

Core Competencies in Leadership Selection at the Ministry of Public Service Uganda: An Expert Perspective

WALUSIMBI YUNUS

PhD Student

Faculty of Management and Information Technology
University Sultan Azlan Shah
33000 Chandan Putri, Kuala Kangsar
Malaysia

Tel +256 772526393 Email: walusimbiyunus2017@gmail.com

Abstract: *This study was about competency in leadership Selection at the Ministry of Public Service Uganda with an Expert Perspective. The main objectives were to identify the competencies that practitioner experts recommend in the selection of leaders in the ministry of public service by the year 2040 and beyond and to identify recommendations of what practitioner experts' rate as the most important and feasible in the recruitment of leaders in the ministry of public service by the year 2040 and beyond*

The study employed a Delphi method in the process of data collection and its analysis. The study employed 37 participants in three iterative rounds. The study used descriptive statistics in its analysis with the use of the mean and the interquartile range to determine expert consensus about the study. The mean rankings helped to determine what experts rated as the most important and most feasible. An interquartile range of 0.00-1.0 was considered as consensus achieved about the importance and feasibility of a given recommendation.

The findings revealed the competencies required in Leadership Selection at the Ministry of Public Service Uganda required by 2040 and beyond were that leaders Should be to able to know the laws regarding employment in the public sector with a mean of (4.74), should have technical knowledge about public service functioning and its structure with a mean of (4.69), should have current knowledge about public service standing orders with a mean of (4.69) as being important and Should be able to work in consultation with or engage professionals in different areas with a mean of (4.66) , Should have listening skills with a mean of (4.63), Should be willing to work as a team with a mean of (4.63) and should possess integrity to make decisions that align with ethical principles with a mean of (4.63) as being feasible in the selection of leaders at the ministry of public service, Uganda. The study recommends that the ministry uses these leadership selection criteria in the achievement of vision 2040 and beyond. Further study is also recommended for the entire Uganda public service

Keywords: *Core competence, Delphi technique, feasible, Selection of leaders, important, vision 2040.*

I. Introduction

This study is about the competencies in Leadership Selection at the Ministry of Public Service Uganda required by 2040 and beyond sought from expert opinion. Attention to leadership selection development within different sectors has increased in the past two decades, Crawford & Kelder, (2019). Today the world over, leadership has been seen to play a more influential role in employees' performance compared to other sources within the organization, (Lapointe & Vandenberghe, (2017). It is of fundamental importance that organizations select the best leaders in order to propel success of the organization.

Mansaray, (2019) says organizational leadership is a very key component in the facilitation of change and ensuring a good competitive edge in the market place. Therefore, HR leadership must provide the leadership required to enable employees be well accustomed to change if the organization is to succeed. It is therefore fundamental as Griffith, Baur & Buckley (2019), says that leaders communicate well with employees and generate the required commitment among employee. For success to happen it is important that the organization embraces leadership because leaders guide their employees towards organizational goals and leadership actions which contribute to directing the team where the leaders want it to go, Griffith, Baur & Buckley (2019).

Sinaga, (2019), says the leader's role is to communicate formal and informal work process, policy development and communicate a shared vision of building and developing competent employees. Training and development have become one of the necessary functions in most organizations for performance improvement and leadership development, because they lead to high performance in the same field and are important part in the development of human resource which is significant to the success of the organization by enhancing leadership development, Mozael, (2015). The leader's role will also help employees to prepare for changes in the current job as a result of change in technology, work design, customer needs or product changes, Subramony, Segersb, Chadwickc & Shyamsundred, (2018).

In an organization, leaders are in position of power and autonomy, it is important that they have the integrity required as part of the positions they hold. The leaders will have many ways through which he/she can help others build their competence through coaching and mentoring. The coach imparts values in a colleague that he/she feels is a requirement for being a good team member. The coach is a person who has the knowledge required for good organizational functioning which should normally be possessed by a leader. Leaders must improve the work environment by improving on relations, communication and self-reflection which is critical for employee performance.

