing decisions that can have far reaching consequences on individuals, nature, and future generations (Shrivastava et al., 2019). Review of the extant literature revealed that while self-accountability (A. Dhiman et al., 2018; Ghanem & Castelli, 2019b; Tran & Paparoidamis, 2021), the importance people's motives in determining the extent to which they will be accountable (C. B. Miller, 2022; Peteet et al., 2022a), and the importance of individual and organizational values in enhancing or frustrating accountability (Ayub et al., 2022; Eldor, 2020; Peteet et al., 2022b; Pilon & Brouard, 2022; Sabbe et al., 2021) are starting capture researchers' attention, the tendency to focus on and amplify external accountability without paying much attention to the underlying personal issues that impact sustainable accountability is still high. The findings affirm extant studies that indicate that external accountability needs to be enforced, yet intrapersonal accountability is driven and sustained by people's deeply held values, beliefs, and motivation to undertake altruistic actions, which make it more sustainable than the former (C. B. Miller, 2022; Peteet et al., 2022a). The findings put a spotlight on the importance of emphasizing, recruiting, and retaining leaders, managers, and employees with positive personal values, morals and ethics that guide their character, choices, decisions, and behaviors, making intrapersonal accountability their first nature as also indicated in extant studies (Crossan et al., 2022). The more individuals with such attributes that organizations have, the less likely they are to rely on enforced accountability which is costly and unsustainable. Though ethics and values mean different things to different people in different contexts and situations, their impact on human behavior is beginning to come to light (Sagiv & Roccas, 2021; Sagiv et al., 2017; Zhou, 2022). This study's findings provide valuable insights about the values that drive accountability for results in Uganda's context that are also shared in other settings (Crossan et al., 2022), implying that there are some universal values that can serve as starting point for organizational leaders to embrace and promote in their teams and projects.

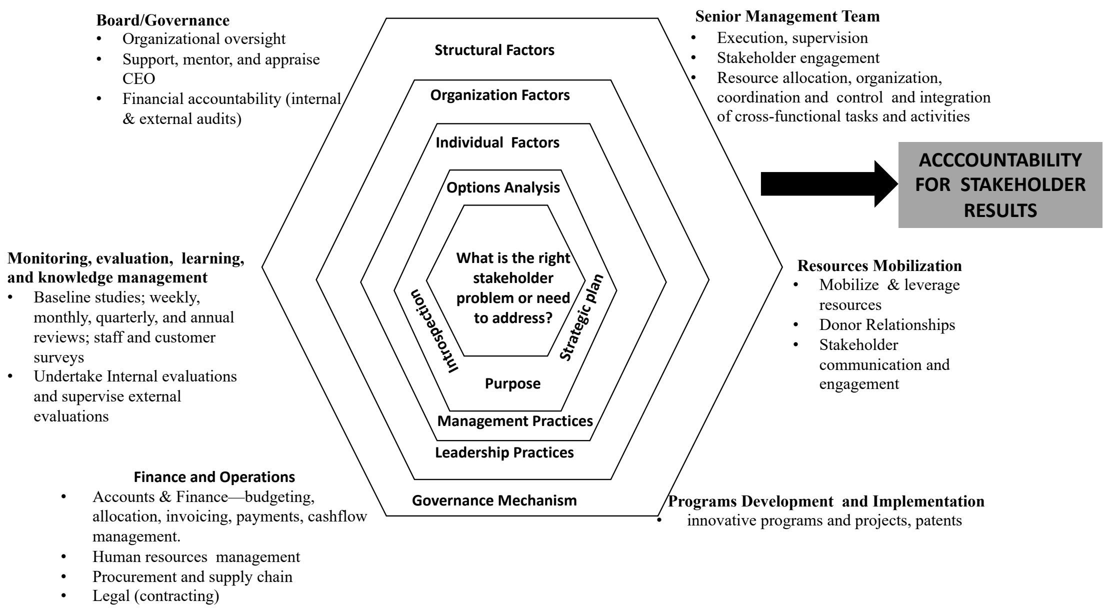
Participants' definitions and perceptions about the study constructs provide other perspectives outside the Anglo-Saxon cultural settings. The perspectives on the perceived core responsibilities of a health leader in an HSO affirm and extend the literature on leadership. By positioning continually understanding the context at the core of all leadership tasks, the findings emphasize that the practices leader use change depending the prevailing social, economic, political, and technological factors. This affirms findings in the extant literature which suggest that context not only structures practices but also individual and relational agency (Burkitt, 2018; Gherardi, 2019; Sabbe et al., 2021). The findings extend knowledge by reminding health leaders and managers that ignoring or paying limited attention to the organization's internal and external context is a recipe for failure or stagnation because vital signs for risks, rewards, and opportunities will be missed. This is because all human endeavors are accompanied by rewards and risks (Hunziker, 2021; Institute of Risk Management, 2018) and competitive advantages die if deliberate efforts are not taken to explore new ideas or how to cope with changing conditions. If the risks are not identified, negotiated, or navigated in time, they reduce the competitiveness of the organization and eventually lead to its demise (Hunziker, 2021). More important, missing opportunities means delayed rewards, survival, revival, and sustainability of the organization. In essence, having every manager's and leader's five senses attuned to what is going on in the internal and external environment is not only vital for human survival but also necessary for leadership success and organizational effectiveness, survival, growth, and sustainability. This is evident in Molinaro's (2020) views about how Sears leaders missed reading the signs of the times, subsequently failing to adapt in time, leading to its closure in Canada and the Unites States of America. The forces of change took Sears leaders by surprise because they did not continually read, analyze, objectively interpret the context and respond to it in time and appropriately. Extant studies affirm the finding of this study that continually studying and understanding the prevailing context enables leaders and managers see or predict the recurring patterns in their environment and successfully prepare to harness the opportunities, minimize risks, and adapt for the future (Burkitt, 2018; Hunziker, 2021; Institute of Risk Management, 2018). The findings of this research provide insights about the issues that participants believed constituted the risks that curtail the growth, survival, and sustainability of their organization's work, that of their partners, and effective health services delivery in Uganda's health system context. They also reveal how study participants identified and negotiated them, gained foresight, changed and adapted accordingly. Other leaders can learn from these insights and identify others that expand their horizon for creating opportunities or leveraging existing ones and averting potential problems before they occur, increasing chances of achieving stakeholders' results (Molinaro, 2020). In defining and creating solutions to management, leadership, business, and society problems, leaders, managers, and organizations are better served by not only considering their " interpersonal-social, systemic-ecological, scientific-technical, and existential-spiritual" dimensions but also integrating and aligning them with acceptable ethical norms and current thinking on the importance of creating sustainable and balanced solutions (Zsolnai, 2020, p.42).

