

Building people up: Growth-oriented leadership in the public sector

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Abstract

Public services face increasing and more varied demands, but public service managers often lack the resources to develop their staff to effectively deal with them. This paper identifies how public sector line managers can support their subordinates to not just cope with challenges, but also to grow and develop in the midst of them. It primarily draws on employee attributions of leader effectiveness, to identify growth-oriented leadership behaviours. The framework is based on empirical data from two sequential phases of interviews, focus groups, and one-on-one discussions with employees and managers in the public sector. Five categories of growth-oriented leadership behaviours were identified: managing the whole team, enabling self-management, managing safe failures, supporting both career and personal growth, and recognising individual needs and contributions. Causation coding identified a set of processes through which these leadership behaviours supported staff to use networks, learn, and adapt. The developed framework can be used to enhance growth and development of public sector employees.

KEYWORDS

employee development, leadership, public management, public sector, resilience

1 | INTRODUCTION

Unprecedented events and heightened uncertainty call for both public sector employees and their organisations to not just bounce back from challenges, but also grow and develop to deal with future pressures (Caligiuri et al., 2020; Zhou, 2020). Diverse stakeholders, resource constraints, and rising expectations also present changing demands and emerging challenges (Franken et al., 2020). Even in relatively stable environments, job priorities and requirements change and need adaptive responses (Huber, 2000). This paper examines how leadership could better prepare public servants to deal with these challenges, by developing capabilities that help meet heightened demands and to 'adapt and flourish at work, even when faced with challenging circumstances' (Kuntz et al., 2016, p. 460).

We introduce the idea of growth-oriented leadership (GOL) as one means to address these challenges. We define GOL as behaviours by line managers to actively build employee capability to better adapt to changes and pressures in public institutions (Franken et al., 2020; Shannon, 2017). Rather than promote specific job-related competencies, or pro-organisational behaviours such as organisational citizenship (cf. Hunter et al., 2013; Zhang & Chen, 2013), GOL aims to develop subordinate capabilities that help their own growth and adaptation.

Public sector reforms often disappoint (McTaggart & O'Flynn, 2015), and formal training and development programmes are not always effective (Blom et al., 2020). This furthers the burden placed on informal systems, such as what line managers can do to grow and develop their staff. GOL has potential as an alternative approach to raise sector capability. However, line managers are often squeezed between being responsible for the pursuit of organisational goals and of protecting their staff. Their role is essential, but often neglected, and they are regularly required to implement change despite a lack of clarity and support from organisations (Buick et al., 2018). Although public service managers generally aspire to develop their staff, they often lack the time or freedom, or do not know how development more generally works (Johnson et al., 2018).

Leaders' development of subordinates has been studied across several leadership concepts. This study of GOL builds on previous research on developmental leadership (DL) and servant leadership (SL). Previous studies make valuable contributions, but also leave important research gaps. First, they measure perceptions of leaders developing subordinates, but the processes of how these constructs work beyond other pathways, such as social exchange, identification with the organisation, and social learning, are less well known (Eicher-Catt, 2005; Hunter et al., 2013; Zhang & Chen, 2013). These predominantly quantitative studies present relatively narrow, singular pathways or processes through which staff may develop, thus underplaying the complexity of growth and development (Fischer & Granott, 1995). Second, they are often focused on only a few, employer-centric outcomes, such as organisational citizenship behaviour (OCB), performance, and proactive behaviours (Bande et al., 2016; Neubert et al., 2016). Further, they sometimes neglect whether staff are actually developed, or just doing more for the organisation (Newman et al., 2017; Zhang & Chen, 2013).

To advance our knowledge on 'how' employee capability can be developed, GOL includes specific behaviours that public sector managers can engage in to develop their staff, and illuminates how those behaviours work to develop adaptive capabilities in employees. It supports the emphasis on well-being-at-work across public sectors (Australian Public Service Commission, 2018; State Services Commission, 2016). For employees, GOL would ideally be experienced in day-to-day job experiences, where much learning, good and bad, takes place (Baldwin & Padgett, 1994), away from formal HR programmes.

Many studies have found that leadership can enable positive employee attitudes, increased motivation, and OCBs towards both the job and the organisation (Hiller et al., 2011; Wayne et al., 1999; Van Wart, 2014), but few have examined what supports subordinates to grow and develop at work, or how this development might occur. This paper therefore addresses the following research questions:

- a. What public administration (PA) leadership behaviours facilitate growth and development in subordinates?
- b. Through what processes does this facilitation take place?

This qualitative paper makes several contributions. First, it identifies 'specific behaviours', rather than a generic leadership style (see Figure 1). Second, it highlights the multiple processes, including actions, through which effective growth and development occurs. We consider such actions to be momentary behaviours, in which processes are 'actions intertwined with the dynamics of time' (Saldaña, 2016, p. 111) and are therefore longer term. Third, it examines how GOL behaviours foster three employee behaviours: network leveraging, learning, and adapting, which in turn help employees gain further skills and gain other resources (Plimmer et al., 2021), such as social capital. These employee behaviours are taken from a contemporary conceptualisation of employee resilience, which construes resilience as not just bouncing back from a crisis, but also growing and flourishing in response to day to day challenges (Näswall et al., 2019). Finally, this paper responds to recent and increasing calls to understand the nature and importance of growth- and development-oriented leadership behaviours in the public sector (Cooke et al., 2019; Franken et al., 2020).

2 | LITERATURE REVIEW

Service delivery by public servants is challenging, unique, and profoundly influenced by line managers' leadership skills (Berman et al., 2013; Crosby & Bryson, 2018; Franken et al., 2020; Seidle et al., 2016). Many PA leadership studies understandably situate leadership at the influential top hierarchical levels of organisations (e.g. Tummers & Knies, 2016; Wright & Pandey, 2010), but leadership which occurs lower down the organisation often has different challenges (Buick et al., 2018; Knies & Leisink, 2014; Pick & Teo, 2017), such as implementing human resource management policies and practices. They also tend to be concerned with hierarchy and control, albeit sometimes with soft techniques such as transformational leadership (Ospina, 2017). Devolved and organic forms get less attention.

Line managers can help, or hinder, employees respond to emerging demands, such as by supporting employees be more innovative, to deal with resource constraints (Buick et al., 2018; McGuire et al., 2008), or cope with changes generally (Franken et al., 2020). Line managers, who are often professionally close to their subordinates, are well suited to 'lead their teams toward change' (Shannon, 2017, p. 473), but they often lack the time and skills to do this well (Johnson et al., 2018). Although consideration is given to employees in many leadership constructs, Zhang and Chen's (2013) study on DL is one of the few papers that has looked at employee development closely.

