



UNIVERSITY OF GOTHENBURG

SCHOOL OF BUSINESS, ECONOMICS AND LAW

Adapting a comprehensive leadership development program

Developing an inclusive leadership

Authors:

Emmalie Fredriksson Hellgren 980311

Johanna Lundkvist 950716

Supervisor:

Niklas Egels Zandén

Department:

Graduate School

Course:

GM0861 Master Degree Project in Management

June 2023

Adapting a comprehensive leadership development program

Developing an inclusive leadership

Emmalie Fredriksson Hellgren

*Master of Science in Management, Graduate School
School of Business, Economics and Law at the University of Gothenburg*

Johanna Lundkvist

*Master of Science in Management, Graduate School
School of Business, Economics and Law at the University of Gothenburg*

Abstract

All around the world, organizations spend \$170 million each year on leadership development programs, LDPs. LDPs have been part of research and organizations for many years, and it has been seen as a good investment for organizations and its managers. Previous studies have almost solely focused on LDPs tailored for managers, leaving a gap in relation to comprehensive LDPs that include the whole organization, i.e., both managers and co-workers. In this paper we label a comprehensive LDP as CLDP to point to a LDP that includes every organizational member. The purpose of this study is to investigate what consequences there are from having the kind of CLDP that involves an entire organization. We address the gap by asking: *what consequences does a comprehensive leadership development program (CLDP) have?* Based on interviews and observations regarding managers' and co-workers' experiences and interactions at a Swedish firm, we show three differences between the studied CLDP and the findings in previous research. First, the CLDP facilitated the rise of a common language about leadership practices in the organization, among both managers and co-workers. Second, co-workers, and not only managers, felt empowered in their work. Third, the involvement of co-workers regarding leadership practices increased in the whole organization. Taken together, these findings not only contribute to the LDP literature but also to the inclusive leadership literature by showing how CLDPs can act to foster inclusive leadership.

Key words: CLDP, comprehensive leadership development program, LDP, leadership development program, inclusive leadership, shared leadership.

Introduction

The development of leaders is of great concern for many organizations, since having incompetent and ineffective leaders is connected to organizational failure (Holt, Hall & Gilley, 2018). To establish effective leadership that hopefully leads to success, many organizations choose to develop their leaders in formal leadership development programs, LDPs (Gagnon & Collinson, 2014). \$170 million is the estimated amount of money that is invested in LDPs globally every year (Larsson, Holmberg & Kempster, 2020). To invest in LDPs is necessary to ensure organizational sustainability, and gaining further knowledge on the subject helps practitioners and scholars in creating development programs with the most beneficial consequences (Douglas et al., 2020). Research on the topic of LDPs is mainly focused on the evaluation and consequences of programs devoted to the progress of managers' leadership qualities (e.g., Richard, Holton & Katsioloudes, 2014; Ferris et al., 2018; Holtzhausen & Botha, 2019). Many of the studies show effective results of implementing LDPs, increasing participants' leadership abilities, communication skills and capability to deal with challenges (Solansky, 2010; King & Nesbit, 2013; Douglas et al., 2020; Streeton et al., 2021).

Not many studies have analyzed LDPs including employees (Shapiro & Penney, 2010; Wrighting, 2022) and even less prevalent is research on LDPs dedicated to a whole organization, i.e., a comprehensive LDP, CLDP. The purpose for this study is to address the identified gap in research by studying a CLDP, and what consequences it has for an organization. To study the phenomenon the theory of inclusive leadership is used, to show how an CLDP can increase the practice of inclusive leadership. This topic is interesting from a practitioner's point of view since they can gain insights about the impact a CLDP can have and what consequences it can provide to include both managers and co-workers in a development program. We pose the following research question:

What consequences does a comprehensive leadership development program (CLDP) have?

The research is conducted as a case study at an organization that has worked with a CLDP. Drawing upon the case study it contributes to the LDP literature by showing that when investing in a CLDP there are three main consequences which are *common language*, *empowerment*, and *involvement*. With the concept of CLDP this study shows how leadership can develop and become a broader phenomenon by including more people. When including employees across hierarchical boundaries in the CLDP a common language will be created that facilitates communication. The common language can reduce the gap in the hierarchical levels by having the employees communicating with each other as equals, in this case referred to as adult to adult. It also achieves this by giving everyone the same communication tools regarding how they talk, listen, and give as well as receive feedback. Regarding the empowerment of the employees this is found in two ways. Firstly, the co-workers are empowered by the fact that they get to practice being a leader, making them see a managing role as a possible career choice in the future. Secondly it empowers the employees in that they feel valuable being included in the program, i.e., a stronger relationship to the organization. Having a CLDP also increases the

involvement in the organization, it involves the co-workers by both giving them more responsibility and teaching them to take more responsibility.

Theoretical framework

Previous research on LDPs

The definitions of leader and leadership development focus on efforts aimed at expanding individual and collective capacity to be effective in leadership roles and to bring about effective leadership. (Day & Dragoni, 2014)

Leadership development is defined as a process where the individuals participating are led through reflecting activities and practices which produce knowledge and skills to be used in their everyday work life, it is where the ability to perform effective leadership is developed among individuals (Kotylar, Richardson & Karakowsky, 2015). Effective leadership is connected to leaders' ability to develop employees, cope with change, manage stakeholders and inspire others. An effective leader should also have the competence to lead employees and be resourceful (Gentry et al., 2014). When developing individuals, the collective becomes more focused at where they are headed, and their commitment grows (Day & Dragoni, 2014). A distinction has been made in studies where the research is emphasized on *leadership* development instead of *leader* development, where leader development is focused on individual learning and leadership development refers to collectively developing an organization (Day, 2000; Douglas et al., 2020). To develop leadership in an organization is of importance since effective leadership is such an important key to organizational success (Gentry et al., 2014; Yesmiscigil, 2022). If found in the situation of not having effective leaders, which is the case for many organizations, it could end in the organization failing (Holt et al., 2018). Although it can bring challenges, many are assured that a LDP is an investment worth making. Research shows that leadership development initiatives have a high monetary return and a positive effect on leadership in terms of performance and effectiveness (Avolio, Avey & Quisenberry, 2010; Richard et al., 2014).

A recurring theme in the research of LDPs is the evaluation of the programs, both practitioners and scholars are interested in learning if and how LDPs make a difference (Yesmiscigil, 2022). Evaluating LDPs is not an easy task since there are several issues connected to it, the biggest one being how to measure change. The time aspect that is interesting for the evaluation is when the LDP is taking place but even during this time unexpected things can happen that affect the consequences (Gentry & Martineau, 2010). Several quantitative studies have been made evaluating LDPs (e.g., Gentry & Martineau, 2010; Solansky, 2010; Gulati, 2019), some have been more focused on evaluating and estimating the return on investment for LDPs (Avolio et al., 2010; Richard et al., 2014; Cohrs et al., 2019). Scholars within the qualitative research field argue for this type of research to generate more detailed results about personal learnings and is more likely to give a greater understanding of LDPs (King & Nesbit, 2013; Holtzhausen & Botha, 2019).

Viewing the consequences of LDPs, many studies show positive results. Several studies show that participants' leadership behavior and skills improved after attending a LDP (King &

Nesbit, 2013; Ferris et al., 2018, Cohrs et al., 2019; Gulati, 2019). Research also shows improved performance amongst the participating managers (Packard & Jones, 2013). A program can advance communication skills, enhance confidence, and make participants open to new perspectives (Solansky, 2010). As the previous study mentioned, more recent research also shows that LDPs can help participants in their self-and team knowledge, making them more able to understand other perspectives and communicate across those different perspectives. It also enhanced their abilities to deal with challenges and ambiguity (Streeton et al., 2021). LDPs are capable of increasing commitment and empowerment amongst leaders (Dahinten et al., 2014), although there is a paradox in that statement. Having a successful LDP can make the ones participating in the program want to leave the current organization. This is because of the increased agency and confidence gained from taking part in a LDP (Larsson et al., 2020). LDPs are proven to impact the results and effectiveness of an organization, by increasing leaders' skills and capacities. It also shows that the LDP resulted in a more frequent use of collective leadership, the collective relating to the total population of leaders in the organization. The study further points out the shift in LDPs from their emergence to be rarely used and seen more as luxury, to now being something needed to ensure organizational sustainability. This highlights the need for further research of LDPs effects on organizations and their effectiveness (Douglas et al., 2020).

The working environment that leaders are facing in the 21st century is far more complex than before, which calls for more than one individual to lead and navigate an organization's way forward, having a more collective view on leadership (Eva et al., 2021). There is a need for leadership development beyond the individualistic view of leadership, and development programs need to be designed in adaption to these new ideas. Douglas et al. (2020) believes that collective leadership development could be a solution to an organization's survival in the adaptation to global changes since it needs effective leadership to do so. This highlights the importance of developing leadership qualities in several employees. Employees at all hierarchical levels require improvement of their leadership abilities for the leadership to develop at an organization, the training should not be limited to managers only (Holt et al., 2018). This collective leadership development does not only mean engaging in training in leadership for people outside the managerial group, but it also calls for exercises designed in line with the new ideas about collective leadership (Eva et al., 2021). Although this perspective of leadership and its development being of importance for organizational progress, not much research has been done on LDPs including employees from different hierarchical levels. Leigh, Shapiro, and Penney (2010) studied a LDP where employees in their early career trained their leadership skills for future possibilities for managerial positions. Another recent study was made on a LDP for mid-career faculty members at a university to prepare them for a possible leadership position (Wrighting et al., 2022). There is even less research on LDPs including both managers and employees. To contribute to the existing literature this study's research focus is on a LDP including a whole organization, all the managers and employees. To be able to make this contribution the theory of inclusive leadership will be used, to show how an CLDP leads to more widespread use of inclusive leadership.

Inclusive leadership

An overview of leadership

The importance of understanding leadership in the context of relationship with followers has been prominent in leadership research. (Carmeli, Reiter-Palmon & Ziv, 2010, p.250)

Defining leadership is not the easiest thing, already in the early 1970s, Stogdill (1974) stated that the number of different definitions of leadership are close to the amount of people who have tried to define it. Leaders have always been a fundamental part in the study of leadership, and there is not one way on how to define a leader, they can be presented in different ways for instance as transactional, transformational, or task-oriented leaders. Leadership also tends to have different sorts of definitions depending on who answers the question. For example, it can be defined as the procedure of influencing what a specific group does to accomplish a goal (Katz & Khan, 1984 referred in Yukl, 2012) or the capacity for an individual to affect, motivate and help those around to more capability and success within the company (House et al., 1999 referred in Yukl, 2012). As mentioned, leaders have been a central point of discussion but there is some ambiguity, leaders often change between various processes within their leadership on a daily basis and these processes can be focused on tasks or on how to manage and take care of the employees. Alvesson and Spicer (2010) further point out that another part of ambiguity in leadership is the uncertainty that has arisen for leaders regarding if they are leaders at all. The authors additionally present that co-workers are important parts of ambiguity, but research has tended to overlook them since it is usually predicted that co-workers follow and no more than that.