The definitions and perceptions about leadership extend and affirm extant perspectives from Anglo-Saxon settings. By emphasizing that leadership entails guiding, inspiring, and influencing people to subordinate personal interests and cooperatively work toward achieving a shared purpose and objectives, the findings affirm others in the extant studies (Detert et al., 2022; Kniffin et al., 2020; Petriglieri, 2020; Walsh, 2020). The findings on the primary responsibilities or tasks of a leader and leadership extend knowledge because they define the specific behaviors, mindset, and actions of health leaders that support achieving results in Uganda's HSOs and possibly in the entire health system. These perspectives might shift the debate from the generic and normative views on leadership as influencing, inspiring, directing, and motivating people to perceiving it as being about (i) continually and critically understanding the context; (ii) setting and clarifying direction; (iii) risk identification, prevention, and providing thorough oversight over risk management; (iv) ensure alignment of eclectic stakeholder interests, values, norms, and mandates with organizational purpose, values, and objectives; (v) inspire commitment to shared values and goals; (vi) create a conducive environment where everyone has a voice, grows, thrives, and contributes to the achievement of results; (vii) building individual competencies and organizational capabilities; and (viii) nurture and sustain a culture of intrapersonal, interpersonal, and relational accountability. These perspectives not only put a spotlight on the behaviors and skills that leaders and managers need to create, maintain, and transform stakeholders' results but also provide a model or roadmap for evaluating leadership effectiveness in HSOs in Uganda. Following Carton (2022), researchers can begin to test these ideas to establish how they relate to individual, team, and work unit performance, which ones work across health organizations and different situations to drive implementation of strategy and lead to achievement of results. Such studies would explore which stakeholder's results are achieved the most and which ones are not, what makes the leadership practices work, how and why they work or not work in the different settings. This will reveal more insights, leading to better understanding of the dynamics and scope of leadership practices in low-income countries in Sub-Saharan Africa. Finally, the use of multiple theories to inform the conceptual framework extends prior research by revealing other ways of studying and understanding accountability without relying on only agency, accountability, and stakeholder theories. Reliance on multiple theories has made it possible to explore the study concepts from diverse angles, leading to better appreciation and understanding of their complex and dynamic nature as recommended in the literature (Project Management Institute, 2021; Riggio, 2019; Sturmberg, 2018).

In relation to the study's overarching question, the findings suggest that the management and leadership practices are enacted and implemented within cobweb-like context involving factors and issues internal and external to the leaders, the teams, units, and the organization. These factors constitute what I have termed as the accountability for results ecosystem as illustrated in Figure 11. The figure illuminates the cobweb-like context and sheds light on its scope and dynamics.

Figure 11

Accountability for Results Ecosystem



Reflection on participants' perspectives suggests that most of them irrespective of the sector, rely on and work through six organizational structures in their setting to navigate and cope with any emergent issues and paradoxes to effectively ensure accountability for results. The six structures through which they work include governance; senior management team; finance and operations; resources mobilization; programs development and implementation; and monitoring, evaluation, learning and knowledge management. The governance and senior management team constitute the policy and strategic arm of the organization whilst the other four structures constitute its operational arm. Some senior management members operate in both arms of the organization. These configurations are not unique to Uganda's HSOs, but they simply reflect how organizations are structured during this new management epoch.

The strategic and policy arm of the organization is responsible for oversight, coordination, integration and engendering collaboration among operational structures. The four operational structures have managers that undertake cross-functional roles indicated in the figure, make decisions, implement on-the-ground practical work, and constitute the senior management team where they work with the executive director or chief executive officer (CEO) to deliberate on issues affecting the different cross-functional teams and entire organization, coordinate and integrate organizational tasks and activities so that the structures work well together, and make operational decisions that not only enhance the performance of the different departments, projects, and programs, but also increase the efficiency and effectiveness of the entire organization. The governance structure provides oversight to the entire organization through agreed and negotiated policies, standards, procedures and systems. It also reviews and approves the strategic plan, and its members leverage their experience and skills to mentor and support the CEO to effectively work with other senior manager to deliver results and ensure organizational health. They also network with donors and other stakeholders to support resource mobilization and advocacy.

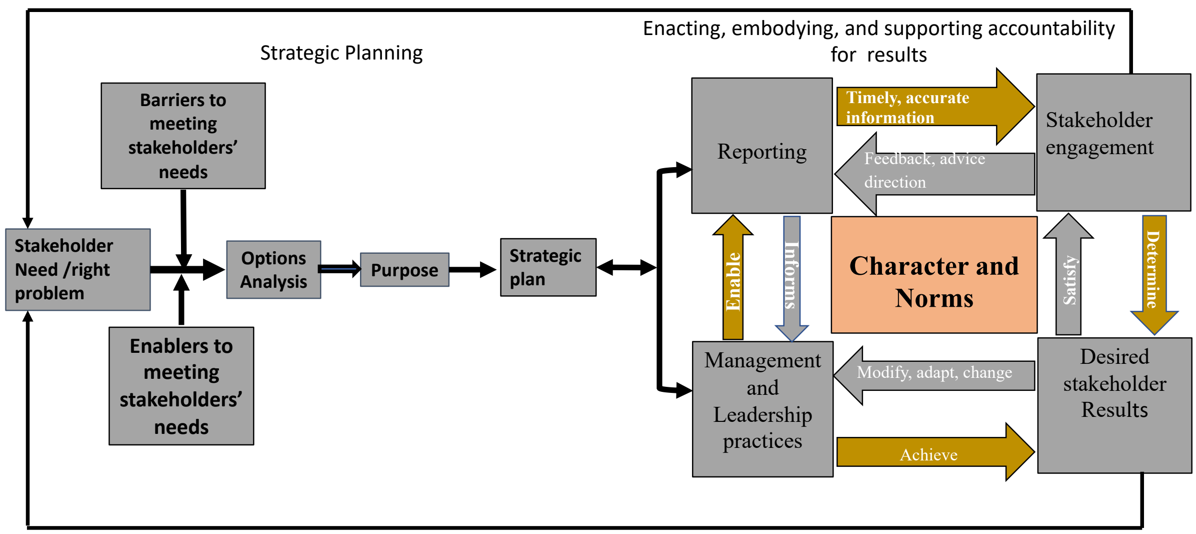
These perspectives on the structures that support accountability for results affirm existing studies which have also noted that achieving accountability requires participation and engagement of stakeholders. This requires elaborate, coordinated and aligned structures, suggesting that creating and sustaining functional and appropriate structures drives accountability for results. Schillemans and Bovens (2019) noted that governance boards support accountability if they are not manipulated or undermined by management, suggesting that they do so if they do not merely rubberstamp the decisions of the CEO or management. Together, and only together and in a coordinated, collaborative, and aligned fashion can these structures enable and support accountability for results.