DL concerns 'supervisory behaviours aimed at developing subordinates' work-related knowledge and skills and facilitating their personal and vocational development ... such as mentoring, guiding, ... providing feedback, and offering developmental experiences' (Zhang & Chen, 2013,

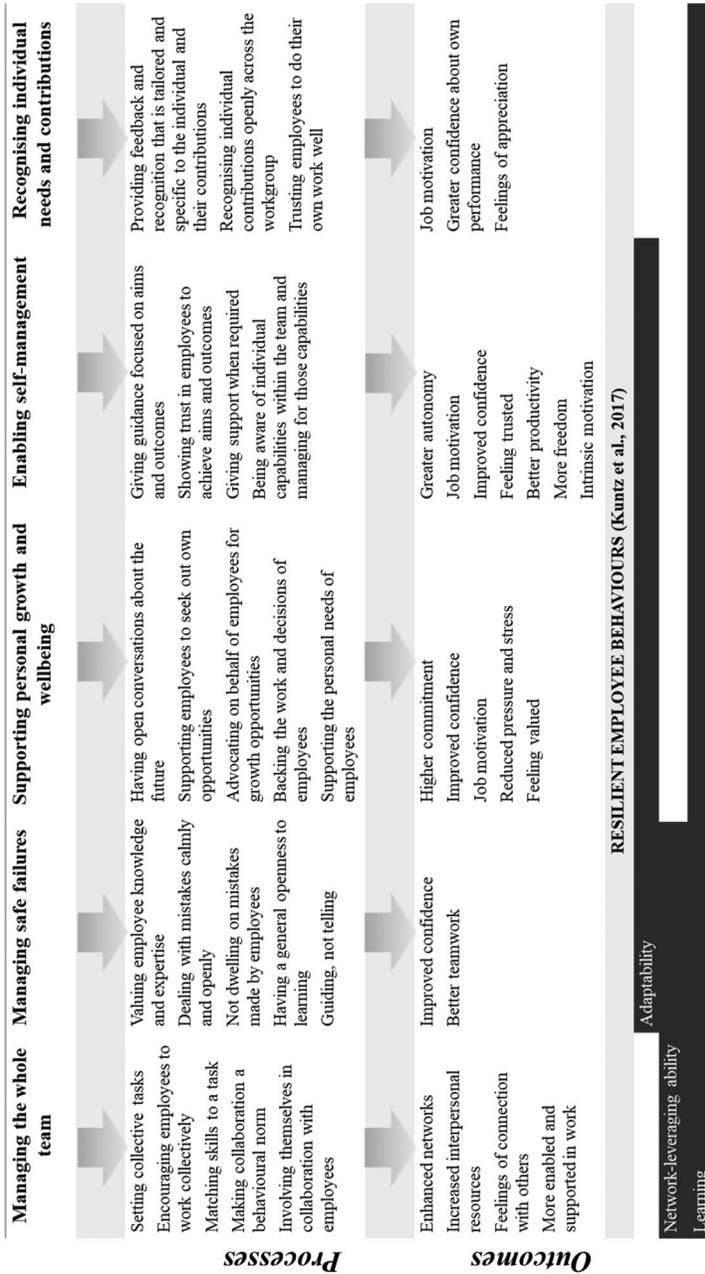


FIGURE 1 Explanatory framework of resilience-enabling leadership behaviours

p. 536). DL works through self-determination and identification with both supervisors and the wider organisation, leading to higher OCBs (Zhang & Chen, 2013). Developmental (and growth-oriented) leadership, however, may also work through other processes than those found in the Zhang & Chen (2013) study. Social learning, social exchange, and facilitation of learning through learning climates and supported job experiences are all possibilities, no doubt with complex inter-relationships (Johnson et al., 2018; Kolb, 2014; Seijts & Latham, 2005).

The Zhang and Chen (2013) DL scale offers a broad range of behaviours in its conceptualisation, but this quantitative measure is understandably constrained. It includes nine items, such as 'Encourages group members to live up to their career experiences' and 'My supervisor helps with my career development'. Although DL usefully identifies whether development is perceived to exist, there is room for further research on what and how leader actions support employee growth and development. Thus, there is scope for an exploratory, contextual, and qualitative study of what leaders actually do to promote employee growth. Finally, GOL may also lead to other outcomes beyond OCB such as enhanced capability.

In a similar vein, SL, which prioritises subordinates, or the wider community, over the organisation or leaders' goals, is attributed to work through modelling effective behaviour, treating people fairly, building identity between the subordinate and leader, and hence the organisation (Anh Vu et al., 2021; Eva et al., 2019; Newman et al., 2017). Studies have identified over 43 overlapping facets, which some argue can be narrowed down to 12 dimensions including 'Agapo love', 'Emotional healing', and 'Humility' (Anderson & Sun, 2017). SL tends to work through mediating mechanisms such as trust (Chan & Mak, 2014) and justice perceptions (Schwepker Jr, 2016). But the potential for other processes is understudied, such as stretch goals that challenge staff (Seijts & Latham, 2005) and the fostering of peer learning and collaborative teams. Further, in terms of outcomes, many SL studies are centred on employer needs, or current rather than future needs of employees (Eva et al., 2019). OCB is a well-studied outcome, as is job satisfaction, helping, voice, and deviant behaviours (Al-Asadi et al., 2019; Newman et al., 2017; Paesen et al., 2019; Zou et al., 2015). But, it is not known if and how servant or other leadership styles can help subordinates grow in response to changing public sector demands (cf. Bande et al., 2016; Eicher-Catt, 2005; Eva et al., 2019; Hunter et al., 2013).

The approach taken in this study concerns the leader actions and processes that help employees themselves learn new skills and capabilities, a feature of modern definitions of resilience (Näswall et al., 2019). This form of workplace resilience is understood as 'the capacity of employees to utilise resources to continually adapt and flourish at work, even when faced with challenging circumstances' (Kuntz et al., 2016, p. 460). Unlike earlier conceptualisations of resilience which concern stable traits (Block & Kremen, 1996), this contemporary definition concerns behaviours shaped by the workplace, including leadership (Franken, 2019). It concerns three highly interwoven behavioural aspects of employees' resilience: network leveraging, learning, and adaptability (Kuntz et al., 2017; Näswall et al., 2019; Franken et al., 2020). The first, network leveraging, consists of effective collaboration between colleagues, sharing knowledge and information, and cooperating across teams, networks, and functions (Lengnick-Hall et al., 2011; Uzzi, 1997). These facilitate access to and exchange of resources, such as professional support, which in turn bolsters one's ability to deal with challenges and crises competently, without a high stress burden (Mitchell et al., 2015). In the public sector, the varied demands from diverse stakeholders place pressures on collective skills and capacity, making interpersonal collaboration particularly relevant and important (O'Leary & Bingham, 2009).