When studying leadership concerning processes, practices and as a synergy it is important to keep in mind that dominant conversations about leadership must be seen as inevitable and necessary for the research. These discussions "...involve practices and interactions relating to notions of 'leadership', 'followership', 'good leadership', 'bad leadership', 'absent leadership' and so forth." (Crevani, Lindgren & Packendorff, 2010, p.80). Joseph Raelin coined the concept *leadership as practice*, LAP, that claims that leadership is a phenomenon that should be observed as a practice that works towards a goal. This concept is distinguished from traditional leadership since it tends to be connected to the acts of an individual identified as a leader (Raelin, 2011; Raelin, 2016; Zugelder, 2021). The importance within LAP is therefore the practices and not the professionals, furthermore what is important is the daily tasks and situations that are affected by leadership (Crevani & Endrissat, 2016). LAP has by some practitioners been presented as a modern movement within the research of leadership (Raelin, 2016; Collinson, 2018; Case & Śliwa, 2020). When applying LAP as an approach it clearly shows that decisions that can be made by upper management change when people work with them, and they are continually under development (Case & Śliwa, 2020). It is about studying leadership as a lived occurrence instead of something described and it needs the researcher to come close to where it is happening, e.g., by non-participant observations (Crevani & Endrissat, 2016). "L-A-P is concerned with the emergence and unfolding of leadership in the quotidian experience of the participants and sees people who affect leadership as embedded within it." (Case & Śliwa, 2020, p.539). This perspective requires an improvement of a jointly

complex understanding of the individual's impact on the emergence of empowered leadership (Casa & Śliwa, 2020).

Expanding on inclusive leadership

Inclusive leadership plays an important role in ensuring that differences that may create conflict and negative outcomes are mitigated through positive relationships and valuing of diverse identities. (Sugiyama et al., 2016, p.257)

There are indicators for leadership to take more emergent forms in the future, where leadership can be co-produced by several individuals, taking a more collective form and less individualistic (Lord et al., 2017; Eva et al., 2021). Leaders delegating their tasks can have a positive effect on the leadership capacity working together with the followers (Day & Dragoni, 2014). Co-producing leadership calls for including more individuals in the processes of leadership, which brings us to the concept of inclusive leadership. The concept of inclusive leadership was first coined by Nembherd and Edmondson in their paper from 2006, writing about what effects inclusiveness and professional status can have on psychological safety (Carmeli, Reiter-Palmon & Ziv, 2010; Qi et al., 2019; Fang, Dai & Zhang, 2021). Inclusive leaders have been described as open, accessible, available, valuable, play a key role and being respectful (Carmeli et al., 2010; Choi, Tran & Park, 2015; Qi et al., 2019; Fang et al., 2021). By having a leader that adapts inclusive leadership "... employees are likely to feel that it is safe to bring up new ideas and take risks involved in coming up with ideas that basically defy the norm" (Edmondson, 2004 referred in Carmeli et al., 2010, p.252).

Inclusive leadership contains several specific practices which for instance includes encouraging inclusion, educating employees, and applying decisions and policy making strategies that are inclusive (Ryan, 2006). Furthermore, Ryan (2006) emphasizes on the importance of education that promotes inclusion to be critical, to challenge the practices used that do not bring forth inclusion. There needs to be an atmosphere allowing this critical mindset and it is beneficial for members to take part in training activities designed for this cause. The inclusive leadership has been defined as a win-win situation in the sense that it includes a common goal and a belief of co-dependent relationships. It should contain support along with concerns about the interests and beliefs of the followers (Carmeli et al., 2010; Choi et al., 2015; Qi et al., 2019; Fang et al., 2021).

To reach effective inclusive leadership, one must carry out things *with* people instead of *to* people. It is important to listen and respect what needs the followers have and to acknowledge the importance of followers, good leaders continually show their support to their followers (Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021). Employees recognize inclusiveness when there is a high level of belongingness (Sugiyama et al., 2016), beneficial influence on innovation and research (Qi et al., 2019; Fang et al., 2021) and creativity (Carmeli et al., 2010). According to Choi et al. (2015), previous literature about leadership states that a particular leadership style can give rise to a deeply motivated group of employees. In their study they expressed that having an inclusive leadership style was a successful way to have more committed and devoted employees. Research has pointed out that the way that leaders behave have consequential effects on what kind of level

of work engagement they get in return from the employees (Saks, 2006 referred in Choi et al., 2015; Chughtai & Buckley 2008 referred in Choi et al., 2015; Choi et al., 2015).

In the 1990s, shared leadership appeared and was studied as an emergent phenomenon, a leadership having equal influence on but also by members of a group (Day, Gronn & Salas, 2004; Fitzsimons, Turnball James & Denyer, 2011). Shared leadership is a concept closely related to inclusive leadership since it is about including people in leadership practices. Although its resemblance to inclusive leadership, shared leadership has some unique aspects and scholars have been challenging the conventional approach to leadership with the argument that leadership is something that can be shared (Zhu et al., 2018). Shared leadership occurs when leadership within a group is horizontally distributed among several members (Carson, Tesluk & Marrone, 2007; Zhu et al., 2018; Eva et al., 2021) and it creates an arrangement of mutual influence that encourages and strengthens relationships within the group (Carson et al., 2007). By looking at leadership, e.g., shared leadership, as a result of something that a group has created together it gives benefits that can be reflected in the dynamic of the group, the social capital that has been created is an asset that gives value to the group and the organization (Day et al., 2004).

Shared leadership does not mean that leaders are unnecessary but rather that a leader within a group effectively shapes how shared materials are distributed and creates an effective group (Day et al., 2004; Carson et al., 2007). "...an effective team leader will create a climate that encourages mutual performance monitoring, supportive behavior, and adaptability." (Day et al., 2004, p.864). Organizations that allow influential acts among a widely spread group of people are those who have the most efficient and empowered teams and are seen as a motivational assembly (Day et al., 2004; Carson et al., 2007). Day et al. (2004) further emphasizes that leadership can be seen as a result of interactions and relationships within a group, i.e., shared leadership that gives possibilities for flexibility and adaptability. Shared leadership can, as stated before, be seen as a part of inclusive leadership since it involves a higher number of individuals to be part of leadership rather than having a single leader (Day et al., 2021).

Methodology of the Study

Research design of the study

When it is of interest to get access to an organization to conduct research and see what is happening rather than solely asking what is happening, qualitative research possesses great strengths (Silverman, 2020). Qualitative research is used to gain a deeper understanding of a subject and to be able to present answers to *what* and *how* the CLDP has worked, a qualitative study is arguably suitable (Hinings, 1997; King & Nesbit, 2013; Silverman, 2020). To conduct research on the consequences of CLDPs, describing the meanings, processes, and interactions (Silverman, 2020), this paper was chosen to be a qualitative study. Moreover, this study was conducted as a case study, this type of research is appropriate since it grants greater insight into CLDP as a phenomenon (Flyvbjerg, 2006; Silverman 2020). Case studies have on one hand received some critique but on the other hand been recognized for its research method to generate results that can be drawn as general conclusions about the studied phenomenon

(Flyvbjerg, 2006). To develop the empirical section, grounded theory was used, and the choice was based on that grounded theory is argued to be appropriate within qualitative research (Martin & Turner, 1986; Silverman, 2020).

The setting

The organization studied is part of a bigger corporate group located in the greater Gothenburg area. The corporate group is highly IT-focused with a total of around 400 employees, and it consists of several smaller organizations who have their own products and customer base but who work towards the same main goal. This study will be conducted on an organization that is part of the corporate group, which has around 30 employees, whereof less than a handful are located outside of Sweden. The managers have been employed at the organization between approximately four and twelve years, some of them having different roles throughout the years, the co-workers have been employed between six months to 30 years. The reason for choosing to study this organization is because of their previous and ongoing work with a CLDP. Throughout the empirical section, when an interviewee mentions the organization's name the organization is referred to as organization X.

Data collection method

For this study, interviews and observations were chosen as primary data collection to get an accurate and objective representation of our subject (Kvale, 2006; Silverman 2020), additionally secondary data in terms of organizational documents were analyzed. Interviews and observations gave both the interviewees' accounts of the effects of leadership development but also the ability to observe how it plays out in their daily work. It was of importance to listen to what those being involved thought about it, what they have experienced and what their perception of the effects were. In the paper, when answering the research question, *consequences* refer to what we as researchers see coming from the CLDP, and when using the term *effect*, it is the perceptions of the employees in the studied organization.

For this study, interviews were a big part of the gathered material, more specifically semi-structured interviews. The aim of the study was to learn about the interviewee's perceptions of the CLDP, and what consequences it has had (King & Nesbit, 2013). Before the process started, a background interview with three managers was conducted, as a part of the base for the upcoming interviews. This was seen as prior reading to learn more about the CLDP (Silverman, 2020). When this stage was completed and the questions for the upcoming interviews were formulated, a total of 29 interviews were carried out, both with managers on different levels and co-workers with different roles, additionally one interview regarding the organization's goals and visions were conducted. The empirical section of this thesis is based on interviews with almost the entire organization which makes the representation nearly 100 percent. In the empirical section the interviewees are named with different codes where for example *MI* is a manager and *CWI* is a co-worker, these numbers were randomly selected among the interviewees. When employees are mentioned in the text, it refers to both co-workers and managers.

The interview guide consisted of three themes which helped with the structure and progress of the interviews, the first theme was a shorter one asking the interviewee to introduce themselves and what they do at the organization. The second theme contained questions about leadership in general and lastly the third theme was about the CLDP. Choosing semi-structured interviews, made it possible to get perceptions on the same topic but still ask follow-up questions (Bell, Bryman & Harley, 2019; Silverman, 2020). Whenever it was possible the interviewees got asked to give examples of what they were saying or to further explain what they meant, to get rich data. Throughout the process of collecting data, the interviews were recorded, with the interviewee's approval, to be able to transcribe them. Each interview was held in Swedish which meant that after the transcription, the interviews were translated. The quotes that were translated were double checked to ensure the accuracy in the translation.

To strengthen the data, observations with the opportunity to observe participant's interactions, actions and behaviors were carried out (Silverman, 2020). The observations were based on participating in two different kinds of meetings, the first meeting being a management meeting and the second one a group meeting. The choice fell on making non-participant observations, where the aim was to sit and listen without interrupting or saying anything. During the meetings, notes were taken on a notepad to be as quiet as possible. These meetings were not recorded since it was not out of interest *what they said* during the meeting but rather *how they talked*. As Silverman (2020) states, when choosing not to record observations one must rely on the notes that are taken. In the empirical section, observatory data relies completely on these notes since both of us actively took notes that later were brought together to create a common ground. During the meetings that were observed, the notes were based on what they were doing, how they were doing it, how they were talking to each other and how their interactions took place.