It appears that through these structures, individuals, teams, and units undertake functions, roles, tasks, and activities through which they identify the right problem to address and the individual, organizational, and structural factors at play; reflect on them, explore options available to them, define the purpose of intervening and a strategic plan to guide their actions. The first two inner most hexagons represents the core function of the structures, which are better understood through Figure 12, which I have named the process model for managing and leading accountability for results to explicate the process that managers and leaders in the aforementioned structures go through to enact, exemplify and support accountability for results. As indicated in Figures 11 and 12, this research's findings reveal that at the heart of the accountability ecosystem is asking and finding answers to the question on what the right problem to address is and for whom.

It appears that the extent to which the senior management team is able to engage and work with multiple stakeholders (especially those closest to the problem or affected by it) to explore and find answers to this question determines the extent to which they can and will effectively develop, implement, and monitor the appropriate management and leadership practices, interventions, and strategies that enable and guide them to embody and support accountability for results (Barth & de Beer, 2018; Project Management Institute, 2021). The senior management team in consultation with other stakeholders is responsible for reflecting on, debating, and agreeing on the most appropriate answer to the question in the innermost hexagon, develop a purpose, review options, and agree on the most responsive strategy and articulate in a strategic plan as indicated in the second innermost hexagon.

Figure 12

The Process Model of Managing and Leading Accountability for Results



The findings suggest that prior to agreeing on the final strategy, after defining the right problem to address, time should be devoted to clarifying why it is important to intervene to address the problem, which defines the purpose for the organization. Extant research characterizes clarifying why an intervention is needed as the purpose—the positive change or difference an organization would like to make in the lives or the operations of its target stakeholders and community of operation (Gast et al., 2020; Kenny, 2018a). Articulating the purpose invigorates and sustains the motivation of stakeholders. After agreeing on the purpose, the senior management team in consultation with other stakeholders is expected to identify the options available to the cross-functional teams and organization. Analyzing options involves asking and finding answers to several questions. The questions include what should be done to solve the problem and make a difference in the lives or conditions of the target stakeholders? What has been done in the past to solve the problem? What works? Which stakeholders have role to play in solving the problem and causing the needed change? What are the current and potential risks?

Similar to Friedman (2015), the findings reveal that analyzing the options possible ensures that managers and leaders and service systems consider what is at stake, the current and potential risks, the strategies that work and those that have been tried and found insufficient. Doing so ensures that the strategies proposed have a high chance of success because they consider the evidence available and anticipate what could go wrong. The findings reveal that to be effective, strategic planning should be participatory, involving staff, beneficiaries, donors, and government representatives to ensure that all their needs and concerns are considered and aligned with the aspirations in the organization’s overarching strategy articulated in the strategic plan.

As indicated in Figure 12, engaging stakeholders not only supports understanding their needs but it also involves them monitoring and reviewing project and activity progress. Stakeholder engagement and the achievement of the desired stakeholder results appear to have a reciprocal relationship in which the stakeholders clarify the results or outcomes that matter to them. Equally, satisfying the needs or results that matter to stakeholders increases their engagement, making it possible for them to open up about their needs and provide valuable feedback, advice, and direction to the organization during the process of reporting to and engaging them. The leadership and management styles embodied by the study participants of encouraging and engaging staff and other stakeholders to participate in the planning, decision-making, review and monitoring of interventions, reduces the power distance, increases communication and commitment, leading to enrichment of and support for whatever is being proposed or done (Mbau & Gilson, 2018). The findings about involving external stakeholders in defining the organizational strategy, engaging and empowering staff in setting their performance strategies and targets, reveal that that the study leaders' value collective consultation and participation, shared decision-making, which are emblematic of high institutional collectivism. Participation and consultation of stakeholders engender a conducive environment which enables implementation and reduce system-wide barriers within the accountability for results ecosystem (Mbau & Gilson, 2018). Extant studies show that community participation increases public trust in health governance and provides citizens opportunities to hold civil servants and service providers accountable (Mulumba et al., 2021).

The perceptions that participants averred about accountability for results indicate that they do not perceive it as it is often portrayed in the literature as the action and tendency of finding who to blame when decisions, behaviors, and actions go wrong (Brees & Ellen III, 2022). Instead, they perceive accountability as a practice through which account givers provide timely information to stakeholders who in turn provide valuable feedback, advice, and direction that helps in modifying or adapting decisions, behavior, attitudes, and actions before it is too late. In this sense, accountability is both a performance management and learning and teaching tool. However, as noted by some participants and also supported by findings in the extant literature, learning from the accountability process requires being coachable and receptive of feedback When one is coachable, he or she receives feedback and positively changes the attitude, behavior, and practices. Coachability is associated with the willingness to develop and improve performance, which is key in the accountability for results process. Extant studies also associate feedback receptivity with personal development and performance improvement (Church & Dawson, 2018). Extant research also associates feedback seeking behavior with willingness to learn, goal achievement orientation, high self-esteem, external feedback tendencies, frequent positive feedback and quality interpersonal relationships (Steelman & Wolfeld, 2018). Seeking, receptivity and responsiveness to feedback enables employees and managers to get and reflect on the essential information needed to improve performance, achieve personal development and change behavior. Studies show that individuals who value and consider feedback easily achieve outcomes because they take the necessary steps to change behavior and improve whatever has been impeding their development and progress (Church & Dawson, 2018; Eva, Meacham, Newman, Schwarz, & Tham, 2019).

As indicated in figure 12, the findings suggest that leadership and management practices and reporting to stakeholders share a reciprocal relationship. The feedback received during and after reporting to stakeholders, informs improvement, modifications, and adaptations in the former whilst the management and leadership practices enable the reporting, making it possible to report in time, accurately, and in a transparent manner. In the process, providing accountability becomes a learning process instead of being a blaming one as also noted in the literature (Brees & Ellen III, 2022). Similarly, the findings suggest that leadership and management practices also have a reciprocal relationship with achieving stakeholder results.

Management and leadership practices drive the achievement of stakeholder results. Equally, the extent to which stakeholder results are achieved can lead to changing, modifying, and adapting practices to make them more responsive.