Learning, another key behavioural component of employee resilience, supports innovation and helps develop competencies that are necessary in overcoming and learning from crises (Kuntz

et al., 2017). Like collaboration, this skill is particularly salient in the public sector, where under-resourcing and complex demands are prevalent (Cameron, 1998; Christensen & Lægheid, 2011).

The third key behavioural component of resilience is adaptability, where employees use their resources (both personal- and job-related) to respond swiftly to changes and uncertainties. Adaptability helps individuals use change or challenging experiences to grow and develop personally and professionally (Kuntz et al., 2017).

A summary of how, and through what specific behaviours, employee resilience is enacted in workplaces is provided in Table 1.

Although there is some knowledge of what leadership styles and models help employees develop (Franken et al., 2020; Nguyen et al., 2016), we still lack knowledge regarding specific leadership behaviours, and how they might impact employee development. In this study, we identify leadership behaviours to enable employee growth and illuminate the processes through which they take place.

3 | METHOD

Qualitative inquiry is well suited to identify the diverse and complex, but under-theorised ways in which leadership influences subordinate behaviours, and how subordinates make sense of their experiences. We view this approach as providing the 'best fit' to the study phenomenon (Guba, 1981), which is not only the identification of leader behaviours, but also, and more prominently, perceptions and experiences of such behaviour (Bryman, 2004), and the processes through which they worked to build resilience. We sought to develop a richer and more holistic view of how leadership operates in organisations, than that often stated in quantitative leadership studies. Qualitative research deals well with complex 'lived experiences, behaviours, emotions, and feelings as well as about organisational functioning...' (Strauss & Corbin, 1990, p. 11), and so is well suited to this study.

The researchers were guided by pragmatism in their pursuit of answering the research questions. Pragmatism corresponds to research aimed at addressing real-world problems and adapting to new information as it emerges (Bazeley, 2018; Bogard & Wertz, 2006). A pragmatic view of the world sees that ideas and beliefs are linked to our practical engagement with the environment, not to any defined 'truth' (Guyon et al., 2018). Diverse factors and perspectives exist in our environment and help us to develop robust understandings of the world we live in and interact with.

This study sought explanatory insight and contextual richness over generalisability. Several steps were taken to ensure credibility, trustworthiness, and transferability. For credibility (Lincoln & Guba, 1986), contact was lengthy and extensive, with data collection spread over three stages, with phases one and two taking several (3–4) months. Credibility was also sought through a set of distinct but complementary steps, followed by integration and triangulation (Moon et al., 2016). Phases 2 and 3 were informed by prior findings and as such, the researchers reflected at the end of each phase to design subsequent phases with the purpose to further build knowledge in relation to the research question. At the end of stage three, peer debriefing also took place, with a panel of professionals not involved in the research. Negative cases, where resilient behaviours were not influenced by management behaviours, were also assiduously sought in the analysis. Transferability was assessed by use of a broader selection pool in stage three. An external coder provided further assurance about dependability (Moon et al., 2016).

TABLE 1 Resilient employee behaviours

Resilient behaviour	Behavioural examples
Network leveraging ability	<ul style="list-style-type: none"> Collaborating internally with peers, managers, and teams Collaborating with people and teams in other organisations Seeking support from managers when required Exchanging resources with peers and managers
Learning	<ul style="list-style-type: none"> Using mistakes as learning opportunities Re-evaluating performance on a continuous basis to improve own work Using feedback, including negative feedback, for learning and improvement of own work
Adaptability	<ul style="list-style-type: none"> Managing resources effectively in order to cope with high workloads when needed Engaging in crisis management effectively Using change as an opportunity for growth

Note: Adapted from Näswall, Kuntz, Hodliffé, and Malinen (2015) and Kuntz et al. (2017).

Reflexivity took place during the data collection phases, and subsequent analyses. Points for consideration in the collection and interpretation of the data included the primary researcher's own experience with good and bad bosses, the importance of not leading participants, and also how many participants had varied, and emotionally powerful experiences of being led.

In the section that follows, we describe our methods, sampling strategy, protocols, and sequencing of analysis.

3.1 | Data collection methods

Data were collected in three phases. This was to allow for the iterative development of themes and other findings, for participant experiences to inform later research stages, for previous findings to be validated, and for the research question to be addressed through diverse interview and analytical strategies (Morgan & Nica, 2020). Further, the different collection and analytical strategies used allowed for (a) focused identification of key behaviours, (b) investigation of the processes through which such behaviours work, and (c) further testing to build a developed and nuanced understanding of the identified behaviours, termed collectively as GOL.

Phase 1 sought to identify managers' and employees' perceptions of behaviours seen as supporting employee growth and development. Phase 2 then sought to (a) verify these perceptions of behaviours and (b) identify 'how' they were perceived to influence employee experiences and outcomes. Phases 1 and 2 involved 10 interviews each, from one large public sector organisation.

Phase 3 sought to further validate findings with public servants employed across various public service organisations. Consistent with prior phases, this phase included six one-on-one discussions. It also consisted of two focus groups. Participants were recruited through their enrolment in Masters-level post-experience tertiary programmes in public management. All participants had experience working in the public sector, as either employees or managers.

3.2 | Participant sampling

For phases 1 and 2, purposive sampling was used to identify both managers and employees, at middle manager level or below, with an even mix of gender and a broad distribution of other demographic characteristics (Table 2). Participants were professional employees of a large public organisation in New Zealand, which has a mix of both regulatory and business promotion public facing functions. This organisation encapsulates the tensions and ambiguities of public sector work well. Four criteria informed our selection of this organisation: (a) large size, (b) representativeness of wider public service in terms of roles and occupations, (c) national distribution, and (d) accessibility/location. The interview participants were randomly sampled from a wider purposive sample generated by the organisation. Phase 3 participants were recruited via an invitation email to public servants enrolled in post-experience study, outlining the purpose of the research and the eligibility criteria for participating (students with at least 2 years public sector work experience). Interested participants then responded and focus groups/discussions were scheduled.

Participant details are listed in Tables 2–4.