Document analysis was chosen as a complement to the two prior data collection methods, this aimed at getting an even broader understanding of the phenomenon (Bell et al., 2019). Documents regarding the CLDP and the content of the course, such as the exercises and theoretical information were read and then analyzed. Parts of this material are shown in the introduction of the empirical section. When reading documents, the aim was to be able to give a description of the content of the program and on the other hand about their goals and visions. There have been as little interpretations as possible of the documents and rather only a portrayal of the content. By taking part in organizational documents a depiction of the phenomenon, and a greater understanding of the studied organization was given (Silverman, 2020).

Data analysis method

Grounded theory is based on that the researcher does not have a preexisting hypothesis but rather brings out the hypothesis from solid data analysis (Martin & Turner, 1986; Silverman, 2020), the data gathered was analyzed in line with this method. When the interviews had been transcribed and translated the material was thematically coded. The coding process consisted of three steps. It started with working through the data by reading it line by line and then asking the question "*What is this an example of?*". For the initial coding, Excel was used as a basis,

where it was possible to have a pivot table. With this table all the lines along with their codes were summarized. This was a work in progress which was helpful in diving even deeper into the subject, and it also enabled adding or changing some of the questions that were noticed to not provide a better perception of the subject that was investigated. This process did not only help to alter questions, but the structure of the codes also changed to fit the gathered material better (Corbin & Strauss, 2015). Later, when the codes were starting to be done, they were grouped into themes which laid the foundation for the empirical section. The choice of using Microsoft Excel instead of other prominent programs such as NVivo, was because by choosing this the both of us could work in the document and have access to the same information at the same time. This was considered to be very time efficient and helpful.

The initial coding process produced approximately 30 codes. The second step entailed discovering patterns amongst these codes which generated four bigger empirical themes; *defining the CLDP*, *decentralize the organization*, *prepare co-workers for leadership* and, *effects of the CLDP*. Third and lastly, the four empirical themes were analyzed and compared to the current literature on LDP and inclusive leadership. The analysis and comparison resulted in three analytical themes: *common language*, *empowerment*, and *involvement*. This process is illustrated in the below (Figure 1).

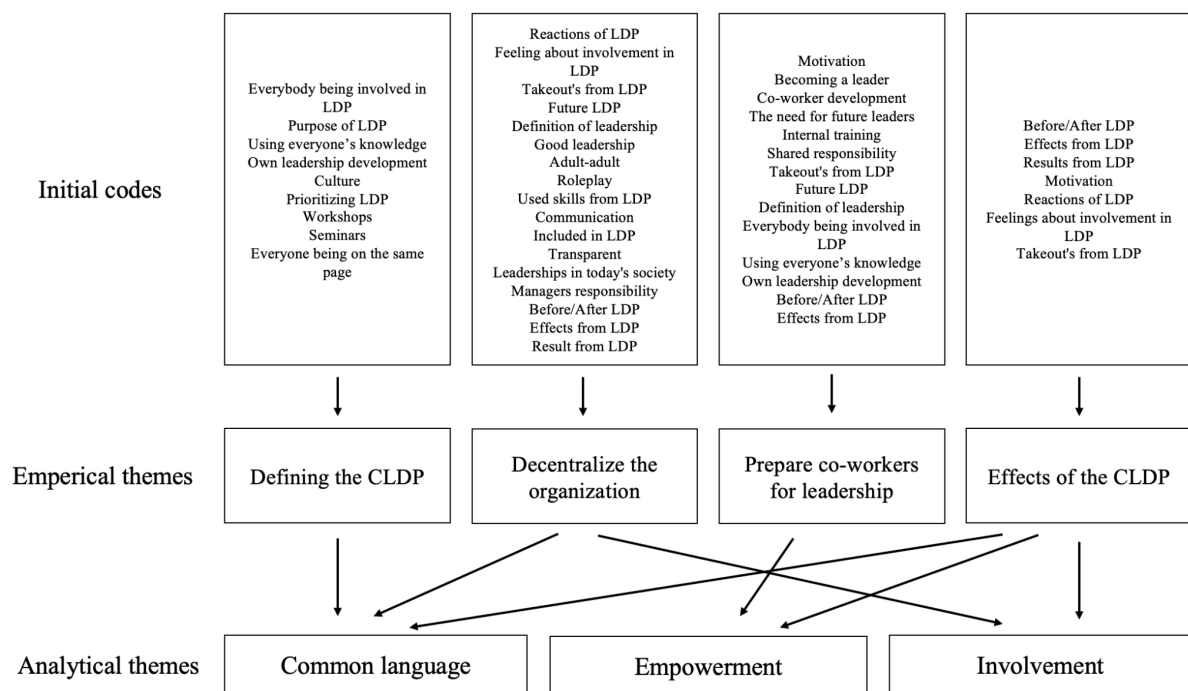


Figure 1. From initial codes to analytical themes.

Some of the initial codes are reoccurring in several of the empirical themes. The same goes for the empirical themes, where some are specifically connected to one analytical theme, such as *defining the CLDP* while *decentralize the organization* can be found in multiple analytical themes.

Ethical reflections and limitations

This study was conducted as a case study, which means that it was based on one organization, this could be seen as a limitation. Although, it is implied by Silverman (2020) that it is sufficient with one group of people when doing a case study within the qualitative research. If a quantitative study would have been conducted it would have been necessary to examine the perceptions of various groups of people. This case study will be able to contribute to other organizations that are facing the question of including a wider range of employees in leadership development. With a case study the researcher is allowed to be close to one case and gain deep knowledge on people's perceptions on a specific subject, which gives an opportunity to get a broad view of reality (Flyvbjerg, 2006).

To minimize the risk of the interviewees holding back on information that is valuable for the study, the participants were informed about the purpose of this study, that they were and would remain anonymous, and that no one beside the researchers would know who said what. Only the researchers would listen to the recorded interview and that will remain for the future. The limited amount of time dedicated to the research is another limitation. To get a long-term perception of the consequences of the CLDP, more time would have been necessary.

When conducting interviews, asymmetrical power relations can occur (Kvale, 2006). As far as possible, this was limited by trying to keep a friendly, positive atmosphere and in the beginning of the interview it was stated that what was wanted were their perceptions, and that there were no right or wrong answers. To further minimize the power asymmetry, all interviews were held in Swedish so that the interviewees would not feel insecure because of the language, this also decreased the risk of misunderstandings. Additionally, it is important to consider that the organizations themselves are the ones that provide the specific interviewees, what meetings that could observe and what documents were shared. To diminish the risk of the study's results being affected and skewed, almost everyone in the organization was interviewed.

Empirical Section

Defining the CLDP

A couple of years ago the organization went through some changes, a new chief executive officer was appointed and on top of that, they started to work with a completely new product. These two major changes made some of the managers think about how they would make sure that everyone was heading the same way, with the same ideas about how the organization should work. This was when the suggestion of introducing the CLDP arised, a development that should be aligned with the new changes in the organization. What has been pointed out as distinctive about this CLDP is that everyone in the organization was involved in some way. The purpose behind this was to get everyone onboard without having one leader taking charge all the time, every member of the organization should be equipped to lead and drive themselves forward.

And what has been special about this leadership training. It is that almost the entire company has been involved in it in some way. Either you went through the full training, or you had at least shorter meetings where you learned the concepts and so that when we talk to each other, everyone at least has the concepts and the purpose clear... That is probably what is unique at X, usually it is not like that. Most often, it is that you attend a leadership development program as a manager. (M8)

The managers did not attend the CLDP at the same time, but they all got to take part of the same information and the same exercises. The CLDP for the managers was divided into two parts, one being about leading individuals and one about leading a group. Both parts aimed to develop a coaching leadership style. The first one, *to lead individuals*, was divided into three different modules. The first module was focused on having coaching conversations with your employees. The second module was about giving feedback in a constructive and effective way. The third module was about relational conversations and having conversations where the employee gets the opportunity to choose their own solutions. These modules in part one was held for a couple of hours at a time, spread over six different occasions. The modules all together aimed to give the managers knowledge about how to choose a coaching approach in their leadership. It was also designed for them to always see their employees as equal adults, and not treat them as children, furthermore, referred to as having adult to adult relationships. The purpose with this approach was to give the co-workers more responsibility so that they do not come to the manager with all their problems (Internal documents about the CLDP). One manager describes the purpose and importance of the CLDP as this:

Throughout the program, there is somewhere the question of responsibility, in all these steps that is the important thing and putting that responsibility in the right place, regardless of whether it is with an individual as an employee or with oneself or in a group, that is what the common denominator is. (M7)

Part two, *leading a group*, had similarities to the first part since it was based on the same coaching theme, but the perspective was applied to leading groups instead of individuals. This part was focused on how a leader can make sure that every member of a group, no matter the size, gets along and agrees on different matters. The managers got to practice scenarios on how to reach agreement on a specific matter when everyone has different opinions. The training emphasized on the importance of everyone being on the same page when working towards a goal, since it is hard to do if some people in the group do not agree on the goals and where the group is heading. As of now, the second part of the development program is a part that not all managers in the organization have gone through yet (Internal documents about the CLDP).

The co-workers were included in the CLDP by participating in one online seminar and two workshops. What was covered at the seminar and the workshops was a light version of what the leaders took part of in their course. The seminar covered the topic of self-leadership, guiding the co-worker into how to find and work with their own leadership. The upcoming workshops were also explained and information on how these could help them further in their self-leadership. The first workshop was focused on having meaningful meetings where they

discussed how they wanted meetings to be shaped to feel meaningful for everyone. In the second workshop the co-workers went through each other's strengths and pitfalls, to get to know each other better. The workshops included roleplay of various scenarios where they got to practice having different kinds of dialogues, both easy and tough ones. In the scenario they got to play the roles of both a manager and a co-worker. The purpose of the development program that the co-workers took part of, according to the ones who held the training together with the organization, was to develop adult work relations between managers and employees. It was also to give them tools and training to be able to lead themselves daily and support and encourage colleagues to also be able to lead themselves (Internal documents about the CLDP).

The journey that the organization has started with developing the leadership amongst the managers and co-workers is a process, which is something they mention. One manager highlights the process of leadership when saying that “there is a lot that is around leadership all the time, which is constantly relevant and a process you are in” (M7), another manager agrees and says that “leadership development is a process that can constantly be built on” (M8). They are aware that this is the beginning to a longer journey and that it is something that they will continue to work on. The development will continue for both the managers and the co-workers.