Finally, as illustrated in Figure 12, the findings of this research findings shine a spotlight on the importance of positive personal ethical and social values and norms in driving and sustaining performance and accountability for results. The findings suggest that when positive values are internalized at the personal level and promoted in teams and organizations they can enhance and sustain the economic values of efficiency and effectiveness and prevent the growth and proliferation of the corruption cancer. At the individual level, these values coalesce to constitute the character of the of the person. Recent research by Piwowar-Sulej and Mroziewski (2020) also revealed that ethical and social values are essential in driving and achieving efficiency standards . The findings indicate that values such trusting others and being trustworthy, respecting others, being humble, integrity, honesty, trustworthiness, responsibility, respect, courage, discipline, fairness, caring, self-control, and commitment are essential in engendering commitment and motivation of self and others, resulting in devoting adequate effort to the achievement of stakeholders' results.

Garti and Dolan (2019) surmised that values provide a system that not only governs individual, organizational, and societal behavior but also determine the extent to which people and entire communities will succeed or fail to achieve their maximum potential. Piwowar-Sulej and Mroziewski (2020) added that positive ethical and social values drive economic and organizational performance, implying that organizations and societies with individuals that circumvent such values are destined for failure. This is because people and their qualities and competences are the essence of any organization or society. Extant studies suggest that encouraging and supporting individuals to become the best version of their future self can help them develop the requisite knowledge, skills, expertise and values of the person or leader they desire to be in the future (Jennings, Lanaj, Koopman, & McNamara, 2021). Even so, having positive role models in organizations and society who lead by example and exemplify the values, competences, practices, and, qualities that others can emulate is important (Eldor, 2020).

Extant research also shows that the character of the leaders, especially those at governance and senior management levels and the ecosystem-wide norms are central to enacting, embodying and supporting accountability for results (Crossan et al., 2022). The decisions, behaviors, and actions of leaders influence the beliefs, decisions, behaviors, mindsets and actions of staff (G. A. Yukl & Gardner, 2020). The ecosystem-wide norms include values, policies, standards, procedures and regulations that are internal and external to the managers and organization. Similar to extant studies, the findings of this research show that these norms affect the environment and extent to which individuals, teams and organizations can be accountable. To facilitate accountability for results, these should not only be positive and functional, but they should also be consistently and fairly promoted and enforced. The findings reveal that individuals, teams, and organizations should also align with agreed norms to avoid overstepping their mandates. Extant studies affirm that character is biggest driver and sustainer of performance and accountability at the individual and organization level because it influences the behavior and mindset that people espouse, promote, and live by Crossan et al., (2022). The implication of these findings is that influencing and sustaining accountability for results calls for embodying and promoting enduring values that drive the culture of taking and accepting accountability for the outcomes of one's decisions and behavior (Molinaro, 2020.

The notion of a cobweb-like context affirms and extends knowledge the importance of understanding the context, stakeholder analysis and engagement, and on how cross-functional teams work together to create lasting stakeholder value. It extends knowledge by providing a comprehensive framework of understanding the essential cross-functional structures, roles and other factors at play in the accountability for results ecosystem in a low-income country such as Uganda. Though these structures, issues, and factors are often mentioned in multiple accountability and management studies, they are rarely presented in such a comprehensive framework. Besides, the findings illuminate the important structures in donor dependent and high corruption contexts. For example, the presence of a programming development department ensures that organizations develop and implement innovative and creative interventions that not only address the problem but also appeal to and align with donor interests.

Similarly, organizations need a fundraising and resource mobilization department to mobilize and leverage adequate resources and manage donor relationships. Similar to existing studies (Molinaro, 2020), the findings reveal that adequate resources enable staff to initiate and complete assigned tasks and allow managers to meet staff welfare needs, which creates an enabling and conducive environment for accountability for results. Moreover, having a functional finance and operations department ensures financial accountability, effective procurements, compliance and risk management, and management of staff and organizational development, all of which are essential in pursuing and achieving key stakeholders' results.

The findings reveal that enacting accountability for results is associated with how resources are used and the notion of ensuring value for money. This implies that resources should be expended on activities that are worth it and achieve the intended purpose. To ensure that what is done is worth it, that is, demonstrates value for money, extant studies suggest that individuals, teams, and organizations should ensure that their interventions meet the equity, economy, efficiency, and effectiveness assessment criteria The Global Fund, 2019; The Independent Commission for Aid Impact, 2018). This further implies the need to ask questions on the extent to which managers and leaders efficiently and effectively utilize program and project resources to deliver the results they promised. The aim is to assess the extent to which the value of results obtained matches the resources used. It appears that study participants apply several practices that have been recommended for the assessment value for money, for example, performance appraisals, review or evaluation of systems, processes, and functions as well as initiatives, schemes and projects to ensure that they deliver value for money. These practices are part of the performance management and performance measurement system assessments; risk management and compliance, fraud and corruption audits as recommended in the extant. However, other studies showed that within public entities, some of these practices are merely ritualistic because they don't always result in tangible outcomes. This because the political aims always supersede genuine public interests, and those implicated in the audit reports and the chronically absent employees and those who do not perform to expectations do not experience the appropriate consequences (Bold, Molina, & Safir, 2017; Hausken & Ncube, 2018; Kasim, 2018; World Bank Group, 2017)

Limitations of the Study

The study covered leaders from public and nonprofit health support organizations in Uganda. Its findings may not be generalized to other countries. However, their analysis is informed by studies from other contexts, giving confidence that others can rely on to enhance management and leadership for the achievement of key stakeholders' results in their settings.

Recommendations

Hitherto, there was a paucity of evidence on the successful management and leadership practices and accountability mechanism that support accountability for results in health support organizations in Uganda, but there were studies on effective practices in healthcare organizations. This study closes this gap from leaders' point of view. Additional research from the private sector and from the employees' point of view can provide insights on the similarities and differences in the conceptualization of the effective management and leadership practices and accountability mechanism that support accountability for key stakeholders' results. Conducting quantitative studies to assess the manifestation and application of these practices on a random sample of health leaders would provide valuable insights. Furthermore, exploring the management and leadership practices and accountability mechanisms that exemplar health leaders of HSOs in other East African or Sub-Saharan countries would provide valuable comparative data on what works, how it works, and for whom in different contexts.

Implications

The findings of this research add to the stock on knowledge on the conceptualization and operationalization of practices, accountability, management, leadership, results, and accountability for results by exemplar health leaders of health support organizations in a low-income country health system. They also reveal important data on the management and leadership practices that support accountability for results. It is hoped that the findings of this research will be relevant both from an academic and a practitioner standpoint. From an academic point of view, the importance of strengthening the leadership and management of health organizations and health systems has emerged as the missing linking in improving their performance and sustainability (Gilson & Agyepong, 2018), yet there is a paucity of evidence on the effective practices and how they are applied in low-income countries. This research contributes to closing this gap. Though the findings are drawn from a non-random sample of participants, which may be deemed insufficient to permit generalizations, interviewing multiple participants from public and nonprofit organizations and from different levels of the organization leadership structure—governance, senior management, and middle management— provides unique case studies that allow "naturalistic generalizations" as elaborated by Stake (1995, p.175). From a practitioner point of view, the findings of this study add to the stock of knowledge on how to lead and manage accountability in nonprofit and public health support organizations in low-income countries and the essential individual, institutional, and contextual factors and issues to watch out for.