TABLE 2 Participant details, phase 1

Pseudonym	Gender	Position	Tenure
Diane	F	Employee, Policy	15 years
Harry	M	Employee, Operations	2.5 years
Patrick	M	Manager, Commercial	2 years
Ellen	F	Employee, Policy	1.5 years
Barry	M	Manager, Auditing	8.5 years
Brian	M	Manager, Policy	3 years
Zena	F	Manager, Operations	19 years
Aaron	M	Manager, Operations	7 years
Chelsea	F	Employee, Frontline	2 years
Orson	M	Manager, Operations	3 years

TABLE 3 Participant details, phase 2

Pseudonym	Gender	Position	Tenure
Maree	F	Employee, Operations	2 years
John	M	Employee, Operations	2.5 years
Thomas	M	Employee, Operations	14 years
Sarah	F	Employee, Policy	9 months
Hunter	M	Employee, Operations	8.5 years
Greer	F	Employee, Commercial	9 years
Hera	F	Employee, Policy	11 years
Trina	F	Employee, Policy	10 years
Martin	M	Employee, Data	14 years
Jackson	M	Employee, Policy	3 years

TABLE 4 Participant details, phase 3

Pseudonym	Gender	Course	Age group
Georgina	F	MBA student	35–45
Joseph	M	Masters of Government	35–45
Alicia	F	MBA student	35–45
Kendra	F	MBA student	45–55
Jonathan	M	MBA student	35–45
Emma	F	MBA student	25–35
Kelly	F	Masters of Human Resource Management	35–45
Saskia	F	Ex-MBA student	55+
Kent	M	MBA student	45–55

3.3 | Phase 1 – Identifying the behaviours

This phase of interviews with six managers and four employees aimed to explore managers' and employees' perceptions regarding the behaviours they identified as beneficial for employees' resilience, that is network leveraging, adaptability, and learning. Interviews lasted between 25 and 45 min and were undertaken at an offsite location of the participants' preference. Locations included university meeting rooms and quiet cafes in central Wellington. One interview occurred over the phone, to accommodate a participant located outside of Wellington. All interviews were recorded with participant consent.

The critical incident technique was used as it concerns specific behaviours and their consequences, as does this study (Fenwick & De Cieri, 1996; Flanagan, 1954). Interviewees were asked: 'Can you tell me about a significant challenge or crisis that required you/your employees to respond in an adaptive way'? The participant was then asked to talk about any leadership behaviours they experienced during this event which enabled or hindered their ability to respond effectively. This relatively open approach potentially sought to elicit a free responses of perceptions and behaviours, rather than suggest or impose pre-established constructs onto participant experiences and responses (Alvesson & Sveningsson, 2003; Fulop, 2012).

Phase 1 interviews were analysed with template analysis (King, 2012). Descriptive themes were identified pertaining to certain leadership behaviours, such as 'support' or 'providing recognition', as well as more interpretative themes that were derived from attitudes and preferences towards particular leadership approaches in the context of the event in question, such as 'the importance of collaboration'. This cycle of analysis was open and data driven. Theory-driven codes were then applied as context descriptors. Participants' descriptions of the public context were then coded, including words such as 'stakeholder involvement', 'complexity', and 'bureaucracy'. These helped to contextualise the leadership behaviours and approaches described by respondents.

Structural coding was used to organise the responses to the key critical incident question and the subsequent probes. Structural coding is designed to assist subsequent analysis by 'identifying all of the text associated with a particular question or associated probes' (Namey et al., 2008, p. 124). Twenty-two categories of managerial behaviours were initially identified through this structural coding process. Two criteria were used for retention to phase two investigation: those that had the highest frequency (both by participant and by codable statement) as well as growth-related theoretical support. The coding frame was modified through discussions with an external leadership and learnings scholar, who coded a 10% sample of the transcriptions. An intercoder reliability value of 0.90 was achieved through discussion and agreement on codes. By interviewee (of the 10 interviewees), these categories received a median frequency of seven, a maximum of nine, and a minimum frequency of five. These categories were as follows: 'managing the whole team', 'enabling self-management', 'managing safe failures', 'supporting personal growth and wellbeing', and 'recognising individual needs and contributions'. These behavioural categories were not only the most theoretically relevant; they also represented the most frequent codes.

3.4 | Phase 2 – Explaining the behaviours

The second phase of the study identified employees' perspectives on their experiences of being led. This included both behaviours and the explanatory processes of how they led to outcomes. This gave voice to 'respondents' [employees'] own definitions of effectiveness and attributions of

causation' (Collinson & Collinson, 2009, p. 368), rather than just those of managers. Cognitive interviewing was used whereby questions related to leadership behaviours identified in phase 1 were asked in a questionnaire format in order to 'understand how respondents perceive and interpret questions' (Drennan, 2003, p. 57). Participants were encouraged to think aloud, to give insight into their mental models (Beatty & Willis, 2007). Further information was gathered with sub-questions probing for the 'why' and 'how' behind responses. An example question used was as follows: 'To what extent does your manager enable self-management within your work group'? Example sub-questions are 'If so, how?' and 'What impact did this have on your behaviour'? Participants' chain of logic could then be mapped, from how they experienced leadership behaviours, to the impact those behaviours had on them.

Phase 2 interviews were analysed with causation coding (Miles, Huberman, & Saldaña, 2014), which identifies perceived causal processes and experiences of individuals in context (Kazi, 2003). It also allows for causal attributions or beliefs to be mapped out in an explanatory way, both at the individual level and potentially at the aggregated/generalised level. It maps a three-part process of antecedent conditions, processes, and perceived outcomes (Saldaña, 2016). In this case, the leadership behaviours identified in phase 1 constituted the antecedent conditions. We then searched for attribution codes to help explain the way in which the antecedent condition was perceived to lead to a growth-oriented outcome, reflecting the second and third parts of the coding process. Some participants did not report these growth-oriented behaviours, and instead reported on negative or harmful behaviours. An example of the causation coding template is presented in Table 5. In summary, this coding process showed a chain of logic which developed a consolidated explanatory model. It illustrates how particular leadership behaviours can foster outcomes, which in turn support network leveraging, learning, and adaptability in employees.

As a robustness check, focus groups ($n = 3$) and one-on-one discussions ($n = 6$) with public servants across a diverse range of public organisations were then conducted to gather feedback on the explanatory framework developed from the previous phases. The one-on-one discussions had the same aims (Lo Cricchio et al., 2016) as focus groups but were chosen as an additional and distinct method from the focus group. They provided a comparison to focus groups identify any group interaction effects influencing responses in the focus groups, and provided a choice for individuals who preferred a one-on-one discussion rather than a group discussion on the topic. The combination of both is supported in the literature, as a means of yielding balanced and meaningful data (Carey & Smith, 1994; Lambert & Loiselle, 2008).

4 | FINDINGS

Five dimensions of GOL were identified, including leadership behaviours and processes. Phases 1 and 2 and focus group findings are presented together under each dimension below.

4.1 | Managing the whole team

Managing the whole team relates to leadership that enabled communication, collaboration, and cohesion in a team. This behavioural dimension helped team members draw on shared skills and competencies to deal with challenges and day to day work, and avoid inconsistencies and frustrations. It differed from managing a series of dyadic relationships.