Decentralize the organization

Reduce the gap between hierarchical levels

The organization is described as decentralized and having many managers which in turn leads to responsibility being spread among many of the employees. Having this kind of organization affects the ones working there. One of the managers describes that there is a willingness among the employees to continue to develop, no matter the working position. Another manager describes it as an organization where they want to give all employees responsibility, and the fact that everyone participated in the CLDP speaks to that. The purpose of the CLDP according to many of the managers was to delegate responsibility even further down in the organization. The managers phrase it as making sure that the responsibility ends up in the right place. This does not only mean making sure that the co-workers take on more responsibility but also so that the managers do not have too much. One manager mentions that this way of working is better in the long run since the co-workers will get to do more of their work in a way that they know is best, with less involvement from the manager. This was confirmed in one of the observations where one of the managers commended one of the co-workers for taking responsibilities on their own initiative. Another manager agrees and says this about the aim of delegating more responsibility:

The biggest aim that I take with me is to involve the employees more. That just because the leader is a manager does not mean that he needs to do everything that is the manager's responsibility, but that we can actually divide it. So, delegate more and then empower the employees so that they feel more involved. (M5)

For some of the managers this means for them to actively take a step back. They find that the CLDP has opened their eyes to how they usually do things themselves instead of giving a co-worker the task, which is something that they want to change. They need to further work on letting go of control and giving more responsibility to others when that is possible. One manager says that it is about them daring to take a step back, listen, and let the others shine and develop. Furthermore, the manager adds that if you as the manager delegate responsibility you will get more back, listening to other people discussing matters rather than directly taking care of it yourself. Another manager also talks about working with letting go of responsibility:

And it is about not taking responsibility for everything as a leader, but putting the responsibility in the right lap, as you put it, and I think that is great, and it is something that I must remind myself of sometimes that you do not just immediately say yes and fix something without further ado. (M6)

Aligned with the managers' perception of the purpose of the CLDP, the co-workers as well perceive that the aim is for them to take more responsibility. One co-worker says that this has been a part of the organization's way of working for a while. Another one says that the purpose was to incorporate a more modern way of working with leadership, giving the co-workers responsibility with certain frameworks, the co-worker also says:

That you may not work as a manager in an old-fashioned way, that you point with your whole hand and talk about exactly what needs to be done. Rather, you want to let the employees take responsibility and shape these detailed issues a bit. (CW4)

Several co-workers believe that the aim was to get all employees to act more like leaders. For everyone to understand that even if you have a manager above you in the hierarchy it is not that person's responsibility to tell you how to do things. All members of the organization should feel a responsibility to act when they see that it is needed. One co-worker describes it as very important for all employees to develop their leadership qualities for them to be able to do their work better as a team. No matter what role you have you are most likely to be involved in different parts of the organization, since it is a quite small organization with people working with each other across teams, assignments, and positions. One co-worker believes that it is a good win either way when everyone is acting like small leaders. The co-worker explains that it does not matter if you will end up having a leading role in the future, for everyone to have good leadership skills is still important for the progression of the organization.

An example of where co-workers have been given more responsibility is in the meetings. Before the CLDP, one manager was responsible for the meetings every time, whilst now there

are different groups and people having responsibility for leading the meetings and deciding the topic. Both co-workers and managers feel like there has been a shift in how many are sharing their opinions in the meetings. There are more people raising their voice now compared to before the CLDP. One co-worker says this about the meetings:

We were taught that as a leader you should not always take over the meeting. For example, we have a meeting and if someone automatically becomes a leader, it does not have to mean that the leader must take care of the entire meeting, sometimes it is better to let others speak. (CW15)

During the observations, it was noticed that they had a structure in the meetings where everyone around the table got a minute or two to address what they thought was important for the week. In one of the meetings everyone but one talked more in the beginning about a topic that concerned them. Later, the person who was not part of that previous discussion had the opportunity to start speaking to get room to discuss what was important for that person. Aspects of having meetings in different ways were something that was discussed in the CLDP and internally after the program. All the employees took time to sit down and share their opinions on how they want the meetings to work. A co-worker compares the meetings before and after the CLDP:

Yes, we have noticed more that, like before, we only had one person talking, everyone listened, and at the end there was some summary, but there was not so much talking. But now we have tried to bring that up. Just trying to get everyone to say something. What do you think? If someone talks too much, say now we have heard what you think, is there anyone else? And trying to bring up all of those who want to, but maybe are too shy, so we try to bring them up more. And we are a little more attentive to those who raise their hand and those who want to but maybe do not dare. (CW15)

After the CLDP, the managers likewise thought about how to make the meetings more meaningful for everyone. One manager mentions delegating the responsibility for meetings as one way of implementing the learnings from the CLDP in their day-to-day work. Another manager emphasizes on the aspect of the meeting not belonging to the managers but that it is everyone's meeting.

You are not invited here to just sit and listen, it is ours. We have a common agenda. It is not up to the managers to decide that today we are going to talk about these things, but everyone is invited to fill in if there is something you want to include on the agenda. (M7)

Managers giving co-workers more responsibility is one way to reduce the gap between the hierarchical levels. Another way to do this is for the co-workers to learn more about the manager's role and what is included in it. Several co-workers felt like the workshops gave them a better understanding of the manager's role and what situations and challenges they have in their everyday work life. One co-worker says this about the insight it gave into the manager's perspective:

We practiced learning and seeing from the leader's perspective a little. It is not that easy, even if we on the other side may think so sometimes, it is more that the leader thinks about things that you yourself are not directly connected to. (CW3)

The managers also think that the aspect of the co-workers learning about the managers' work is important, one says that it is good that the employees got a bit of practice in that aspect as well, "because then they got a little understanding of what we are doing, we who are leaders" (M2). Including the employees gave the impression that they understood the managers more and what they were doing, it was helpful for their relationship to comprehend each other better.

Communicating through a common language

One aim of the CLDP that is mentioned is that they learned how to speak the same language. This is also said to be one important result, from both the managers' and the co-workers' perspective. A co-worker says that they not only speak the same language but, after the CLDP, have similar ways of managing difficult and stressful situations. By having this knowledge, they can help each other better in those situations, using the communication tools they all have learned. A manager agrees on that note when saying that the learnings from the CLDP is more likely to be meaningful for the organization's progression if everyone speaks and understands the same language. One difficult situation brought up by a manager is when giving feedback on something that needs improvement. "I got great tools to deal with the sometimes difficult part of being able to tell someone that this is not good." (M7). The manager further emphasizes on the importance of everyone having these tools:

I think it is important because then you are also open to taking this feedback that you might get in a feedback conversation or in a relationship conversation. That OK this is not criticism of me personally in that way, but this is something we talk about so that we can work better going forward. I think there is a big difference in that. (M7)

In relation to having new ways of communication, adult to adult was mentioned in more or less every interview. This concept is a way of talking to each other where they all try to avoid seeing the manager as the adult and the co-worker as a child - but rather seeing each other on the same level who can have good discussions. This was a new concept for many and for some an aspect that needed more attention. One manager says that it is easy to do things for the co-workers without asking any questions, and in such a situation the co-worker is perceived more as a child than an adult. It is pointed out by many employees that this adult to adult way of thinking is important, that it comes from both sides, both managers and co-workers need to think about it. From the co-workers' side it is about taking responsibility for their own things, not 'dumping' it on a manager, and from the managers' perspective it is about not taking on things that are not their job to do. One manager talks about the importance of the concept:

It has opened everyone's eyes to what matters and how we can collaborate and that actually just because you are a manager does not necessarily mean that everything should be on your shoulders ... This with adult to adult instead of adult to child. I have worked in many other places where the manager is an adult, and the co-workers become children and are treated like children, even if they may not want it at all or think it is an okay situation. (M1)

Communicating in this way is important for the collaboration between co-workers. "If you are going to cooperate or talk to each other that you do not talk about it with a parent-child relationship..." (CW10). The workshop where they went through each other's strengths and pitfalls is also mentioned as opening communication between the co-workers, making them get to know each other better and learn about each other's way of communicating. Having workshops, learning about concepts, is made possible for the co-workers when they are included in the CLDP, this is reflected upon by a co-worker:

If managers sit and do a lot of training and in a closed atmosphere, it is not certain that employees understand the new form of feedback and communication. That you might not really understand it. So, if you have had a co-worker train as well, the probability increases that everyone will understand where this new type of communication is coming from. (CW16)

Both managers and co-workers point out the attention that *communication* received in the discussions during the CLDP. From this, especially the managers, learned and took with them useful tools. The tools are useful for the managers since they learned how to communicate in a way that they had not done before. One manager points out these tools as extra helpful since communication is something that they had struggled with before and were now more prepared to handle difficult situations. One aspect of communication that the managers got to practice was sitting down and listening without disrupting someone when they are thinking. This is mentioned from one manager as an eye opener:

So, for my part, it has been an important thing, also to practice in these contexts that is to listen and really listen and not try to sit and formulate a question or an answer in my head, but really just listen, it is really hard. There is also something that I think is important in these conversations. (M7)

These learnings of communication were in the CLDP connected to a coaching leadership style. Having a coaching style is something described by several employees as good leadership. This kind of leadership is described as listening without interrupting, asking open questions, and not giving answers to questions directly but coaching the co-workers to solve a problem themselves. The coaching leadership is an aspect mentioned as the main learning for the managers. One manager explains that the coaching leadership is a perspective where employees are seen as competent and are expected to lead themselves to a certain extent. They should feel that what they are doing is good without having to double check every decision with a manager. It should only be in the situations where the co-worker actually needs help that the manager

steps in, coaching and guiding them to find a solution. Another manager describes the coaching leadership like this:

When you can let go a little bit and realize that you do not have to fix everything yourself, coaching is actually very effective. So, I think that, at the same time, maybe you have sometimes had it as your security that I am a leader, I take care of problems, I solve them and that it is a security, so it can also be very difficult to let it go. But certainly, a breath of fresh air when you discover that yes, but I may be actually taking a step back here. (M6)

The improvement of communication skills is also emphasized to enhance the actual work in the organization. One co-worker describes it as “there has to be communication somewhere between all the different occupational categories and professions and so on, in order to get a good one.” (CW14). When having more open communication, talking about situations that occur and how they can be managed, the organization becomes more open to new kinds of solutions and helps its development for the future. This way of working includes the whole organization and understanding communication is therefore not only something of importance for the managers, but also for the co-workers when considering how to communicate with both the managers and with each other. One co-worker describes the importance of being able to communicate with the managers as this:

After all, the employee goes to the leader for questions about knowledge, guidance and about wisdom. What should I do, how can I make it better? I have a problem, what can I do? Being able to talk about it with the leader. (CW15)

To be able to have good communication it is important for the employees to feel like they are allowed to talk across working positions. The organization is described as having an allowing atmosphere and a high ceiling and one co-worker points out the importance of this is “... to get a good cohesion” (CW14). The co-worker further emphasizes on the importance of having a working communication between all the different occupational categories and professions for it to be a good one. It is further important to know who you are communicating with and what they prefer as a communication medium. This is reflected upon by a co-worker:

Communication is really important, it is not enough to just talk, but you also have to understand a little, what, how, who are you talking to? Who is the recipient and what message do you want to send so that it is not misunderstood, or it can easily happen that you send the wrong signals so that communication is important and analysis as well. (CW4)

Prepare co-workers for leadership

The co-workers describe leaders in today's society as needing to have certain personality traits and not be too egocentric, meaning that they should think about others and not only themselves. They need to be able to cope with a hybrid model of leadership, where they on the one hand nurture relationships and on the other hand put their foot down if necessary. “If you want to

function as a leader, you have to be a reasonably good connoisseur of people” (CW8). The managers describe their role as being present, being able to listen to the employees, feel the atmosphere and guide them. One manager describes their role by saying that the leader must be on the journey as much as the employees.