Conclusions

One the challenges linked to ensuring accountability for results is that whenever people and organizations fail to be accountable, the tendency is to prescribe more policies, strategies and guidelines or robust accountability mechanisms, structures, processes, and performance measurement systems. The findings of this study put a spotlight on the importance of leadership character, positive ethical and social values, technical competencies, essential qualities and motivation as the foundation for the management and leadership practices and accountability mechanisms that enable and sustain such initiatives. The findings suggest that organizations and governments may succeed in driving and sustaining accountability for results if they invested more time and resources in recruiting, developing, retaining, and protecting individuals with positive and not pseudo accountability virtues, beliefs, and mindsets to preside over performance management and accountability structures and systems. Such individuals can be tasked and incentivized to build and sustain institutions, systems and practices that support managing and leading for results and RBA. The existence of exemplar leaders such as those that participated in this study demonstrates that capable people exist and that it is possible. Addressing the lack of political accountability and adoption of an unflinching approach to fighting corruption will enable such leaders to emerge and drive progress.

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Appendix A: Participant Email Invitation

Appendix A: Email invitation to potential study participants

Hello______________________________

My name is Peter Kayiira Byansi. I am writing to invite you to participate in research I am conducting as part of my doctoral dissertation in Health Services Leadership, Walden University. Because of your wealth of experience and achievements, your name was suggested to me as a suitable candidate for my study. I am interested in learning about your experiences and perceptions about the management and leadership practices that cultivate accountability for the achievement of results or outcomes that matter most to employees, organization, customers, and donors in Uganda's context. The interview questions that I will be asking you are designed to explore and understand five important aspects.

First, what constructs such as (a) *practices, (b) leadership and leadership practices (c) management and management practices (d) results or outcomes (e) accountability, and (f) accountability for results* mean to you and how the meaning you attach to them influences how you apply them in your day-to-day practice. This is important because research shows that how people in different socio-cultural contexts understand and perceive something influences how they respond to it.

Second, what outcomes or results matter most to the employees, organization, customers or clients that your organization serves, and donors that you and the people you supervise or have supervised in the past were accountable for. **Third**, the leadership and management practices that you have developed, used, and have found effective in ensuring accountability for the achievement of the results that matter most to the above-mentioned key stakeholders. **Fourth**, the enablers and barriers to cultivating accountability for the achievement of key stakeholders' results, how you take advantage of the enablers, and negotiate the barriers. **Lastly**, any advice that you would give to anyone wishing to improve accountability for results in Uganda's health system contexts, most especially the complementary management and leadership practices, which when combined increase the chances of always achieving the desired outcomes for each stakeholder, how, and why.

If you agree to participate, we will meet once or twice in a safe and private place of your choice. I will need your permission to audio record the conversations and take notes to make sure that I do not miss anything and can properly review our conversations. The length of time taken during the interview or the number of times we will meet will depend on the depth of our conversations and on whether you feel you have told me all there is to know about your experiences and perceptions about using management and leadership practices to ensure accountability for the achievement of key stakeholders' outcomes. Therefore, to gain deeper insights from you whilst not taking much of your time in one sitting, we may schedule two or three shorter interviews to allow you to balance your other commitments. Alternatively, we may complete our conversation at once, in 60 minutes or less. Even so, if you have more to say, with your permission, the interview time will be extended but by no more than 30 minutes. Participation in this study is completely voluntary.

There is minimal risk to the participants' privacy and confidentiality. These risks are minimized by proactive measures to ensure the protection of the participant's privacy and confidentiality. There is no compensation for your time. I will not use your personal information for any purpose outside this research project. Data will be kept secure by me in a locked file cabinet whilst electronic data will be password protected.

I am hopeful that you will consider participating in this study. I am confident that I will learn a lot from you about your experiences and perceptions about the successful practices and accountability mechanisms, their determinants, the circumstances under which they work or fail to ensure accountability for the achievement of key stakeholders' outcomes, and what you think can be done to strengthen leadership, management, and accountability for outcomes in Uganda's health organizations and health system. Please let me know if you would be willing to meet with me. If you have any questions about me or my study or what participation in the study might entail or anything else, please feel free to contact me via email or through phoning at your convenience. I can be reached by phone at 0759843071/0772843071.

I will be grateful if you can create time to share with me your management, leadership, and accountability enactment experiences, most especially the complementary leadership and management practices you have developed, used and found effective in supporting achieving outcomes and cultivating accountability for the achievement of key outcomes for employees, the organization, the customers or clients, and donors. Thank you very much for considering participating in this research. It is my hope and intention that I will conduct the interviews during the month of March 2020 depending on the availability of all participants. I look forward to hearing from you.

Sincerely,

Peter Kayiira Byansi
Doctoral Candidate,
School of Health Sciences, Walden University

Appendix B: Interview Protocol Guide

Introduction: Thank you in advance for your willingness to participate in this research. As indicated in the study participation invitation letter and consent form, the purpose of this interview is to explore your lived experiences and perceptions about leadership, management, and ensuring accountability for the achievement of results that matter most to employees, the organization, customer or clients that your organization serves, and donors. Before we begin, do you have any questions?

Background and Social Demographic Questions

To start, can you tell me a little bit about yourself, (a) *your age, (b) your education background, (c) where you went to high school and university, (d) how long you have worked in your current organization, (e) role in the organization structure—board, senior or middle manager, and (f) highest level of education?*

What is the annual budget (in U.S $) for the organization you lead or work for?