TABLE 5 Causation coding exemplar

Enabler	Process	Outcome
To what extent do you feel supported by your manager?	<p>Mostly being valued for my skills and contribution to the team, as opposed to always doing things wrong which is not the case. Yeah just those things really in a nut shell. I don't need pats on my back or anything like that. – Thomas</p> <p>There's definitely that feeling that you have support from your manager, that she'll kind of back you I guess. Or you know, it's a case of... she'll back you even if you might make a mistake. – Maree</p> <p>I feel supported, there is communication and openness about where I am at. – John</p>	<p>Oh, it makes me want to turn up. Just want to get stuck in which is what it's about. – Thomas</p> <p>It does make things easier, definitely. Knowing that you're not going to be needing to handle things by yourself I guess. To front up to things that might not have gone so well by yourself to have someone there to provide a senior level of support definitely. – Maree</p> <p>It gives me confidence, knowing that what's expected of me is supported, and my manager feeds this up to higher management. – John</p>

Patrick, a manager, described an event which required his team to work in closer proximity with each other, which made it easier to engage in communication and co-operation. It also allowed employees to recognise and draw on complementary skillsets and experiences, 'So it's easy for them to say, "Hey I've got this challenge here. Who else has had this?"'

Managers spoke deliberately about promoting collaboration. Manager Zena, for example, brought employees 'in as part of the situation', working 'together on the result or an outcome, however we need to get there' which involved both manager-employee collaboration and general teamwork. Consequently followers 'supported each other a lot with learning how to do something that they haven't encountered before that someone else might have dealt with' – Zena, Manager

A collaborative or team approach to managing is also evident in the response from Aaron below, who referred to it as 'calibration'. He also explained that this approach was important for decision-making consistency, 'even if done informally, just talking to each other, what's come up in the last week, what were the interesting things . . . so that we're all aware of what each other's doing because the worst thing we could do is act in isolation and start making decisions which are inconsistent with others'. – Aaron, Manager

Although formal communication mattered, it was informal collaboration and team interactions that was necessary for growth and development:

'While your line manager might be able to give you some things for your development, you learn just as much from your colleagues about what they've done, what they've tried, what worked, what didn't. So I think there are a lot of informal channels that if the culture is right, are just as productive as the formal channels'. – Aaron, Manager

A leader/manager who 'manages the whole team' was understood by both leaders and followers as someone who sets collective tasks and makes collaboration a behavioural norm within the team. Setting collective tasks appeared to entail encouragement of working with others, being open to employees' seeking out their own co-collaborators, and matching a collective set of skills to a particular task. For example, Hunter explained that his manager 'puts [him] on a project' and tells him 'the people who need to be brought in'. Furthermore, Hunter's manager is 'also open to [him] bringing in more people if [he] think it's suitable'. In other words, collaboration-encouraging managers enabled the provision of and access to resources for collaboration.

Making collaboration a behavioural norm means creating a shared assumption that collaboration is a common and necessary activity within the team. A leader involving themselves in collaboration can model this shared norm: 'It's just assumed that we do that. If an issue comes up and I need to tap one of my other team members on the shoulder. . . it would be considered out of the ordinary [if we didn't]'. – Martin, Employee

The range of impacts related to leadership that fosters collaboration includes: enhanced interpersonal resources and networks, increased feelings of connection, and feeling more enabled to engage in necessary work tasks: 'when I talk about things with other people I get good ideas [and] things become more clear to me'.

Focus groups and discussion participants discussed the question of how fostering collaboration might work differently for different employees, particularly when personality (e.g. introversion-extroversion) differences are considered:

'I'm wondering whether some of these [behaviours] . . . work for everybody or not so much for introverts? Is that something that may be destabilising? For some people,

and are you looking at a manager of a team that would know the individual employees or a more senior person that would not necessarily know the teams below them?' – Jonathan, Employee

Brian (a manager) stated that: 'it's important to treat the team as individuals but sort of having one overall way of managing the team'.

The excerpt above suggests that managers must know the individuals and their needs well before implementing techniques to enable collaboration within respective work groups, necessitating the importance of complementary leadership behaviours which foster a more relational approach to work in tandem with each other.

Both managers and subordinates emphasised the importance of leading and managing the whole team. It enabled more effective communication, collaboration and team cohesion, and the sharing of skills, and competencies. It enhanced interpersonal resources, such as increased feelings of connection, and increased engagement in work tasks.

Effective managers talked about actively facilitating a collaborative, team environment. Processes included setting collective tasks that entailed working with others, being open to employees' finding their own co-collaborators, and matching collective skills to a particular task. Informal collaboration and team interactions for growth and development were important and recognising and balancing the needs of individuals within the team also mattered. Team management needed to be active and, when possible, physical proximity helped promote interaction.

So I always ask for a collaborative approach. And you know, bring them in as part of the situation. And work together on the result or an outcome, however we need to get there. – Zena, Manager

In sum, managing the whole team meant fostering collaboration within the team, by setting collective tasks, involving people, and normalising collaboration to foster network leveraging and learning.

4.2 | Enabling self-management

Participants spoke about the importance of being afforded autonomy to engage in work, and help to solve problems. According to Ellen, an employee, '[All my managers here] have given me the autonomy to produce the work, and I just love that... then if you have an issue or a problem and you can find a solution then they're around to talk about it...'

Ellen explained further her experience of an enabling manager, who believed in her capabilities and afforded her appropriate autonomy to achieve outcomes: 'I don't quite know how my previous manager manages it so well...', she said, 'he's only really on the peripheral, he doesn't get into the details and he's not micromanaging you, you know he believes you can do the job so he gives you the autonomy'.

One manager highlighted the need to assume capability in individuals and not micromanage them, but also argued that employees themselves should seek help when they need it. This is in some ways reflective of a dyadic exchange process, whereby employees take initiative to seek help and managers helpfully respond. This approach appears to foster proactive help-seeking behaviours in employees. Echoing Ellen's sentiment, Brian said that 'helping out team members when they need help but not micromanaging. That's what I try to do... assume that they are

capable of doing their job and let them get on with it . . . expect them to hold up their hand if they need help and if need be, get alongside them to help'.

Orson, a manager, expressed the role of trust in enabling individuals to reach aims and outcomes without frequent direction, through growing 'a trust with the individual you're working with and it might start off with direction but it ends up with suggestion. And that suggestion, once the trust is grown delivers what it was you want'. His comments also reflect a balance between control and trust, such that control and direction need to exist before a trusting, self-managing relationship can ensue, 'because you don't need somebody telling you to do it your way, you just need to make sure that the aim is achieved and you can't achieve the aim until you've built the trust'. This also evidences a focus on aims and outcomes, rather than processes.