The search and appointment of leaders is costly and time consuming as leadership counts when it comes to success or failure in the organization. In leadership selection there are leadership selection competence-based selection practices with the expectation that the best leader is selected. When those in charge of recruiting or appointing leaders have a basis upon which they select leaders then it becomes easy to have the best leaders in place who can transform the organization to better levels. The purpose is to select good leaders who can empower others and it remains important that the organization makes a continuous evaluation of the process on how best they can recruit leaders.

The government of Uganda through the national planning authority designed the plan and implementation of the vision 2040 in 2013 as a master plan for the country's development. The NDPI, NDPII and NDPIII are a guide to government actions and decisions in areas like economic, political and social aspect of the country's development initiatives. (Government of Uganda national planning authority2020/21-2024/25) The vision 2040 in its major attribute and vision statement says that its major objective is to transform Ugandan society from a peasant to a modern and prosperous one within a span of thirty years. This therefore means moving Uganda away from a low-income country to an upper middle-income country. Vision 2040 says, the economy still faces substantial skills gaps in key sectors. (Government of Uganda national planning authority2020/21-2024/25), raising questions about the competence required among leaders to achieve vision 2040 in the ministry of public service.

The ministry of public service Uganda was established under the second schedule of the Public Service Act (2008) and it is mandated to develop, manage and administer human resource polices, management systems, procedures and structure for the Uganda Public Service. structures that facilitate effective public service delivery for national development.

The Ministry in its new strategic direction and plans to tackle the challenges at hand and ahead, by aligning its plans with the objectives and aspirations of vision 2040 and the ministry of public service strategic plan 2016-2021 to relates to the mandate of the ministry (Ministry of public service strategic plan 2016-2021). This study therefore sought to find out what experts recommend as important and feasible in the selection of leaders. What is regarded as important is what is taken as key in the selection process. With regard to feasibility is what can easily be applied in the practice of the selection of the leaders.

II. The Delphi method

The Delphi technique is a structured method designed to forecast and relies on a panel of experts, Skulmoski, Hartman & Krahn, (2007). The researcher selects a group of experts on a topic being examined. Once all respondents are confirmed, each member of the group is sent a questionnaire, Barrios, Guilera, Nuño & Gómez-Benito (2021) Based on their knowledge and experience they fill the questionnaire then send it back to the facilitator who in turn will then prepare another questionnaire for another round. The facilitator will determine if there is another round that is needed or consensus has been reached and the results can be published, Flostrand, Pitt & Bridson, (2020).

III. Problem statement

Leadership plays a central role in any organization as Yeung et al. (1996) in Wenene, (2016). In order for leaders to play an effective strategic role in the organization, it is imperative that a set of key competencies are known in the recruitment and appointment in leadership positions. The leadership provided should be based on competencies which are visionary and have the ability to learn and do multiskilling which are important for business success Inyang (2008) in Wenene, (2016). The Public Service Act (2008) gives the ministry of public service the powers to develop, manage and administer human resource policies, management systems, procedures and structure for the Public Service in Uganda. According to the circular standing instruction No 1 of 2016, the permanent secretary in the ministry highlights the continued poor performance in the ministry and calls for improvement in the financial year 2017/2018. In her study about unlocking the potential initiatives for retracing the public service in Uganda, Kyohairwe (2018), says there is significant institutional weakness among which is the human resource management, reflected through inadequate supervision which call for the need to strengthen leadership capacity in the Uganda public service. The problem that this study addresses is that there has not been any well-known documented competencies that are required in the selection of leaders in the ministry of public service that can enhance the delivery of services in the achievement of vision 2040 and beyond. This therefore raises questions about the competencies required in the selection of leaders in order for the ministry to achieve its goals and objectives and this study sought to answer this.