a. $ 100,000- 500,000
b. $500,000-1,000,000
c. More than $ 1million

Interview Questions

Research Question	*Interview Question*
RQ.1. What do concepts such as (a) practices, (b) leadership (c) leadership practices, (d) management (e) management practices, (f) accountability, (g) results, and (h) accountability for results mean to study participants?	1. Please tell me about what each of these constructs: (a) practices, (b) leadership, (c) leadership practices, (d) management, (e) management practices, (f) results, (g) accountability, and (h) accountability for results mean to you. 2. In your opinion, what is the difference between leadership and management in the health sector? 3. Please tell me about your leadership style. How about your management style?
RQ. 2.What important results for employees, the organization, the customers, and donors are health leaders and their subordinates accountable for?	4. Who are the 5 most important stakeholders for your organization/department? What makes them important? 5. Please describe for me the 3-5 results that matter most to each of these stakeholders—(a) employees, (b) the organization, (c) the customers or clients that your organization serves, and (d) donors—that you as a health

	leader feel accountable for or are held accountable for in your work and organization? 6. On a scale of 0 to 100%, please explain to me how much energy and time do you devote to achieving their expectations or results? Please explain your answer.
RQ. 3. What management and leadership practices and accountability mechanisms work well and less well in supporting accountability for achieving results for the employees, organization, customers, and donors and under what contexts?	7. In your experience, what leadership and management practices have you developed and used, which you have found effective in supporting the achievement of the results that matter most to each of the above stakeholders? 8. In your experience, apart from leadership and management, what other factors [personal, socio-economic, political, or professional] are effective in supporting accountability for results, how and why? 9. In your experience, how do governance and management structures, processes, and systems affect or are affected by the management and leadership practices that leaders like you use? 10. In your experience, what accountability mechanisms work well in supporting accountability for such key stakeholders' results? Under what contexts are they effective?
RQ. 4. What are the barriers and facilitators to ensuring accountability for results and what accountability strategies and tools are effective in dealing with them?	11. In your experience, what are the enablers and barriers to supporting accountability for results? 12. What strategies and tools have you used and found effective in overcoming the barriers? Under what context are they successful? 13. If you were to redo what you have done to promote accountability for results, what would you do differently, how, and why? 14. What advice would you give to other leaders in Uganda and other low-income health systems who wish to cultivate accountability for key stakeholders' results?

Appendix C: Informed Consent Form

Informed Consent and Participant's Rights for Interview

1) **Title of Study**: Leadership and Management Practices that Support Accountability for Results in Health Support Organizations in Uganda.
2) **Investigator**: Peter Kayiira Byansi, School of Health Sciences, Walden University
3) **Background and rationale for the study:**
   In past two decades, Uganda's health leaders were expected to embrace and apply accountability for results-oriented management practices. Hitherto, little is known about how, when, and under what circumstances such practices worked, for whom, and when. Studies related to accountability for results in Uganda's health sector reveal mixed results. On one hand, some studies show positive outcomes while on the other they demonstrate inadequate accountability for the achievement of key stakeholders' results, particularly for employees, the organization, customers/patients and donors.

   For instance, inadequate accountability for results in Uganda is evident in chronic health providers' absenteeism; health workers' industrial action, patient dissatisfaction with the quality of services, uncertainty and fragmentation of health services, abuse of public resources, drug theft and poor grant oversight by health organizations and the ministry of health as reported in extant literature. The weaknesses notwithstanding, Uganda's health system has been successful in preventing HIV and increasing access to vital treatment, care, and support services to affected individuals, families and communities. Moreover, since 2011, Uganda has improved its maternal, infant and child health indicators. These positive results suggest that innovative and effective practices may exist and might be responsible for the reported positive outcomes.

   Some of the extant literature seems to emphasize what is not right in Uganda's health system and health organizations. The perspectives and experiences on the positive aspects that drive performance and accountability for results amidst the challenges are muted, yet they could provide valuable insights on how best to improve the quality and delivery of health services and strengthen Uganda's health system. There is a dearth of studies on the effective leadership and management that leaders of health support organizations in low-income countries like Uganda have developed, used, and found successful in achieving results that matter most to employees, the organization, customers and donors, hereinafter called key stakeholders. This study seeks to close this knowledge gap.

   Existing research shows that balancing the achievement of results for key stakeholders maintains their loyalty, commitment, and engagement and enhances organizational growth, progression, and sustainability. Effective management and leadership practices are essential for individual, organizational, and system-wide performance and achievement of the desired outcomes or results. Knowing the practices that work, how, and why they work in Uganda is important because extant studies suggest that the socio-cultural and political context influences the management, leadership, and governance of teams and organizations.

4) Study Funding

This PhD study is sponsored by the investigator from personal resources.

5) **Purpose**: To explore health leaders' perceptions and experiences about the management and leadership practices that support and cultivate accountability for the achievement of key stakeholders' results in Health Support Organizations in Uganda.

6) **Procedures:**

Participation in this study will require completing a 60-minute interview. However, if you have more to say, with your permission, the interview time will be extended but for not more than 30 minutes. The audio of the interviews will be electronically recorded.

7) **Eligibility:**

This study targets 12 health leaders of health support organizations in Uganda. In order to participate in this study, you must be 18 years of age or older and an exemplary board member, senior manager, or middle manager of any public and nonprofit health support organization in Uganda's health sector. You should have a history and reputation of holding yourself and team members accountable for achieving results that matter most to employees, organization, customers, or donors. After reading and understanding this document, I will ask you to state if you have accepted to take part or not. If you decide to participate in this study, I will require that you append your signature at the bottom of this consent form.

8) **Risks and Confidentiality:**

If you consider participating in this research, I will request you to answer some questions about yourself, your career, your personal experiences with developing and implementing leadership and management practices to achieve key stakeholders' outcomes, challenges and opportunities encountered in ensuring accountability for results. The risks involved with participation in this study are no more than one would experience in regular daily activities. You may feel uncomfortable answering certain questions. Please feel free to let me know. I would like to re-assure you that the information you will provide will be kept confidential and will be used for research purposes only. I will do everything I can to protect your identity in all of the write ups, for example, by giving you a pseudonym (i.e., fictitious name) and disguising any other details (i.e., the names of those you mention to me and your health organization's name) that might identify you to others. However, Mildmay Uganda Research Ethics Committee (MUREC) and Uganda National Council for Science and Technology (UNCST) as entities mandated to ensure the integrity of research conducted in Uganda may have access to private information that identifies the research participants by name.

9) **Autonomy:**

Remember it is your right to withdraw from this study at any time without any negative consequences for this kind of decision. If you decide to withdraw, I will request you to allow for the use of information collected about you. You are not required to accept.

10) **Benefits and Compensation:**
Participation in this study is voluntary. I will not be providing any monetary compensation for participating in this study. However, I will provide 20,000 Uganda shillings to cater for your transport costs. The potential benefits that you may attain from participating in this research study include the satisfaction of knowing that you are sharing your experiences and that your participation may benefit future efforts for improving the achievement of key stakeholders' results. This may contribute to management and leadership effectiveness in Uganda's health organizations and other similar settings in Africa or globally.

11) **Data Collection and Storage:**
It is estimated that your involvement in this study will take about 60 minutes but not more than 90 minutes. All of the audio recordings and notes will be kept confidential and secure and only the people working with the study (i.e., the principal investigator, his faculty advisors and the professional transcriber of the audio recordings) will see the raw data. The audio recordings and notes will be destroyed 5 years after completing the study as recommended by Walden University.