The quote from Brian below exemplifies the need to recognise competence and subsequently enable autonomy and self-management in employees, while at the same time exposing them to contexts that may be challenging:

While I'll try to give my staff as much autonomy as possible, I will give them as much access to environments that will give them as much understanding of context as possible, there are constraints. They are highly intelligent and highly effective analysts; they really do know what they're doing. They're in many cases much better than I am at this kind of work so they are the experts; there's no point me coming down on them and trying to micromanage. – Brian, Manager

Brian also viewed the work of employees as their own and recognised the importance of letting them maintain ownership of such work. Again, a strong belief in employee capabilities appears to be a significant part of this: 'I'm not the type of who's out the front and just owning all the pieces of work that's coming out. They are other people's pieces of work and they should be seen to have ownership of it because it's theirs. Because they are producing high quality, there's no point in . . . I don't have to protect them. There's nothing to protect. It's good work'.

Our findings reveal that a leader who enables self-management focuses more on aims and outcomes, rather than the specifics of process, and this entails an element of trust in employees to achieve these aims and outcomes 'their way'. Thomas explained that his manager 'fully respects our ability to do our jobs and he gives guidance where required but yeah, lets us do our own thing'. A number of participants also described that a healthy degree of self-management needed to be balanced by guidance from leaders when employees required it. Greer recited her manager, saying 'This is your work, this is what you've gotta get done, you guys understand your deadlines, I really will come to you if you drop the ball' but he just [knows] we all know what we were doing'.

Perceived outcomes of leaders enabling self-management include greater autonomy, work-related motivation, improved confidence and trust, higher quality work, and greater freedom. Thomas described how feeling enabled to manage himself and his own work brings with it a sense of confidence, along with more freedom and motivation to engage in work: 'I actually enjoy coming to work because you have the freedom to do stuff to a degree – what we do but also how we do it because we are pretty much subject matter experts in our office'. – Thomas, Employee

Below, Jackson describes how being in control of his work makes him want to do a better job:

People will say 'why have you done this?' or 'why have you done that?' and if you come up with a good answer then it'll stay so it really makes you think about what you put in to what you're doing because if someone questions you on it you need to sort of be able to back yourself up. – Jackson, Employee

Focus group participants pointed out the importance of maintaining a balance of control and expectations while promoting autonomy and self-management: ‘This can also be a form of disengaged management... when boundaries are not set’. and ‘This [behaviour] needs to be balanced with expectations: managers still need to have an idea about what is actually going on [with employees]’. – Emma (Employee) and Kelly (Employee), respectively.

In sum, enabling self-management captures behaviours by line managers which actively encourage employee autonomy, while at the same providing guidance that helps learning and adaptability.

4.3 | Recognising individual needs and contributions

Recognising individuals’ needs, as well as their contributions, were also identified as key leadership behaviours for employee resilience. This recognition of needs was often described as something that needs to exist in addition to more general, collective recognition, such that individuals feel valued for their contributions, and their unique needs are recognised.

Diane, an employee, explained that not only is the act of recognising important, but so is adapting to how an individual’s needs might change and develop over time. She ‘think[s] it is about a manager recognising where an individual person is at and their needs...’

Recognising individuals’ unique skillsets can also feed into, and foster, collaboration, as diverse knowledge is valued and shared. According to Brian (manager), ‘once you kind of introduce people’s skillsets and what they can deliver, that really helps and they’ll use them. Our team as a whole, we try to use each other’s resources. We all have slightly different skillsets and knowledge so it’s good to bounce ideas around between us all’.

Aaron explained that managers require a certain skillset to effectively recognise the uniqueness of individuals and how these differences influence the way a manager might most appropriately respond to them:

It’s very dependent on the manager having a good skillset and being able to recognise different personality types and tailor the message to them and an individual level. Then at a group level. Whether it’s a closely managed group, whether it’s a hands off group – that’s very dependent on the group. The other key thing is... what’s the bigger picture? It’s a big organisation, we know our little piece, but keeping people reminded of our successes, and where it fits into the big picture is important in maintaining that motivation and when you’ve got that I think your resilience is up. – Aaron, Manager

Orson provided more detail on the different ways that individuals might prefer to be recognised. Part of a manager’s role, particularly in challenging contexts, is to know what these differences are and how this might influence forms of acknowledgement and recognition:

You’ve got people with different motivations for being there. Some of them want to stand up and go look I’ve done my bit I want to recognise people who’ve done their bit, others go this is important because it’s a historical significance and others want to say ‘oh look I know some of my family might have been involved in that’... You have to recognise the different triggers because if you pull the wrong one in the wrong environment you’re going to fire in the wrong direction. – Orson, Manager

Orson argued that individuals, and their specific contributions, need to be recognised, and that this needs to be done separately from recognising the contributions of the whole team: ‘we give blanket praise because we consider it appropriate to bestow our best wishes on the whole of the team for a job well done’, but ‘what we really should do is highlight specifics for certain individuals and highlight different specifics for others’.

Recognising individual needs and contributions was experienced by participants through the processes of providing feedback and recognition that is tailored and specific to the individual and their contribution, and publicly recognising individual contributions in front of the workgroup, because ‘when those things go really well you want to know about it because often you don’t even know what the feedback is, good or bad. And then when you get asked to do another one you know what to avoid’. – Greer, Employee

Hera also emphasised that small recognitions go a long way: ‘I did a document the other day and it was a tight turnaround so I did it and she copied everyone in and she goes “oh thanks, it’s amazing that you delivered on that timeline.”’ – Hera, Employee

Tailored, specific, and meaningful recognition of individual employee contributions appeared to improve intrinsic motivation, employees’ confidence about their own performance, and feelings of appreciation. Trina’s experience corresponds to the first outcome of intrinsic motivation: ‘We’re underpaid compared to other people in the organisation despite that I’m not looking to change to another part of the organisation. I have... been told I can offer you at least 10,000 more than what you’re on now... the money isn’t enough to make me want to change’. – Trina, Employee

Finally, a discussion participant raised the view that managerial ‘care’ needs to extend beyond task requirements: ‘Care also underpins this [dimension], a managers’ care for the individual as a real human being. This should come first before task-related recognition and care’. – Georgina, Employee

Recognising individual needs and contributions essentially captures the ability of managers to identify and communicate individual achievements in a way that fosters learning.

4.4 | Supporting both career and personal growth

Supporting career and personal growth was another prominent behavioural dimension identified. Objective career successes are an element of this dimension, but seem to be peripheral, or even an outcome, to more subjective growth experiences. Orson described the importance of growing and developing individuals so that they can successfully move to a ‘higher’, more challenging role. He recognised that real personal development is not staying in the same role and unit for an entire career:

I know the people I’ve grown and nurtured – and I think it is my responsibility to grow and nurture them. I look on attrition as success if that attrition is from people moving higher or moving to where they want to be. Attrition is a failure if they’re leaving because they don’t want to be in your environment. And... we’ve got people who don’t want to leave and are having to grow them to the point that they do. – Orson, Manager

Aaron, a manager, explained that having a clear direction is empowering for employees and is something that helps individuals develop expectations towards the future: ‘I think giving people a clear direction of where their job is going and what the options are in front of them... and that

empowers people. If they don't know and they're sitting in a vacuum and think this is a dead end, they can get claustrophobic and frustrated quite quickly'.