Toward new roles

The CLDP did not only give the co-workers more responsibility in their current working position, but it also gave them knowledge about and preparation for having a leading role. In the organization it is not uncommon for employees to change positions, going from co-worker to manager. Several of the managers were not managers when they first started working in the organization and some of the co-workers have, in their time working at the organization, tried a managing role or a role with some kind of responsibility. When talking about what it takes to become a manager or leader many managers talk about the importance of experience, that you get exposed to having responsibility. One of the managers says that being exposed to a managing position gave the experience and understanding that was necessary for the job. Another manager points out important things for a leader to comprehend:

And then also understand that people are so different, because I think that is one of the limitations when you kind of just start from your own all the time and it is really easy to do that. ... but maybe almost only experience, actually, that you do it. And maybe this self-reflective one. I say, I want others to be brave, so then I must be brave myself. (M6)

As mentioned before, the CLDP has given the co-workers insight to and experience of being a manager and in that way gives them, as the managers believe, good tools if they ever want to become a manager. After being given this insight, co-workers have received more responsibility and one manager gives an example on how this has been implemented in day-to-day work. It includes delegating responsibility, starting with smaller things such as being responsible for a meeting and having responsibility for monthly statistics. The intention of giving the co-workers responsibility is to make them open to take on more responsibility and possibly a managing role. One co-worker says that they believed that the CLDP was a way of making them dare to take a step up in the hierarchy. Another co-worker describes this as something that has been in the organization’s culture for a longer time:

I think that... so X has always been pushing for people to take more responsibility and be happy to move around and try new things and maybe then move up in some kind of career and dare to take on management and leadership. (CW8)

Aligned with this opinion another co-worker believes the organization to be an organization that promotes entrepreneurship in a way that if you as a member want to end up having a leading role there is a great possibility for that to happen. A manager explains that the organization is working a lot with internal recruitment, especially when someone is needed in a managing role. The CLDP will make it possible to work further with internal recruitment since the co-workers are more prepared for the managing role on the aspects of how to lead.

The organizational knowledge they already have from working there, which is something explained by a manager that says that they usually pick one of the employees from below when recruiting.

Yes, that is a little bit how it works, and then we have the advantage that then we know a little bit what to expect and they also have a little bit informal insight into what it is, already when they were employees. (M5)

A co-worker believes that it is good to have this kind of CLDP with everyone involved since there are members in the organization that have the ambition to become managers, and the CLDP gives them tools for a possible future role change. It is for that reason also suitable to further work with these kinds of development programs to prepare people to take on greater responsibility. Another co-worker also talks about the purpose of the CLDP being to prepare people for managing roles, it is explained by the co-worker as this:

If you understand the approach with this leadership training, then the employees should be given the opportunity to step forward and take more responsibility. If you understand that it is deliberate, then maybe you will step in and take that place then. (CW4)

Motivation

When asked about what motivates the co-workers in their working life some common answers are: learning new things, the ability to influence and change things for the better, to have a good collaboration with colleagues, good results and making a difference for the customers. One co-worker describes the motivation in the organization.

The driving force is that we are on our way somewhere and that we do things better, and that we have an inclusive, humble attitude, let everyone join in and think and it is a fairly flat organization where everyone gets to think and think. (CW4)

To be able to work freely and plan their work themselves is another aspect connected to motivation for almost all the co-workers. They do not want their manager to control their work in detail. Several co-workers explain bad leadership as someone micromanaging the employees' work since that shows that they do not really trust them. The co-workers feel like they have a lot of space to make their own decisions and be a part of decisions affecting the whole organization and its future. One co-worker reflects upon its importance: "it is important. If I highlight something, or point out that this should be worked on, people listen to me, and we can work on it" (CW1). A manager agrees when saying:

...for me, what I think is important in my leader, the one who will lead me. That, it is very clear what I do not want and that is to be controlled by details... So, I need to have, I need someone I can bounce ideas off and then I don't always want a solution either. I sometimes just want to hear my own words and for that person to listen to me but. And rather a bit of coaching. Instead of like yes, but do this, do this. (M6)

Another aspect that is said to be motivating for the co-workers is to be involved in the development program. Including the co-workers was a way of investing in them, making them more competent in aspects of leadership. It is further explained as motivating them to stay at the organization "It may also ensure that you stay longer because you feel that you are getting the personal development you need" (M7). One co-worker believes that the CLDP can motivate them to seek greater responsibility and perhaps also a managerial position. When explaining the purpose of the CLDP one manager says that it was for the co-workers to feel motivated by making them feel more involved in the organization's development. Another manager also understands the aim of the CLDP to be to motivate the co-workers to believe in themselves:

It is probably how you motivate your employees and how you can help them yourself, as well as finding answers to problems so that you do not just give it a thumbs up, but you look at the employees' capacity. To believe that they are capable of making their own decisions. (M3)

The managers believe that it is important to keep involving the co-workers in development related to the organization to keep motivating them. A manager explains the involvement of co-workers as making work more fun and interesting for them, feeling like they have influence on their and the organization's work. One example of that is having the possibility to follow up their work and see statistics on how it affects the organization, motivating them to make progress. Further when formulating the overarching objectives of the organization everyone will be involved. This is to make everyone feel like they are working towards the goals together and making them feel inspired to reach them.

Effects of the CLDP

Effects can arise from different things, even though it can be hard to measure the effects of certain aspects, the interviewees talked about their perceived effects. There is a positive majority when the interviewees answer what they thought about the co-workers being involved in a program that tends to focus solely on leaders.

Yes... But it gives the effect that everyone gets their voice heard somewhere. If everyone gets involved, everyone gets their voice heard, everyone gets to say what they have to say if you dare to say it, of course. And if everyone dares to say it, it is easier for those in the decision-making positions to make a good choice and a good one, like OK now we need to think about this or you need to do that, they are the ones who steer us further and forward and they all have parameters, it is easier to make a good decision as well. (CW14)

The appreciation of being seen and heard in your organization along with feeling that the organization is investing money and time in their co-workers is recognized by a co-worker that says that it will make the team feel better by validating everyone's needs and seeing the group. One of the managers says that it would be naive to believe that everyone would work in the same way or understand the adult to adult perspective if they were the only ones who participated in the CLDP. This is confirmed by one of the co-workers:

It feels, if I am being completely honest, that it feels very stupid not to bring co-workers. In other words, ... they are after all, they are the majority. They must have their case and their views heard. It is that simple. (CW14)

Increased commitment as well as motivation is recognized as effects from everyone being involved in the CLDP. One manager says that the mindset has changed in relation to the co-workers, that they are working even more on inclusion in meetings and wanting more people to raise their opinions. Furthermore, that manager talks about their own interpretation of the outcome of more people being involved in a development program:

It strengthens the employees, I think they will probably stay. They are probably more loyal to the employer. Maybe do not look around for other jobs so easily, yes well, meaning that the well-being increases. I think that in the long run you get more loyal employees. (M5)

Although seeing effects and appreciating the fact that the co-workers were included in the program there are also several employees not seeing any specific change since introducing the CLDP. The lack of seeing effects from the CLDP was for some people because they had not worked there for so long and therefore it was difficult to compare to how it was before. Another reason for not seeing effects is since several co-workers agree that they already have a good cohesion and did not see the need for an improvement. Other than these two reasons for not seeing effects, there were some that did not notice any since they did not put that much effort into the CLDP themselves. This comes from a few co-workers that have a hard time remembering the details of the CLDP and for that reason cannot say if the organization has changed. One co-worker reflects on how the workplace is now compared to before the CLDP:

No, not really. It was probably quite good before, that was not what was discussed in the program, it was more cases like those that maybe we did not have that much of before. We are not that unhappy. It works quite well, with a quite good climate right now. (CW1)

The managers however see a bigger difference, especially in their own way of working, after having gone through the CLDP. They have made changes in their work, making space for the co-workers to take on more responsibility in different ways. One manager says that the biggest effect is that they talk about leadership in a way that they would not have done otherwise, discussing, and reflecting upon this laid the ground for a common language. But, since developing leadership is an ongoing process, even some of the managers had a hard time to name specific effects from the course.

It might be too early to tell. Really yet. I do not think all the effects of it have been seen yet. But I still think that you have, and it is very important, a different mindset among the leaders. (M6)

Discussion

The empirical findings implies that there are three main consequences of implementing a CLDP at the case organization. The first consequence was that the organization got more of a *common language* by adapting an adult to adult way of speaking, which will reduce the gaps within the hierarchy, along with learning new communication skills. Adult to adult is part of their new common language where they all try not to frame the manager as the adult and the co-worker as a child. Instead, they are now talking to each other as equals, having good discussions. The concept was described by the employees as an eyeopener for everyone to what is important in their communication and how they can collaborate. Even though having an adult relationship could be seen as a concept aimed at the managers, it was just as important for the co-workers to understand the notion of it. They had to think about how they talked to others and if someone was unhappy in a situation they should respond in an adult-way and not get angry and walk away. It was recognized by the employees that the CLDP gave everyone better tools to handle difficult and stressful situations. These skills aimed, for example, at understanding how to better act when receiving and giving feedback so that there would not be misconceptions, for everyone to understand that it is not criticism of someone personally but aimed at improving their work together.

The second consequence is *empowerment* and attending the CLDP empowered the co-workers in a way that made them start to see themselves as possible leaders. It may not be that they will find themselves in a managing position today or tomorrow but there is a possibility for the future. By giving the co-workers more responsibility, the managers show that they trust them and therefore do not need to manage them in detail. The co-workers pointed this out by highlighting that when they said something, a thought or suggestion, they felt like those around were listening. Having this inclusive and respectful attitude was a motivational factor for the co-workers. It was also understood that the organization works a lot with internal recruitment

and promoting entrepreneurship. There was a close link between empowerment and internal recruitment illustrated by, for example, co-workers talking positively about the possibilities of and connection between leadership roles and internal recruitment. Further, it was highlighted by managers that including the co-workers in the program increased the loyalty, which enabled the co-workers to pursue a career within the organization.