IV. The objectives of this Delphi study will be to:

1. To identify the competencies that practitioner experts recommend in the selection of leaders in the ministry of public service by the year 2040 and beyond.
2. To identify recommendations of what practitioner experts' rate as the most important and feasible in the recruitment of leaders in the ministry of public service by the year 2040 and beyond.

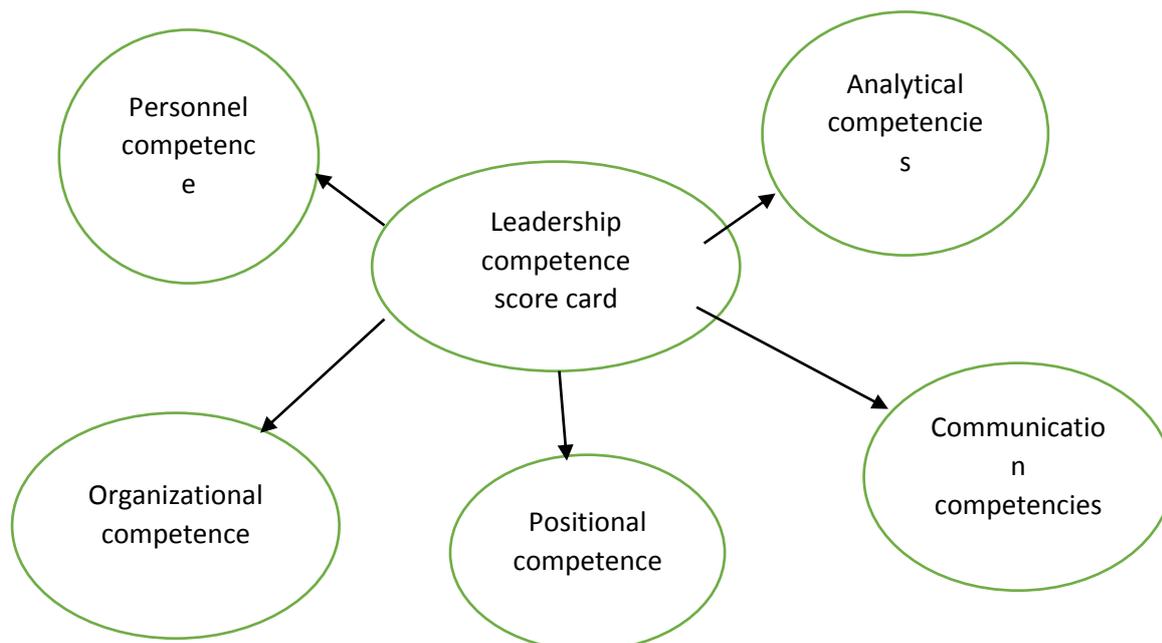
Research question

- 1) What competencies do practitioner experts recommend in the selection of leaders in the ministry of public service by the year 2040 and beyond?
- 2) What recommendations do practitioner experts rate as the most important and more feasible in the selection of leaders in the ministry of public service by the year 2040 and beyond?

V. Conceptual Frame Work

The conceptual frame work show that leadership competence is about having analytical competencies, communication competencies, positional competencies, organizational competencies and personnel competence as seen in the diagram below:

Figure 1 Showing the conceptual frame work of the study



Source: B D Rauben 2006

Source: Adopted from Ruben (2006). What leaders need to know and do: A leadership competencies scorecard. Washington, DC: National Association of College and University Business Officers

The conceptual frame work show that leadership competence as stemming from analytical skills, communication competencies, positional competence, organizational competencies and personal competencies. Therefore, leaders will normally be selected depending on the competencies seen from the frame work.

VI. Literature review

The literature review has been written along the areas of leadership, leadership recruitment, competence theory and the competence model.