Support at a personal level was seen by Patrick as an important way to help individuals deal better with challenging situations, 'contributing to resilience':

I think it's really important to have the flexibility, and the understanding, to help people out when they're going through tough private situations so where people, where there might be an illness in the family or . . . they might be going through a difficult . . . personal situation. . . I've worked in organisations where if someone has an illness or some sort of personal issue they're dealing with . . . [managers] will go beyond . . . and that's a really positive thing in terms of having a strong culture and also contributing to resilience because people know that [someone] will support them if they're in a tricky situation and that helps them cope better. – Patrick, Manager

The quote from Brian (manager) below is about the importance of supporting employees with goals and career pathways, rather than just providing employees with new roles and positions: '[We] don't necessarily say, "You're an advisor now, you should be an advisor tomorrow," or whatever. We . . . go, "This is a route that you could take and here's how you could be supported going down that route."'

Participants felt supported both personally and professionally by their managers when they were encouraged to seek out opportunities themselves, advocated on behalf of employees for selection into opportunities, and had open conversations about the future career possibilities for employees. Trina, an employee, explained that 'The courses I've gotten into are very competitive and I know that would have been influenced by my manager advocating for me, because I've heard other people haven't got in and I got into both of them. . . .' She also stated that her manager is 'always encouraging all of us to think about travel opportunities, are there overseas conferences that we want to go to? . . . She's constantly thinking about that'.

Associated outcomes of leader facilitation of career opportunities are higher commitment and improved confidence. For Hunter, an employee, 'It feels really good. In fact it's made me reconsider my plan which was I'm going to stay for a year but I'm enjoying my work now more than I was expecting to and the fact that there's all these opportunities is kind of making me reassess that a little bit'.

Other processes through which leader support was experienced by participants were supporting the personal needs of employees and being open to ongoing communication: 'There's definitely that feeling that you have support from your manager, that she'll kind of back you I guess'. – Maree, Employee

Participants also explained how feeling supported as an individual made them want to put extra time or effort into their work and/or the organisation, reflective of social exchange. Trina gives a rich description of her understanding of leader support below:

I quite often do quite a lot of hours extra over my role requirements and under our contract we're enabled to take time in lieu, not every team in the organisation enables that but she does. And she actually makes sure that I'm keeping that at a manageable level so encouraging me to take that time. She's there for me to talk to if I need someone to talk to. – Trina, Employee

Outcomes associated with support consist of work-related motivation, reduced pressure and stress, improved confidence, and feeling valued. Maree explained that ‘knowing that you’re not going to be needing to handle things by yourself I guess. To front up to things that might not have gone so well by yourself to have someone there to provide a senior level of support’. For John, ‘it gives [him] confidence, knowing that what’s expected of [him] is supported’.

Georgina emphasised the importance of managerial support for development:

I know everyone talks about development is owned by the employee blah blah but it can’t be unless you have the manager who’s actively encouraging and supporting unless you’re really kind of not pushy but a certain type of employee who goes ‘here’s what I want to do’ and that’s not the norm. – Georgina, Employee

In sum, managerial support needed to be active rather than passive, and include personal support to sustain adaptability and learning.

4.5 | Managing safe failures

Providing room for individuals to learn, grow, and push boundaries facilitated developmental behaviours in employees. It created psychological safety where mistakes were treated as opportunities to learn, rather than as sources for blame. Part of this is the managers’ learning orientation, and subsequently the way they deal with mistakes made within the team. Zena exemplifies this: ‘Well I take them aside and I’d say to them, “So, what have you learnt from this?” You know, so I’d say there’s always some learning. So, “What did you learn and what do you think you could do better next time?”’

In the above quote, Zena was describing her response to incidents that require adaptive responses. Zena also reflected on her learning orientation more generally, and her approach to ‘guiding’ employees, rather than explicitly ‘telling’ them what to do: ‘I make them think about things. So I make them think about the situation and say, “Ok, I want you to put yourself in this situation, what would you do?”’

It is also important, according to Zena, not to catastrophise mistakes or errors for employees: ‘They need to know and understand that they have full support of their manager and their colleagues and to know that making an error, the world isn’t going to crumble down around you’.

This idea of providing a context for safe failures was evident for employees too. Diane, explained it as a way to develop in order to cope with further future challenges:

You know, like if you let people make a few mistakes in a really low . . . [where] the potential negative is really quite minor, but you let them kind of fail, or also encourage them to deal with difficult situations that as a fresh new person, they’re pretty stressful, but they’re actually not, you know what I mean, in hindsight you go, ‘Yeah that wasn’t really that bad’. I think that helps you to then develop up and be able to deal with more and more difficult situations. – Diane, Employee

An environment for learning was perceived by most participants as one where mistakes were treated as opportunities to learn, rather than a source for blame. A number of participants also described that a learning-conducive environment occurred when leaders value employee knowl-

edge and expertise, and showed a general openness to learning. Sarah explained the minimisation of mistakes, in the below excerpt:

I would say for mistakes or for things not being done as well as they could its quite minimised. So it's quite like 'okay this wasn't great but let's move on because we still need to get the job done'. So yeah things are definitely not made into a big deal, it's always kept quite small. – Sarah, Employee

Having a leader who is keen on fostering an environment for learning can result in perceived outcomes such as improved confidence and better teamwork. As Sarah attests, 'You can't function effectively within the team without being open to learning on a semi constant basis'.

In regards to this behavioural dimension, Alicia (post experience Student) added that 'It's also important to get guidance at the start, and this is also where technical expertise of managers is really important, of a new job or task. Help at the beginning would minimise mistakes [from occurring in the first place]'.

Managing safe failures concerned dealing with mistakes openly and calmly, reframing them as opportunities to learn, rather than failed performance, and eliciting active reflection for ER.

5 | DISCUSSION

This study identified leader behaviours that are clear, specific, and doable and that help subordinates to grow and develop in their jobs. It identified five GOL behaviours: Managing the whole team, Enabling self-management, Recognising individual needs and contributions, Supporting both career and personal growth, and Managing safe failures. For each behaviour, associated processes were identified, which were often phrased by participants as the techniques that were used. An explanatory framework identified processes and outcomes, which were then aligned to network leveraging, learning, and adaptability.

This study makes three contributions to the PA and leadership literatures. The first contribution is that this study advances understanding of leadership processes generally. Our qualitative analysis reveals a complex, fine grained, nuanced illustration of leadership behaviours and processes that work to foster employee growth. It extends theories commonly used to explain leadership processes, such as social learning, social exchange, or identity. For instance, it includes a broader set of processes including safe failures that entail learning orientations and goals (Niiya & Bartmess, 2004), trust (Chan & Mak, 2014), and managing teams that create effective group environments (e.g. Eva et al., 2019; Gardner, & Korth, 1998; Getha Taylor et al., 2011; Ospina, 2017). Accordingly, it builds on Zhang & Chen's (2013) pioneering research that DL works through self-determination and identity theory, leading to higher OCB.