12) Dissemination of results:
The results of this study will be disseminated in a manuscript that will published by ProQuest on http://search.proquest.com/openview. I will share with all participants copies of their interview transcripts, study abstract, and full dissertation manuscript upon request.

13) Ethical approval:
This study has been reviewed and approved by Uganda National Council for Science and Technology, Mildmay Uganda Research Ethics Committee, and Walden University Institutional Review Board.

14) **Questions & Reporting:**
For related problems or questions regarding one's rights as a subject, Institutional Review Board (IRB) at Walden University can be contacted at irb@mail.waldenu.edu. The IRB in Uganda is Mildmay Research Ethics Committee (MUREC) and can be reached through Ms. Harriet Chemusto, chairperson MUREC on 0392174236 Or at murec@mildmay.or.ug. For other questions about the study, contact the principal investigator, Mr. Peter Kayiira Byansi on 256759843071 or his doctoral committee chair, Dr. Kenneth Feldman at kenneth.feldman@mail.waldenu.edu.

10) **Consent Statement:**
I have read or the investigator has read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate in the study. I understand that I am free to withdraw from the study at any time without penalty. I have received a copy of this consent form.

Name ………………………Signature/thumb print of participant …………………Date ……………..

Name ………………………. Signature of interviewer/Person obtaining informed consent ……………………………Date ………………….

Appendix D: Confidentiality Agreement

Title of Research Project: Health leadership and management practices that support accountability for results in health support organizations in Uganda
Name of Research Assistant:

As a member of this research team, I understand that I may have access to confidential information about study participants, the work they do and how they do it. By signing this confidentiality agreement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study participants are completely confidential.

- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.

- I understand that all information about study participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so by approved protocol or by the principal investigator acting in response to applicable law or court order, or public health or clinical need.

- I understand that I am not to read information about participants, or any other confidential documents of study participants for my own personal information but only to the extent and for the purpose of performing my assigned duties on this research project.

- I agree to notify the principal investigator immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach, whether this be on my part or on the part of another person.

______________________	______________	______________________
Signature	Date	Printed name

______________________	______________	______________________
Signature of principal investigator	Date	Printed name

Appendix E: Transcription Protocol and Template

The beginning of each transcript should have the following information:

- ID number
- Gender of participant
- Age of participants
- Highest level of Education
- Current role in the organization leadership structure
- Type of organization led by participant (public or non-profit)
- Length of stay in current role
- Participants Organization's annual budget
- Location of interview
- Duration of interview
- Interviewer's name
- Transcriber's name

I. **Interview Context**

Include **context of interview**

- Relevant information about recruitment
- Details about venue and arrangements (so that the reader can "visualize")
- Location of the interview (**not** the organization; just physical location where interview took place-i.e., in a room at the office, in a home, board room)
- Description of any interruptions

II. **Transcript**

Transcribe interview verbatim using the following conventions:

- **CAPS** for interviewer
- **Lowercase** for participants
- **Skip a line** before each new question
- Remove identifying information such as names (use **initials** for instance)
- **[ ]** for comments and observations
- **( )** to clarify meaning
- ***Italics*** for expressions in local language
- **""**when reporting someone else's words

III. **Interviewer comments and general observations**

At the **end of the transcript**, include comments and general observations related to

- Participants' attitudes or behaviors during the interview towards content
- Additional information shared after the interview

Please **do not:**

- Insert text boxes or comment bubbles
- Use multiple paragraphs for one response.

IDI TRANSCRIPTION TEMPLATE

ID#:
IDI with:

Gender: ___________________________________
Age of participant: _________________________________
Highest level of Education: __________________________
Role in the organization leadership structure:
____
Type of organization led by participant (public or non-profit):
____
Length of stay in current role: _________________________
Annual budget for participant's Organization: ________________________
Interviewer's/moderator's name: ____
Transcriber's name: ____
Location of IDI: ______________________________________
Date of IDI: ________________________________
Start time: ____________ End time: ____________
Interviewer: _______________________________
Transcribed by: _____________________________

I. Interview Context

Relevant information about recruitment; details about location venue and arrangements; and description of interruptions

II. Transcript

INTERVIEWER: TO START, COULD YOU TELL ME A LITTLE BIT ABOUT YOURSELF?
: My name is [Insert Pseudonyms, P1through P-12]. I am a board member of D organization.
INTERVIEWER: HOW LONG HAVE YOU WORKED IN YOUR CURRENT ORGANIZATION?
[depending on participant, Insert Pseudonyms, P1through P-12]: I have worked here since 2010, when I moved here from organization X.

III. Interviewer's comments and general observations

- Topics / themes or patterns / trends that emerged
- Was participant generally knowledgeable about the topic or did they seem unfamiliar?
- Was participant generally favorable toward the topic or did they seem opposed?
- Any questions/sections of the guide that were difficult for participant to understand
- Additional information shared after the interview

Appendix F: NVivo Code Book

Table 17

NVivo Code Book

Codes & Sub-codes	**Description**	Source	Reference
Accountability Mechanisms	Describes the accountability mechanisms developed and used to ensure accountability for results	8	48
Barriers and Facilitators	This explains the barriers and facilitators to accountability for results	0	0
Barriers	Describes the barriers to ensuring accountability for the achievement of key stakeholders' results	9	54
Facilitators	Describes the enablers to ensuring accountability for the achievement of key stakeholders' results	8	50
Important Results	This describes the results or expectations of employees, the organization, the customers, and donors that health leaders and their subordinates accountable for	0	0
Customers	Outlines results or expectations that matter most to the customers or clients of the organization or department that the participant believes is accountable for	7	14
Donors	describes the results or expectations that matter most to the donors of the organization or department that the participant believes is accountable for	8	10
Employees	Outlines results or expectations that matter most to the employees of the organization or department that the participant believes is accountable for	8	19
Organization	Describes the results or expectations that matter most to the organization or department that the participant believes is accountable for	8	18
Time allotment	This explains the percentage of time the participant spends on meeting the results of the stakeholder	0	0
Customer	% of time spent on achieving customer outcomes	6	7
Donor	% of time spent on achieving donor expectations/results	6	8
Employees	% of time spent on achieving employee expectations/results	6	7
Organization	% of time spent on achieving organization expectations/results	6	7
Important Stakeholders	Specifies the three to five most important stakeholders that the participant is accountable for	9	14
Influencers	This explains what influences and affects the leadership and management practices or style of study participants	5	7
Leadership Practices	Describes the leadership practices that work well in supporting accountability for achieving results for employees, organization, customers, and donors and under what contexts	1	1
Customers	Specifies the leadership practices that work well in supporting accountability for achieving results or expectations that matter most to the customers or clients of the organization and contexts under which they work	6	18
Donors	Specifies the leadership practices that work well in supporting accountability for achieving results or expectations that matter most to the donors of the organization and contexts under which they work	3	6
Employees	Specifies the leadership practices that work well in	8	63