6.1 Leadership

Leadership has been shown to play a more influential role in employees' behaviour compared to other sources within the organization (Lapointe & Vandenberghe 2017). Leadership is a central theme in any organization and can be a top priority for human resource development (HRD), Griffith, Baur, & Buckley, (2019). Organizational leadership refers leaders who are capable of providing the guidance on HR issues and influence ways in which the organization operates which facilitates the achievement of organizational goals and objectives, Virtanen & Tammeaid (2020). It's very important that leaders are creative, Basaruddin, S. (2021). Creativity is where leaders are able to come up with useful ideas and solutions to problems. Innovation is the actual implementation of the ideas. Leaders should be able to share knowledge about what they know and can propel work at the work place. Leaders should be able to listen and they are basically valued because of their ability to listen and communicate effectively, bin Abdullah (2021). Leaders should have empathy and they should sympathize with those whom they lead. Leaders should have insight into the future and be able to understand the consequences of their decisions, bin Abdullah (2021). Armstrong & Brown (2019), leadership is about sharing a common goal with everybody within the organisation. The leader has to be focused on how to influence other employees towards collective goals in a systematic way, Maheshwari & Yadav (2019). There should be a more understanding between management and HR leaders to effectively manage people in the organisation which will help to have a more motivated and productive employees.

When the leadership shares the same perspective with other members of the organisation Leroy, Segers, Van Dierendonck & Den Hartog (2018), there is a very high likelihood that leaders and management to send a similar signal to the rest of the organisational members which is described as human resource leadership which translates from this relationship. Leaders, Armstrong & Brown (2019), should develop trust and get to know their employee and what drives them, through their behaviour HR manager gives day to day direction to their employee which serves as a signal that management takes care. Leaders influence employees' cognitive and affective states, Henker, et al (2015). Leadership is about influencing employees to accomplish an objective and redirecting the organization which will help it be more cohesive and coherent. The leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skill. Leadership is about purpose, vision, and direction, Worth, (2017). As Worth, (2017) mentions, all organizations need both leadership and management to be successful in the long run. This is what calls for a leadership recruitment based on competence at the ministry of public service.

6.2 Leadership recruitment

Recruiting senior personnel for organizational leadership is one of the key issues in organizational management, Kulshreshtha & Sharma (2021). Executive recruitment in the public sector is about attracting candidates to leadership positions within the firm. The task ahead of those in recruitment or appointment is about priorities and expectations of service delivery, Bebbington (2021). Most organization will want to select leaders among those staff that have been available in the past few years and among the best performing staff. Today's preferred candidates are those with experience and training in management and administration and a record of having led the organization through any change activity. Leaders will normally be recruited because they have analytical competencies, communication competencies, positional competence, organizational competence and personnel competence, Ruben (2006).

In the public sector there is the merit based competitive process with clear and no discriminatory relevant eligibility methods based on transparency. Therefore, public advertising of senior civil servant positions through public websites and newspapers shows openness of the process, Zenone, Cezar & de Hoyos Guevara (2021).

The success of the merit-based recruitment normally depends on the credibility of the selection committees which are at times influenced by politics in the process of recruitment. It therefore important that political influence is kept out of the recruitment of senior civil servants because it ruins the merit-based recruitment and creates a bad picture of the countries public sector, Mahmoud & Mukhtar (2021).

The merit-based method of recruitment of senior staff will include competence frameworks with well criteria upon which individuals can be chosen in relation to job needs. The criteria should well define the competencies like team work, leadership skill, communication skills etc.

VII. Competence theory

The term competence was first seen in an article authored by RW white in 1959, the Craig C 1970 used it in executive development while TF Gilbert 1978 used it for the purpose of improving performance in Houmanfar, Alavosius, Binder, & Johnson, (2019). According to the theory one's performance increases when one has the knowledge, skills and other abilities that are required to perform that task or performance will improve when one masters the performance of the task, Sliter (2015). The start of the competence-based theory can be traced back to the works of Adam smith in 1776 when he discovered that division of work in the firm would enable workers to specialize which would enhance employee's knowledge and skills through learning by doing the work, Houmanfar, et al (2019). Competencies refer to the knowledge, skills and any other ability that is required to do work, Parry, Bennett, Roth & Kellett (2021). Selecting professionals based on their competence to do work is a very good strategic approach to management of the organization and can offer substantial benefit to the organization. Research reveals that there is a very close relationship between competence and individual employee performance like the case of Sliter (2015). Competence therefore is a set of demonstratable skills and knowledge that enable someone perform well at his job, Parry, Bennett, Roth & Kellett (2021).