Lastly, the third consequence from the CLDP is *involvement*. The aim of the CLDP was not only for the managers to give more responsibility to the co-workers but also for the co-workers to take more responsibility. After the CLDP, there was an expectation, from the managers, on the co-workers, to take a step forward, into the room that the managers made for them. In practice this was done by having different teams and people take the lead in meetings, deciding what topics to discuss. The ones holding a meeting were also more attentive to peoples' opinions asking the participants if they wanted to say anything. It was understood from everyone that the managers wanted the co-workers to comprehend that the managerial role is not to be an adult taking care of their things. The manager should not take care of things that are not their job to do, just because someone asks them to do it. One manager talks about letting go of their control and trying not to say yes as much when someone asks them to do something for them that is not in their work description.

The overall consequences of the CLDP

Viewing previous research on the consequences of implementing CLDPs there are predominantly positive results and there are some similarities to the findings of this study. These similarities only refer to managers, while this study presents consequences related to both managers and co-workers. In line with previous studies the CLDP increased the participants' leadership behavior and skills, specifically in terms of coaching leadership, as well as making them feel empowered and more confident (Solansky, 2010; King & Nesbit, 2013; Dahinten et al., 2014; Ferris et al., 2018, Cohrs et al., 2019; Gulati, 2019). The program did also improve the communication skills (Solansky, 2010), by having participants practice coping with difficult communicative situations such as giving constructive feedback. Another similar outcome is the knowledge the participants' gained about themselves and their team, making them more able to understand other perspectives and communicate within and across teams (Streton et al., 2021). As Douglas et al. (2020) showed in their study, a CLDP can increase collective leadership, viewing the collective as the entire population of managers, excluding co-workers. The commitment of the employees was increased, as Dahinten et al. (2014) pointed out as a possible outcome in their study. Although the aspect of commitment being seen as a risk of employees leaving the organization, this is not an effect of the CLDP noticed by the studied case organization. In contrast to previous research, this study did not find performance as an outcome, neither improved nor decreased (Packard & Jones, 2013).

In addition to the overall consequences, compared to research on LDPs for managers only, three main consequences were found from having an CLDP connected to the theory of inclusive leadership. When having this kind of CLDP an organization can reach a more inclusive leadership through a common language, empowerment, and involvement.

Common language

Viewing the roles of a manager and a co-worker, language, and the communication between them, are aspects that can separate the two. This kind of separation is less prominent in the studied organization after the members all attended the same CLDP. Having everyone go through the CLDP, learning the same concepts, has created a common language where everyone understands each other and many of the employees expressed this to be a benefit coming from the CLDP. A concept that they learned in the program was adult to adult, this concept might seem like a natural part of a working organization, but it is not always that easy in practice. Regardless of organization, it is important to keep in mind that everyone is there to do their job and no adult person wants to be treated as a child. When treating each other as equals, it gives rise to feeling respected and acknowledged (Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021). If only managers would have taken part in the CLDP, this concept would not have worked as well. The managers might have tried to keep everything on an adult to adult level but if the co-workers are not part of it, it is useless. Having a shared way of speaking gives rise to inclusiveness due to the high level of belongingness (Sugiyama et al., 2016). This points to the importance of a CLDP and to think bigger and more inclusive if the aim is to get positive results on an organizational level.

When choosing to work with an adult to adult relationship the gaps in the hierarchy are minimized in the sense that everyone is talking to each other more as equals. This does not mean that the manager is not a leader anymore but rather that just because the managers have a higher position does not mean that they have the best answers. This is a concept that enhances the equality between the different positions, and it is hard for a manager to include a co-worker in the leadership process if they are not respecting the co-worker as an equal. Having the concept of adult to adult in mind helped a lot of the managers to include the co-workers in the leadership. At the same time for the co-workers to be included they as well need to act like adults, as the leadership is relational and does not depend on only one of the parties (Carmeli et al., 2010; Sugiyama et al., 2016; Qi et al., 2019; Day et al., 2004).

Having more of a common language was not only expressed to help everyday communication but also situations that were perceived as stressful and challenging. With help from a CLDP, those participating gain knowledge and skills that they can apply in their daily work, e.g., giving feedback. If everyone in an organization learns how to give feedback in an efficient way and at the same time learn that getting feedback is not a judgment of oneself, helps the teamwork in a positive way (Day & Dragoni, 2014). By learning, and then acting, with improved communication tools means that less misunderstandings are likely to happen. These skills and learned knowledge improve communication skills and opens people up to new perspectives (Solansky, 2010), by being open to other perspectives than your own and developing the way you communicate with others, helping you in both easy and tough situations. This way of working will facilitate the co-workers and managers communication with each other which makes it possible for co-workers to take on a leading role in communicative situations. It does not have to be about speaking the same language as Swedish

or English but understanding each other in terms of concepts or contractions. It is about making everyday work easier, which this CLDP has shown to do. It has given the managers and co-workers in the organization equipment to facilitate more situations in better ways.

Through the CLDP, the managers found new ways to support and guide the co-workers so that they would be able to lead themselves. One substantial tool that the managers learned during the program was the coaching approach and how meaningful it is to be an active listener. Being an active listener that does not interrupt the one talking and not trying to formulate an answer while someone is talking. By coaching the employees into believing more in themselves and helping them only when they actually need help, strengthened the communicative relationship between the manager and co-worker (Casa & Śliwa, 2020). Learning these new coaching tools was valuable since the communication had been struggling a bit before but a great improvement had been identified. Through a CLDP, all the employees learn the same things which have been proven to enhance their way of communicating along with new skills in how to manage situations that previously were problematic.

Common language is something that can be seen as a concept bigger than the words itself. What is meant by this is that it is about managers and co-workers learning to act similarly in different situations. It is not only about how they talk to each other or what tools they use to make the most out of the communication, it is about understanding each other without speaking. So even though the co-workers had a shorter version than the managers had, they learned how to speak and act within the same language. When everyone understands one another, not only by the same tools but also regarding how to act, it increases the effectiveness and minimizes the risks of misunderstandings (Douglas et al., 2020). Even if there are different levels in how much of the information every participant took with them in their daily work, the common language will spread around the organization regardless. How to talk to and treat one another will become a part of the shared norms and values. It is enough that the concepts from the CLDP are used by just some employees for it to work as a reminder for others. This is an indication of the common language being a relational consequence, not dependent on every individual but on the relations between them.

Communicating and seeing each other as equal adults relates to the notion of respect in inclusive leadership (Carmeli et al., 2010; Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021). Common language is therefore an important part for an organization to have inclusive leadership, everybody must be able to understand each other on equal premises. By trying to make everyone know the same terms, it can be seen as working against a more inclusive leadership, since this kind of leadership encourages practices of inclusion (Ryan, 2006). The coaching approach to leadership is shown in this study to be a very appreciated and valuable approach to leadership, this is strongly connected to reaching effective inclusive leadership (Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021). Research have demonstrated that how a manager chooses to act have consequential effects on what level of engagement they get in return from the co-workers (Saks, 2006 referred in Choi et al., 2015; Chughtai & Buckley 2008 referred in Choi et al., 2015; Choi et al., 2015). This aligns with the result of this study,

that both managers and co-workers need to understand each other without speaking, by knowing how to act similarly in various situations. By developing a working climate where everyone knows how to act and what to say in different scenarios, creates inclusive leadership.

Empowerment

During the CLDP, the exercises that the co-workers did and the scenarios where they took on the role of a leader made them see themselves as possible leaders. This points to how a CLDP can be part of preparing a co-worker to someday take on a managerial position. Dahinten et al. (2014) showed in their study that LDPs can increase the commitment and empowerment of leaders, what our study showed was that with a CLDP the employees got empowered as well. An organization like this one, that allows their employees to influence each other, is the one who will get efficient and empowered teams (Day et al., 2004; Carson et al., 2007). This means that CLDPs develop employees that want to keep working on their own progress, which is a way to make the co-workers dare to take a step up in the hierarchy as well as taking more responsibility.

Many employees have been employed for a long time in the studied organization and have therefore chosen to pursue a career within the organization instead of transferring to another. Choosing to work with internal recruitment shows employees that the organization wants them to stay there, it shows that there is a will to retain employees and enable them to develop within it. The benefit of developing within the organization was also mentioned as a driving force for the employees, having the trust to learn more and gain confidence in yourself. This implies that an organization can strengthen its relationship with the employees by investing in them through a CLDP, making them feel more empowered (Casa & Śliwa, 2020). The co-workers also felt empowered and motivated by being able to work freely and not being micromanaged. This shows that allowing the co-workers to take more responsibility, makes them feel more confident in their work and will therefore enhance their work.

It is important to understand that even if the CLDP is offering skills to prepare co-workers for future managerial positions, this might not be something that all co-workers feel are worth their time. There might be employees who are perfectly happy with where they are now and being included in a CLDP could be seen as a waste of time for them. How much the employees are empowered is based on what learnings they take from the CLDP, and as said some are happy where they are now. The risk with the consequence of empowerment, is that it might not be as widespread as the other ones since it is depending on each individual. There will be different levels on how empowered the employees feel after taking part in a CLDP.

Effective leaders have been seen as a component to success (Holt et al., 2018) but in this organization they took a step further by including everyone. The co-workers felt empowered by having the opportunity to be involved in the CLDP and the managers felt empowered by knowing that the organization chose to invest in their development as leaders. When developing employees, research has shown that there is always a possible risk for them to get increased confidence in the sense that they feel that they could leave the organization, utilizing

their new learned skills somewhere else (Larsson et al., 2020). Both the managers and co-workers were positive about being part of an organization that invests in them through a CLDP. The results showed no indication of anyone wanting to leave the organization due to a CLDP, but rather a feeling of togetherness and belongingness to the organization. Through the CLDP, the organization now has employees who feel trusted and empowered in relation to the organization.

Educating and training employees is an important aspect of having inclusive leadership. To practice inclusive leadership, it is important for employees in the organization to exercise having a mindset that goes against exclusion (Ryan, 2006). This is shown in this study by a strengthened empowerment among the co-workers but also a stronger relationship to the organization. By having a relationship that are co-dependent, i.e., the organization trusting the employees and the employees being part of investment from the organization, has been described as a win-win situation (Carmeli et al., 2010; Choi et al., 2015; Qi et al., 2019; Fang et al., 2021). Within LAP, the importance of leadership lies in the practices and not on the person leading. Empowerment can arise from the daily tasks and situations that are affected by leadership and therefore are important aspects of both LAP and inclusive leadership (Crevani & Endrissat, 2016).