	supporting accountability for achieving results or expectations that matter most to the employees of the organization and contexts under which they work		
Organization	Specifies the leadership practices that work well in supporting accountability for achieving results or expectations that matter most to the organization and contexts under which they work	8	29
Leadership Style	This explains the leadership style that the participants use to influence action	8	13
Management Practices	Describes management practices that work well in supporting accountability for achieving results for employees, organization, customers, and donors and under what contexts	0	0
Customers	Specifies the management practices that work well in supporting accountability for achieving results or expectations that matter most to the customers or clients of the organization and contexts under which they work	4	8
Donors	Specifies the leadership practices that work well in supporting accountability for achieving results or expectations that matter most to the donors of the organization and contexts under which they work	4	5
Employees	Specifies the leadership practices that work well in supporting accountability for achieving results or expectations that matter most to the employees the organization and contexts under which they work	8	36
Organization	Specifies the management practices that work well in supporting accountability for achieving results or expectations that matter most to the organization and contexts under which they work	8	42
Management Style	This explains the management style that the participant uses/relies on when working with others	5	5
Perceived Meanings	Describes how concepts such as (a) practices, (b) leadership and leadership practices, (c) management and management practices, (d) accountability, (e) results and accountability for results are perceived by study participants	0	0
Accountability and accountability for results	Describes the perceptions and meaning that the participant ascribes to accountability and accountability for results	10	20
Leadership and Leadership Practices	Describes the perceptions and meaning that the participant ascribes to leadership and leadership practices	9	30
Leadership Vs. Management	This explains the perceived differences between leadership and management	8	17
Management and Management Practices	Describes the perceptions and meaning that the participant ascribes to management and management practices	10	16
Practices	Describes the perceptions and meaning that the participant ascribes to practices	10	14
Results	Describes the perceptions and meaning that the participant ascribes to results	9	11
Suggestions for improving Accountability	Outlines the advice that the participant gives to others who wish to enhance accountability for results in their context or what they would different if they were to promote accountability for results again	8	27

Appendix G: Codes and Themes Related to Practices

Table 18

Codes and Themes Related to Practices

		Governance				**Senior Management**				**Middle Management**				**Total**(n =13)
Codes	**Theme**	*P*		*NP*		*P*		*NP*		*P*		*NP*		
		M	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	
actions, habits, behaviors, making decisions	What is done					1		2		1	1			5/13
Approaches, strategies, techniques, ways of working/doing, processes, methods, structures, systems, style, workflow	How something is done			1	1		1		1				1	5/ 13
Combination of actions, habits, behaviors and approaches, ways of doing	What is done and how it is done	1	1									1		3/13

Key: P=public sector, NP=nonprofit sector, M= male, F=female. Source: Study Participants (n=13)

Appendix H: Codes related to Leadership

Table 19

Codes Related to the Meanings and Perceptions Ascribed to Leadership by Seniority and Sector

Code	Governance				Senior Management				Middle Management				Total
	Public		Nonprofit		Public		Nonprofit		Public		Nonprofit		
	M	F	M	F	M	F	M	F	M	F	M	F	
Leader's unique qualities and capabilities	1		1	1	1	1	2	1		1		1	10
Resp_Understand the context		1	1				1	1		1		1	6
Resp_Establish direction	1		1			1	2	1	1	1		1	9
Resp_Ensure alignment			1			1	2	1	1	1	1	1	9
Resp_Inspire commitment			1	1	1	1	2		1	1	1		9
Res_Create & Maintain a conducive environment	1		1			1	1	1	1	1	1	1	9
Resp_Build capabilities	1	1			1	1	2	1	1			1	9
Res_Recognize and prevent risks			1	1			2	1	1			1	7
Resp_Nurture culture of accountability for results	1	1		1		1	2	1	1			1	9
Exp_Achieve Desired Results	1		1	1				1	1				5

Key: M=male, F=Female, Resp= Responsibility, Exp= Expectations

Table 20

Codes and Themes Related to Leadership

Codes)	**Themes**	**Distribution** (n=13, multiple responses per participant)
"Art of directing and motivating people"; "having a skill set to motivate"; character; technical skill; soft skills; personal ability to guide, direct, enable; "ability to deliver results in structured and responsible manner"; positive values; personal drive and commitment; "ability to craft a vision"; positive values; style; ability to build relationships with others; purposeful use of resources; networking and collaboration	Leader's Qualities and Capabilities	10
"Identify right problem", analyze options, understand workers' motivation for work, stakeholder analysis and engagement, client consultation; understand and respect others' mandates; understand the geographic, technological, social, and political issues	Resp_Understand the context	6
"Pull in the same direction", clarifying values, participatory setting of individual and team goals aligned to organizational goals; ensuring donors support government plans, not theirs	Resp_Alignment	9
"Getting commitment"; teambuilding; "enabling others to achieve results"; inspiration; Influence through agreement, consultation, mentorship &guidance; regular and transparent communication; Giving credit and honoring performers; story telling	Resp_Inspire commitment	9
Taking responsibility, ensuring ownership, embrace vulnerability, transparent reporting of results, "buck stops with me"	Resp_ Culture of accountability for results	9
vision, where to go; Instilling values; role model; approve strategic plan; shepherd; formulation, approval and enforcement; taking agreed direction; purpose, vision, and mission; giving direction; regular and transparent communication	Resp_Establish direction	9
Goal achievement, growth and improvement, positive change; positive and consistent results; "do not live with the unacceptable" = meeting unique stakeholders' needs	Exp_Achieve Desired Results	5
"Partnership & drive toward common cause", ensuring implementation of equitable policies, dealing with work-related politics, conflict resolution; shunning grapevine; openness and transparency; stakeholder coordination; adequate resources; Camaraderie culture; keep in your lane, stick to your mandate; disciplining poor performers.	Resp_ Conducive environment	9
Mentorship, coaching, training, succession planning, granting autonomy and authority, peer mentorship, continuous learning; regular performance feedback	Resp_Build Capabilities	9
Business continuity planning; internal and external audit; fraud investigation; develop, enforce adherence to, audit and adapt policies, standards, regulations, and procedures	Resp_Recognize & Prevent risks	7

Key: Resp= Responsibility, Exp= Expectations