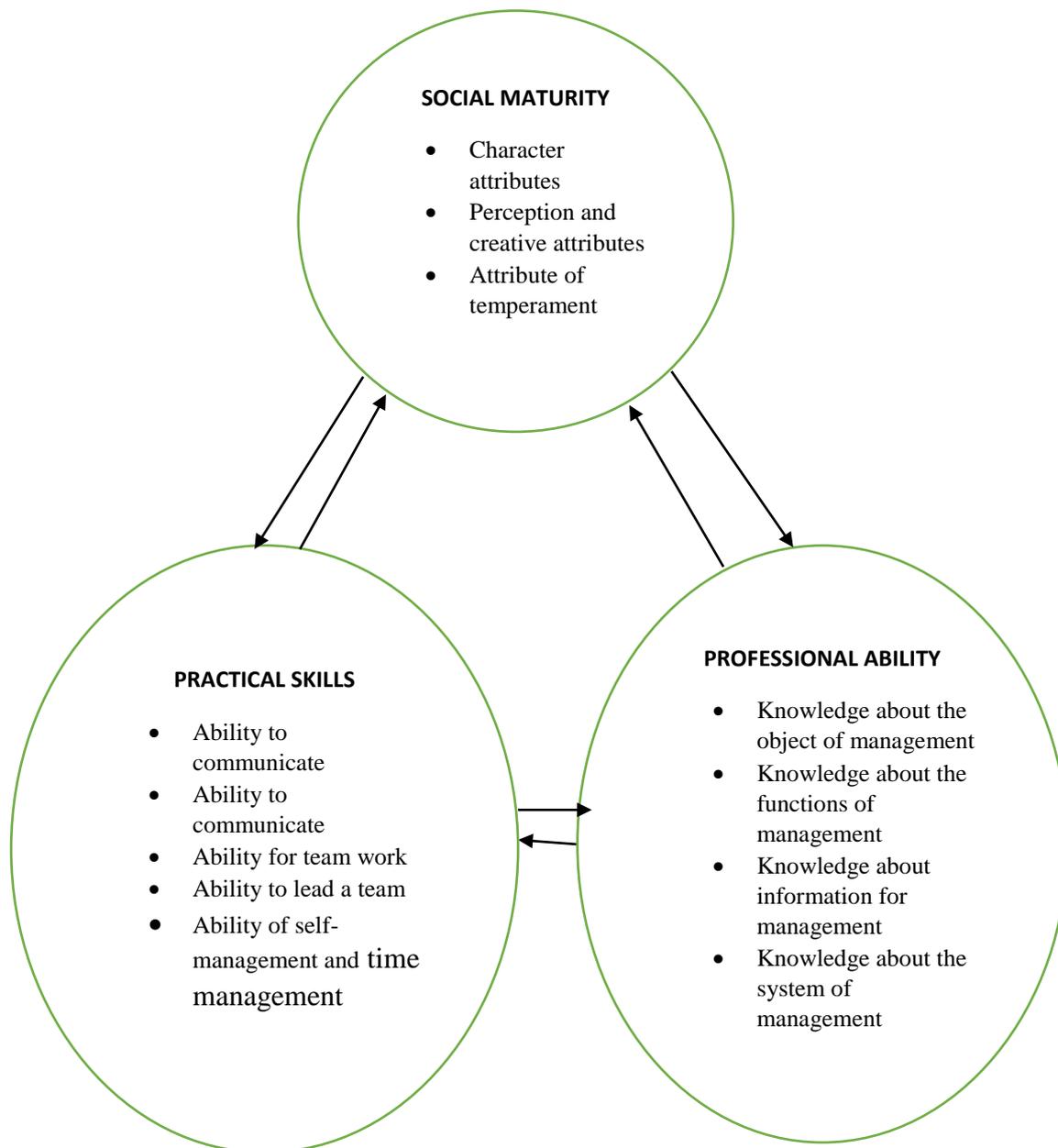
Public sector has adopted competence management, Akkermans & Tims (2017), mainly because of managing change and the changing ways in which the delivery of services to customers and in the last 20 years public administration has considerably changed to meet the new changing demands. Therefore, competencies have to be translated into business strategy and processes that people can understand and implement, Jang (2016). There is need to integrate strategic HRM into the competence framework such that the competencies are integrated into the strategic business objectives of the public sector for the employees to understand and apply them in their daily routine, Marrelli, (1998) in Ismail & Alkhazali, (2019).