Involvement

The CLDP increased the involvement of all employees at the organization by distributing responsibility among them, practicing leadership in a more collective form (Lord et al., 2017; Eva et al., 2021). It both encouraged the managers to give their co-workers more responsibility but also made the co-workers more equipped and confident to take on more responsibility. One example of a responsibility area given to the co-workers are meetings. Meetings are a situation that in many organizations tend to be led by some kind of leader but during and after the CLDP this was something that the co-workers got much more room to take charge of. This is an example of where the co-workers took more responsibility. More people were participating in the meetings by raising their hand and sharing an opinion. These changes to the dynamics of meetings were noticeable for many of the employees and the result was that the meetings became more meaningful for everyone. The inclusive dynamic opened for more people feeling safe to raise their voice, without there being a risk of being judged (Edmondson, 2004 referred in Carmeli et al., 2010). It is further believed to give managers better support for when making important decisions, as the decisions will be anchored in the opinions of the employees.

After the CLDP, at a basic level, the co-workers gained an understanding of the manager's role, which made them more aware of not putting unnecessary things on their table and taking more responsibility themselves. From the managers perspective this meant for them not to say yes everytime a co-worker comes to them with a problem they want to solve. On a higher level there were expectations, from the managers, on the co-workers to take additional responsibility. This was to gain a better understanding of the managers' work and realize for themselves what they should take responsibility for on their own. The co-workers got insights of the manager's job from the CLDP that made them realize that it is not an easy one. This implies that a CLDP

will improve the co-workers' attitude towards taking on more responsibility by gaining a greater understanding of their manager's work.

The aspect of involvement, being co-workers receiving and taking more responsibility, are consequences unique to having a CLDP. Choosing to develop leaders in a CLDP could result in them learning to give co-workers more responsibility but it would miss the part of co-workers learning to take it. From an organizational perspective a CLDP has more possibilities to change the employees' behaviors in a collective way. Involvement is a consequence that can be seen at both a relational and individual level since it relates to the relationship between manager and co-worker and them as individuals. The relation between manager and co-workers will affect the delegation of responsibility since it is affected by communication and mutual understanding. However, how much additional responsibility the co-worker takes on is up to every individual. There were some co-workers that did not put that much of an effort into the CLDP, and these co-workers might be the ones not willingly taking on more obligations. Even though this could be a risk the managers' will still be working with delegation. Delegating and involving more employees in leadership practices is also an aspect that enforces inclusive leadership and broadens the capacity of leadership (Day & Dragoni, 2014). With more employees practicing this will affect the corporate culture, making everyone more open to receiving and taking responsibility, and the consequence of involvement, an influential one.

LAP points out the importance of leadership is the practices and processes it entails, not the individuals performing them (Raelin, 2011; Raelin, 2016; Zugelder, 2021; Crevani & Endrissat, 2016). The practice of leadership is something that is shared with the co-workers when giving them more responsibility and developing their leadership skills in the CLDP. Involving the co-workers makes the concept of leadership more fluent, in some way everyone is acting like leaders. This speaks to the organization's way of adapting an inclusive leadership. Inclusive leadership believes, things should be done with people and not to them, which is an aspect that the CLDP promotes (Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021). When taking on an inclusive leadership the managers notice the importance of being open and respectful. They are open to the fact that they need to make room for their co-workers, and they also believe in their capabilities to take space and do great things with that space. It is not unusual that co-workers are solely seen as a group of people that follows and nothing more (Alvesson & Spicer, 2010) but what this organization does is to assure them that they are capable of so much more.

Many co-workers perceive the aim of the CLDP to be for them to act more like leaders and from their perspective this is seen to be a positive thing. Allowing influential acts within a widely spread group has shown to give very efficient and empowered teams (Day et al., 2004; Carson et al., 2007). This study connects to this by showing that the managers felt that they got more in return when handing over responsibility more often. The co-workers as well got positive feelings when being trusted with more responsibility (Carson et al., 2007). Co-workers recognizing this inclusion results in a high level of belonging and generate value for the group that will be reflected in its dynamic (Day et al., 2004; Sugiyama et al., 2016).

Inclusive leadership

The consequences of an organization implementing a CLDP is an enforcement of inclusive leadership, and this study has shown that it consists of three parts, namely common language, empowerment, and involvement. The findings differentiate from LDPs where in this case everyone is part of the changes and the beneficial learnings. One of the many definitions of leaders and leadership is the capacity for an individual to affect, motivate and help those around to be more successful within the company (House et al., 1999 referred in Yukl, 2012), these are all valuable aspects for an organization but if everyone, not just the leaders, could act on these conditions - that would create a more inclusive workplace.

By investing in a CLDP, a move towards inclusive leadership has started. Research has shown that educating employees and applying decisions that are inclusive, e.g., allocating responsibility, are part of inclusive leadership practices (Ryan, 2006). Another important aspect of inclusive leadership is to listen, respect the needs and acknowledge the importance of the co-workers (Hollander, 2009 referred in Choi et al., 2015; Sugiyama et al., 2019; Qi et al., 2019, Fang et al., 2021), this was demonstrated in our study within all three consequences. Through common language by listening, through empowerment by recognizing co-workers as possible future leaders and involvement by supporting the co-workers to take more responsibility.

An organization that allows for the employees to be influential, take responsibility and respect one another will develop efficient and empowered teams which will be motivationally for those involved (Day et al., 2004; Carson et la., 2007). When an organization has come to the stage where everyone understands each other, talking to each other on an equal level, they not only feel empowered as a team but individually and, when there is a high level of involvement - the consequence for the organization is an inclusive leadership. A leadership where everyone feels heard, understood, and seen. A leadership where everyone has influence and the possibility to achieve more. A leadership where everyone gets to take responsibility.

Conclusion

By facing a working environment more dynamic and complex than before it is important for managers to develop leadership in a sustainable way. This study aimed to answer the question: *What consequences does a comprehensive leadership development program (CLDP) have?* When applying a CLDP an organization becomes more open to dynamic ways of defining leadership. It is further shown that by including everyone in a CLDP a more inclusive leadership is developed. Leadership development is a process and making everyone in an organization feel involved is an ongoing process as well. It would be naive to believe that things like these can be done, neither of these things can be completely done. Both managers and co-workers said that even though they are done with parts of this CLDP, it does not mean that they are done with leadership development per se. It is for that reason important to keep working with developing the employees.

Previous research about LDP has mainly focused on programs that include managers but exclude co-workers. This report contributes to the field of LDP with research on a CLDP and what beneficial consequences an organization can achieve if they choose to invest money and time in this type of CLDP. Our contributions are based on that a CLDP can give a common language in comparison to a LDP focusing on managers that exclude others and only develop a language for a subset of actors. A CLDP gives empowered employees while studies about LDPs showed that managers can be empowered, we point to the beneficial consequences of including everyone. The CLDP has helped the organization in their journey to become a more open organization where everyone is involved in its progress. This study further contributes to the literature on inclusive leadership by presenting data that clearly states that a CLDP will lead to an organization that will develop a more inclusive leadership. The CLDP has shown to give rise to a greater workplace where managers are more inclusive to their co-workers and where the co-workers are more understanding of the managers. There are three main contributions presented associated with a CLDP and the development of an inclusive leadership.

The first contribution is common language, by having a common language it allows both the managers and the co-workers to understand each other more easily. The common language gave the employees more equal discussions where both parties took responsibility in how they were talking to one another, and it resulted in a reduction of gaps in the hierarchical levels. Through the program, new communication tools emerged which helped them how they should talk to each other in different situations and how to give and embrace feedback. The second contribution is empowerment, previous studies have shown that LDP empowers the leaders but what this study found is that by including the co-workers they also feel empowered. The empowerment comes from feeling that they as well can become a leader in the future if they want to. Having the organization believe in you by choosing to involve everyone in the program made them feel valuable. Empowerment also turned out to be a result of the co-workers receiving more responsibility in their daily work. The third contribution is increased involvement, by seeing that there was a need to make sure that everybody in the organization was heading the same way the CLDP became the solution. The CLDP made the co-workers feel more involved by both giving them more responsibility and teaching them how to take more responsibility. When choosing to include everyone they developed an inclusive leadership, a leadership that included shared goals and beliefs that would result in a win-win situation for everyone.

By continuing investing time and resources in the people in the organization, the feeling of involvement and inclusion will develop. But as stated in the beginning, by acting in a dynamic and complex environment, different parts of the surrounding can and will change. People will move, change jobs, change titles and uncontrollable external things will happen which means that it is crucial to continue to work with making sure that everyone is feeling involved in the organizations and the path forward.

Studying a CLDP opens for practical implications, aspects important for managers when choosing to invest in a CLDP. There are several positive consequences when having a CLDP,

but what needs to be considered when applying this kind of program is what kind of organization it is applied to. Since it is a program developing leadership qualities among people that does not have a managing role this can cause some resistance leading to lack of results. As suggestions for future studies regarding CLDPs it would be interesting to conduct research with a greater focus on observations, over a longer period. For example, to observe changes in the meeting room before and after attending a CLDP, seeing how it affects those involved more in depth. It would be interesting as well to further research of a possible connection between CLDPs and other perspectives of leadership, such as critical leadership. A critical leadership study on a CLDP would contribute with the perspective of the effects of including everyone in a development program, this could be analyzed using a critical identity theory seeing how the CLDP shapes the identities of the participants. The last suggestion is to conduct quantitative research on CLDPs to gain a broader perception of the outcomes along with investigating how different organizations react and adapt to the changes.

Acknowledgements

We would like to give great thanks to Niklas Egels-Zanden and Kajsa Lindberg at the School of Business, Economics and Law at the University of Gothenburg for guiding and helping us through the process of writing our master thesis. We would also like to direct a big thanks to the case study organization for their collaboration, it was truly valuable.

References

- Alvesson, M., Spicer, A. (2010). *Metaphors we lead by: understanding leadership in the real world*. London: Routledge.
- Avolio, B., Avey, J. B., Quisenberry, D. (2010). Estimating return on leadership development investment. *The Leadership Quarterly*, 21, 633-644. doi:10.1016/j.leaqua.2010.06.006-
- Bell, E., Bryman, A., Harley, B. (2019). *Business research methods*. 5th Edition. Oxford: Oxford University Press.
- Carmeli, A., Reiter-Palmon, R., Ziv, E. (2010). Inclusive Leadership and Employee Involvement in Creative Tasks in the Workplace: The Mediating Role of Psychological Safety. *Creativity Research Journal*, 22(3), 250-260. doi: 10.1080/10400419.2010.504654.
- Carson, J. B., Tesluk, P. E., Marrone, J. A. (2007). Shared Leadership in Teams: An Investigation of Antecedent Conditions and Performance. *Academy of Management*, 50(5), 1217-1234. doi: 10.5465/amj.2007.20159921.
- Case, P., Śliwa, M. (2020). Leadership learning, power and practice in Laos: A leadership-as-practice perspective. *Management Learning*, 51(5), 537-558. doi: 10.1177/1350507620909967.
- Choi, S. B., Tran, T. B. H., Park, B. I. (2015). Inclusive leadership and work engagement: mediating roles of affective organizational commitment and creativity. *Social Behaviour and Personality*, 43(6), 931-944. doi: <http://dx.doi.org/10.2224/sbp.2015.43.6.931>.
- Cohrs, C., Bormann, K. C., Diebig, M., Millhoff, C., Pachocki, K., Rowold, J. (2019). Transformational leadership and communication. Evaluation of a two-day leadership development program. *Leadership & Organization Development Journal*, 41(1), 101-117. doi: 10.1108/LODJ-02-2019-0097.
- Collinson, M. (2018). What's new about Leadership-as-practice? *Leadership*, 14(3), 363-370. doi: 10.1177/1742715017726879.
- Corbin, J. M., Strauss, A. L. (2015) *Basics of qualitative research: techniques and procedures for developing grounded theory*. 4th Edition. California: SAGE Publications Ltd.
- Crevani, L., Lindgren, M., Packendorff, J. (2010). Leadership, not leaders: On the study of leadership as practices and interactions. *Scandinavian Journal of Management*, 26, 77-86. doi: 10.1016/j.scaman.2009.12.003.