This study also, arguably, operationalises SL, by making many of its abstract dimensions and terms more behaviourally specific (Eva et al., 2019). It provides a means for managers to be effective change agents, something which is sorely needed (Buick et al., 2018), and potentially provides the means to raise sector capability without the recurring disappointments of past reforms (McTaggart & O'Flynn, 2015).

Our findings provide a means for managers to effectively help subordinates transfer their work experiences into growth and resilience. Current development efforts are often experiential, without the support needed for effective transfer (Johnson et al., 2018). Of course, the learnings might also help, and be needed by, those managing managers. This study also promotes the outcomes of

employee growth and resilient behaviours, rather than outcomes such as OCB, which are management centric and are often most concerned with getting employees to do more for the organisation.

The more fine-grained processes identified here can largely, but not entirely, be explained through complicated interactions of the 'performance equation', whereby performance is a function of ability \times motivation \times opportunity (Knies, 2016).

Managing safe failures, for instance, concerns providing opportunities by dealing with mistakes calmly, which enhances ability, which in turn enhances confidence (motivation), and hence adaptability and learning. Supporting personal growth includes advocating on behalf of employees for opportunities. Few of the leadership behaviours and processes are concerned directly with abilities. Instead they are concerned with creating the motivation and opportunity through which abilities such as adaptability, network leveraging, and learning can in turn allow new abilities to emerge through the behaviours of the employees themselves. GOL explicitly encourages employees to enhance their skillsets and abilities, through recognising and offering support for personal and career goals. Employees likely find such support intrinsically motivating.

Second, it addresses the call for more devolved, organic forms of PA leadership, which are less heroic, but more collaborative and shared (Ospina, 2017; Zeier et al., 2018). The hierarchical and institutional forms of leadership that are common in public sector leadership (and studies of it) can be strengthened by the personal leadership of employees, of which GOL works to develop. When PA studies do consider employee leadership, they tend to favour generic and quantified techniques, such as transformational and transactional leadership, without qualitatively considering the distinct, nuanced context of public leadership (Vogel & Masal, 2015). Also, PA leadership studies are often concerned with senior managers and executives (Fitzpatrick, 2011), but most managers, and much service delivery, are much lower down the organisation.

The growth-oriented behaviours identified in this study encourage learning and collaboration-oriented behaviours which help employees confront and overcome challenges that often arise in public service delivery efforts (Brown & Brudney, 2003). They are also likely to promote adaptiveness to change in the public environment (Hartley et al., 2013).

The third contribution is that it identifies how supervisory leadership practices might help shape organisational capabilities, and so better address public service challenges. Leadership practices are long known to shape organisations through aggregation of individual micro-practices across multiple leaders (Dinh et al., 2014). However, the interactions of leadership practices within organisations can also create organisational capabilities, such as stronger collective identities and better cultures, that are distinct from a simple aggregation of individual leadership practices (Dinh et al., 2014). The leadership behaviours, processes, and outcomes identified here are fractals of changes often called for at institutional levels, but also may lead to new organisational capabilities that are distinct from GOL. For instance, managing the whole team supports network leveraging which in turn might support better inter-agency collaboration (O'Leary & Vij, 2012), a characteristic of resilient, adaptive organisations (Walker et al., 2020). Managing safe failures and supporting personal growth supports learning, from which absorptive capacity at the organisation may emerge (Andrews et al., 2015). Supporting personal growth and development supports adaptability, which may in turn facilitate organisational-level ambidexterity (Plimmer et al., 2011). Public sector leaders are seen as needing to be progressive and change oriented, but they are not rated as being so (Vogel & Werkmeister, 2021). GOL potentially provides a means to address this gap between expectations and reality because it helps followers adapt to change. The behaviours and processes here provide techniques for managers to adopt, which would help subordinates,

teams, and individuals develop skills in day-to-day challenges that would also help them respond to crises.

This study has many practical implications. One option to promote GOL would be to frame the behaviours identified in this study as competencies and use them across HR functions including selection, development, performance management, and recognition (Seidle et al., 2016). This research also provides agencies with an evidence-based tool to understand capability-enhancing behaviours by line managers. Without a supportive, growth-oriented system, leaders will lack the resources, incentives, and motivations to do GOL. In many ways, GOL is an informal system of leadership, but to be implemented at scale it would need systemic capability within an organisation. That is, leaders need ongoing support and reinforcement to engage in GOL, including recognition that they do not always understand how development takes place (Buick et al., 2018). It also needs to be supported, advocated for, and even practiced by senior members in the organisation.

Unfortunately, there are several other barriers to getting line managers develop their staff. They are often unrewarded and undeveloped for doing so, and sometimes lack 'real accountability despite the plethora of control' (Plimmer et al., 2011, p. 296). However, for employees there are many reasons for their managers to adopt GOL. It may provide a means for subjective career success, when opportunities for objective success such as promotions and pay rises are limited (Ng et al., 2005). It might also help maximise employees' contribution to, and involvement in, the organisation (Karp & Helgø, 2008), enhance employees' sense of organisational belonging (Wright & Kim, 2004), and better fulfil their motivation to serve the public. GOL seems well suited to do this and future studies could examine whether this is the case.

This study is limited by small sample size (Bryman et al., 1996), but well exceeds the threshold of 12 participants for saturation identified by Guest et al. (2006) when data gathering is reasonably structured (three phases), content (leadership behaviour and its processes) is clear, and participants are homogenous (New Zealand public servants). Our reliance on group interviews and focus groups as data sources may limit our study findings. Although both methods yielded useful and apparently confirmatory information, social desirability may have influenced results. Managers may have exaggerated their engagement in growth-enhancing behaviours. Subordinates may have exaggerated their engagement in resilience-enhancing behaviours, and so implicitly exaggerated the effectiveness of these managerial behaviours. To address these issues, ethnographic or quantitative approaches could examine these processes further. The New Zealand public sector source of this study's data might limit its generalisation, but other contexts may well experience similar behaviours and processes.

Although the subjective findings must be treated cautiously, they provide rich detail for practice and further research, including quantitative study.

CONCLUSION

Emerging complex demands in PA need more effective employee behaviours. Public sector leaders can develop these behaviours, but many do not know how. GOL provides means to do so. Our study established GOL by identifying effective behaviours, and the processes of how to apply them. It also explored how employees experience these behaviours. The study promotes the value of understanding how followers' perceptions of leadership play a significant role in determining what constitutes leader effectiveness.

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