7.1 Competence model

A competence model is a frame work and guide that shows the nature of knowledge and skills that are required in the performance of a given job, Shevyakova, Munsh, Arystan & Petrenko (2021). It is this collection of knowledge and skills that will help to offer a success full job performance. The HR department will always come up a detailed guide about the person specification required for the job. Competencies will vary depending on the nature of the job and what needs to be done but, on the whole, there are core competence, functional competencies and leadership competencies which are regarded as critical to any job, Yusuf (2021).

The figure below shows the holistic approach to managerial competence helps organizations to come up with the competence required to perform a job in the organization either as an individual or in teams.

Figure 2 A model of holistic managerial competence by Porvaznic & Misun (2013)



Source: A model of Holistic Managerial competence by Porvaznic & Misun (2013)

This model shows that leadership or managerial competence is a combination of social maturity, professional knowledge and practical skills that are important in leadership selection.

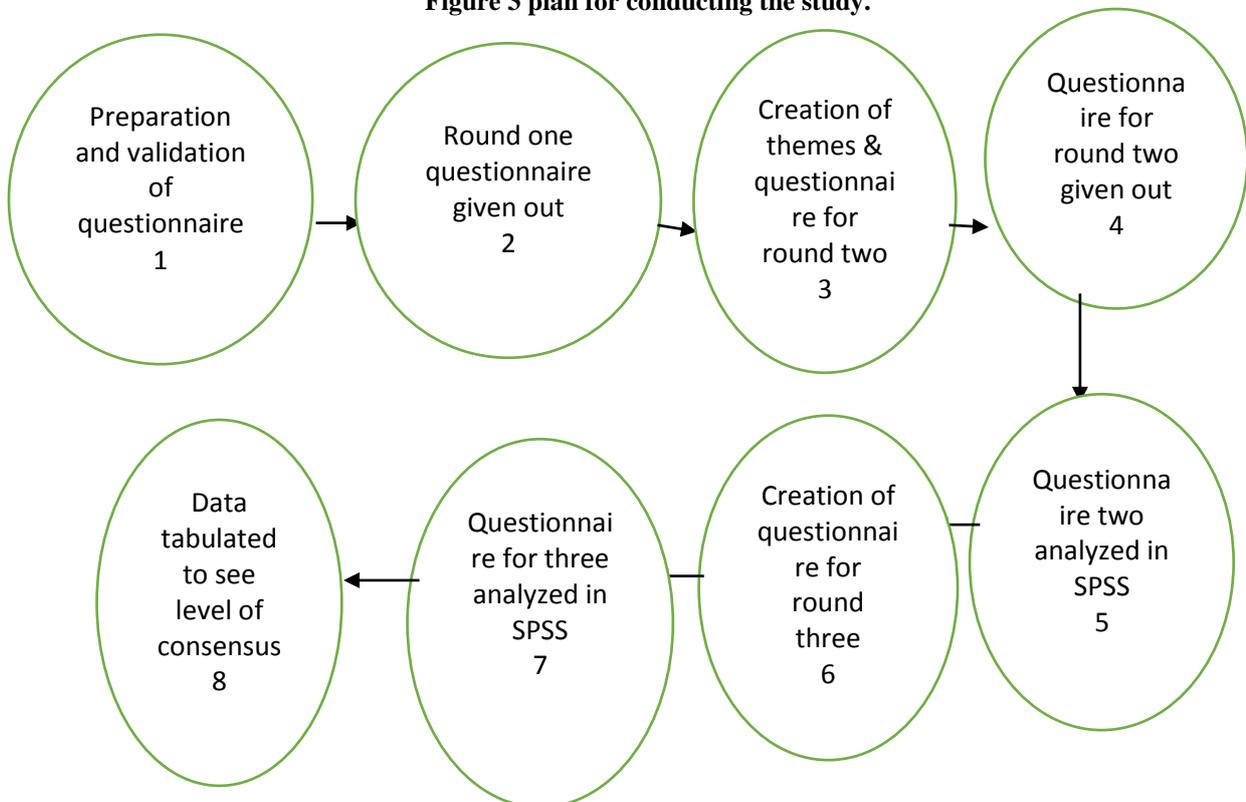
VIII. Methodology

The purpose of this study was to find out which competencies that expert practitioner identify as the most important in the recruitment/ appointment of leaders in the ministry of public service by the 2040 and beyond. The study employed qualitative and exploratory design with a Delphi technique in the collection of data and its analysis. In this design the researcher sseeks for input from participants to reach an understanding about a problem on which little or no previous research has been done, Creswell (2009). This study therefore adopted a Delphi technique in its design because of lack of available information on the topic at hand, Keeney, Hassan, & Mckanna, (2011). The process involved three rounds of questioning while aggregating the data. Because expert opinion was being sought, purposive sampling was necessary in the selection of the sample to represent