Crevani, L., Endrissat, N. (2016). Mapping the leadership-as- practice terrain. Comparative elements. In Raelin, J. *Leadership-as-practice: theory and application*. doi: 978-1-315-68412-3.

Dahinten, V, S., Macphee, M., Hejazi, S., Laschinger, H., Kazanjian, M., Mccutcheon, A., Skelton-Green, J., O'Brien-Pallas, L. (2014). Testing the effects of an empowerment-based leadership development programme: part 2 – staff outcomes. *Journal of Nursing Management*, 22, 16-28. doi: 10.1111/jonm.12059.

Day, D, V. (2000). Leadership Development: A review in context. *Leadership Quarterly*, 11(4), 581-613. doi: 10.1016/S1048-9843(00)00061-8.

Day, D, V., Dragoni, L. (2014). Leadership Development: An Outcome-Oriented Review Based on Time and Levels of Analyses. *Annual review of organizational psychology and organizational behavior*, 2(1), 133–156. doi: 10.1146/annurev-orgpsych-032414-111328.

Day, D, V., Gronn, P., Salas, E. (2004). Leadership capacity in teams. *The Leadership Quarterly*, 15(6), 857-880.

Day, D, V., Riggio, R, E., Tan, S, J., Conger, J, A. (2021). Advancing the science of 21st-century leadership development: Theory, research, and practice. *The Leadership Quarterly*, 32(5), 101557.

Douglas, S., Merritt, D., Roberts, R., Watkins, D. (2020). Systemic leadership development: impact on organizational effectiveness. *International Journal of Organizational Analysis*, 30(2), 568-588. doi: 10.1108/IJOA-05-2020-2184.

Eva, N., Wolfram Cox, J., Tse, H, H, M., Lowe, K, B. (2021). From competency to conversation: A multi-perspective approach to collective leadership development. *The Leadership Quarterly*, 32, 1-14. doi: <https://doi.org/10.1016/j.leaqua.2019.101346>.

Evans, L., Hess, C, A., Abdelhamid, S., Stepleman, L, M. (2017). Leaderships development in the context of university consolidation: an initial evaluation of the authentic leadership pipeline program. *Journal of Leadership Studies*, 10(3), 7-21. doi: 10.1002/jls.21484.

Fang, Y., Dai, X., Zhang, X. (2021). An empirical study of the relationship between inclusive leadership and business model innovation. *Leadership & Organization Development Journal*, 42(3), 480-494. doi: 10.1108/LODJ-11-2019-0484.

Ferris, F, D., Moore, S, Y., Callaway, M, V., Foley, K, M. (2018) Leadership Development Initiative: Growing Global Leaders. Advancing Palliative Care. *Journal of Pain and Symptom Management*, 55(2), 146-156. doi: <http://dx.doi.org/10.1016/j.jpainsymman.2017.05.011>.

Fitzsimons, D., Turnball James, K., Denyer, D. (2011). Alternative Approaches for Studying

Shared and Distributed Leadership. *International Journal of Management Reviews*, 13, 313-328. doi: 10.1111/j.1468-2370.2011.00312.x.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219-245. doi: 10.1177/1077800405284363.

Gagnon, S., Collinson, D. (2014). Rethinking Global Leadership Development Programmes: The Interrelated Significance of Power, Context and Identity. *Organization Studies*, 35(5), 645-670. doi: 10.1177/0170840613509917.

Gentry, W, A., Eckert, R, H., Munusamy, V, P., Stawiski, S, A., Martin, J, L,. (2014). The Needs of Participants in Leadership Development Programs: A Qualitative and Quantitative Cross-Country Investigation. *Journal of Leadership & Organizational Studies*, 21(1), 83-101. doi: 10.1177/1548051813483832.

Gentry, W, A., Martineau, J, W. (2010). Hierarchical linear modeling as an example for measuring change over time in a leadership development evaluation context. *The Leadership Quarterly*, 21, 645-656. doi:10.1016/j.leaqua.2010.06.007.

Gilani, P., Bolden, R., Pye, A. (2023). Evaluating shifting perceptions and configurations of social capital in leadership development. *Leadership*, 19(1), 63-84. doi: <https://doi.org/10.1177/17427150221133888>.

Gulati, K., Rajan Singh, A., Kumar, S., Verma, V., Kumar Gupta, S., Sarkar, C. (2019). Impact of a leadership development programme for physicians in India. *Leadership in Health Services*, 33(1), 73-84. doi: 10.1108/LHS-05-2019-0027.

Hinings, C, R. (1997). Reflections on processual research. *Scandinavian Journal of Management*, 13(4), 493-503. doi: 10.1016/S0956-5221(97)00023-7.

Holt, S., Hall, A., Gilley, A. (2018). Essential Components of Leadership Development Programs. *Journal of Managerial Issues*, 30(2), 214-229.

Holtzhausen, M, M., Botha, P. (2019). Combining interventions: an innovative leadership development program. *Journal of Management Development*, 40(3), 240-252. doi: 10.1108/JMD-06-2019-0280.

King, E., Nesbit, P. (2013). Collusion with denial: leadership development and its evaluation. *Journal of Management Development*, 34(2), 134-152. doi: 10.1108/JMD-02-2013-0023.

Kotylar, I., Richardson, J., Karakowsky, L. (2015). Learning to lead from outsiders. The value of career communities as a source of external peer coaching. *Journal of Management Development*, 34(10), 1262-1271. doi: 10.1108/JMD-05-2015-0076.

- Larsson, M., Holmberg, R., Kempster, S. (2020). 'It's the organization that is wrong': Exploring disengagement from organizations through leadership development. *Leadership*, 16(2), 141-162. doi: 10.1177/1742715019879306.
- Leigh, J. M., Shapiro, E. R., Penney, S. H. (2010). Developing Diverse, Collaborative Leaders: An Empirical Program Evaluation. *Journal of Leadership & Organizational Studies*, 17(4), 370-379. doi: 10.1177/1548051809355510.
- Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., Eagly, A. H., Chen, G. (2017). Leadership in Applied Psychology: Three Waves of Theory and Research. *Journal of applied psychology*, 102(3), 434–451. doi: <https://doi.org/10.1037/apl0000089>.
- Martin, P. Y., Turner B. A. (1986). Grounded Theory and Organizational Research. *The Journal of applied behavioral science*, 22(2), 141-157. doi: 10.1177/002188638602200207.
- Murnane, J. A. (2016). Developing organizational citizens: creating business impact and greater human capital. *Journal of Leadership Studies*, 10(2), 64-68. doi: doi:10.1002/jls.21475.
- Packard, T., Jones, L. (2013). An outcomes evaluation of a leadership development initiative. *Journal of Management Development*, 34(2), 153-168. doi: 10.1108/JMD-05-2013-0063.
- Qi, L., Liu, B., Wei, X., Hu, Y. (2019). Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator. *PLoS ONE*, 14(2). doi: <https://doi.org/10.1371/journal.pone.0212091>.
- Raelin, J. (2011). From leadership-as-practice to leadership practice. *Leadership*, 7(2), 195-211. doi: 10.1177/1742715010394808.
- Raelin, J. (Ed.) (2016). *Leadership-as-practice: theory and application*. doi: 978-1-315-68412-3.
- Richard, B. W., Holton, E. F., Katsioloudes, V. (2014). The use of discrete computer simulation modeling to estimate return on leadership development investment. *The Leadership Quarterly*, 25, 1054-1068. doi: <http://dx.doi.org/10.1016/j.leaqua.2014.03.002>.
- Ryan, J. (2006). Inclusive Leadership and Social Justice for Schools. *Leadership and Policy in Schools*. 5(1), 3-17. doi: 10.1080/15700760500483995.
- Silverman, D. (2020). *Interpreting qualitative data*. 6th Edition. California: SAGE Publications Ltd.
- Solansky, S. T. (2010). The evaluation of two key leadership development program components: Leadership skills assessment and leadership mentoring. *The Leadership Quarterly*, 21, 675-681. doi:10.1016/j.leaqua.2010.06.009.

Stogdill, R. M. (1974). *Handbook of leadership: a survey of theory and research*. New York: Free pr.

Streeton, A. M., Kitsell, F., Gambles, N., McCarthy, R. (2021). A qualitative analysis of vertical leadership development amongst NHS health-care workers in low to middle income country settings. *Leadership in Health Services*, 34(3), 296-312. doi: 10.1108/LHS-11-2020-0089.

Sugiyama, K., Cavanagh, K. V., van Esch, C., Bilimoria, D., Brown, C. (2016). Inclusive Leadership Development: Drawing From Pedagogies of Women's and General Leadership Development Programs. *Journal of Management Education*, 40(3), 253-292: doi: 10.1177/1052562916632553.

Wrighting, D. M., Barroso, E. T., Campbell, D., Perry, S., Kenney, K., Nawaz, S., Rinehart, J., Wadia-Fascetti, S., Franko, D. L. (2022). *The Journal of Faculty Development*, 36(3), 11-22.

Yemiscigil, A., Born, D., Snook, S., Pate, E. (2022). Authentic leader(ship) development and leaders' psychological well-being: an outcome-wide analysis. *Leadership & Organization Development Journal*, 43(8), 1287-1307. doi: 10.1108/LODJ-11-2021-0525.

Yukl, G. (2012). *Leadership in organizations*. doi: 9780273765707.

Zhu, J., Liao, Z., Yam, K. C., Johnson, R. E. (2018). Shared leadership: A state-of-the-art review and future research agenda. *Journal of Organizational Behavior*, 39, 834-852. doi: 10.1002/job.2296.

Zugelder, B. S. (2021). *Empowering formal and informal leadership while maintaining teacher identity*. Information Science Reference. ISBN: 9781799865018