the general population, Fink & Kosecoff, (1985) in Fisher, Bellon, Lawn, Lemon (2017). The number of participants in a Delphi study will depend on circumstances, Calmers & Armour (2018), tells us that where the group is homogeneous then a smaller sample of ten to fifteen may yield sufficient results, while Skulmoski, Hartman & Krahn (2007), says a sample of ten to fifteen will yield reliable results but this sample was slightly widened to increase on the reliability of the findings. At the onset the researcher anticipated to have 40 respondents but managed to secure 37. This group is homogenous and all of them come from the ministry of public service and all are in leadership positions therefore are expected to provide expert views about the competencies required in the selection of leaders in the ministry. All experts were coded with numbers which was the best way to identify them in the different rounds since they are supposed to know their score in round two to determine their response in round three. The expert identification numbers were 1 to 40. However, Experts 1,14 and 30 didn't participate in the study as earlier anticipated mainly because of being inaccessible due to the covid 19 related issue at the work place as some of the employees were off station. Three experts with wide experience in the field of human resource management helped in the validation of the questionnaires to be used. Data from round one was used in the design of a questionnaire for round two with a five-point Likert scale namely: Very relevant (VR) 5, Relevant (R) 4, less relevant (LR) 3, not relevant (NR) 2 and very irrelevant (VI) 1. Respondents were asked to rank their responses, on the scale point 5 which indicated the most important and 1 which indicated the least important. In a Delphi study analysis is mainly done through the measures of central tendency (means, median and mode) also the level of dispersion (standard deviation and inter- quartile range), Hsu & Standford, (2007).

The interquartile range was used as measure of consensus in the study. It is the difference between the 25th and the 75th percentile. A smaller value indicates a higher degree of consensus, Rayens, M. K., & Hahn, E. J. (2000). Raskin (1994) in Rayens & Hahn (2000), identified the interquartile range of 1 or less as an indicator of consensus. The interquartile range of the consensus on recommendations was be 0.00-1.0. The mean was used to rank the recommendation in terms of importance and feasibility. A priority matrix was also used to compare relative importance and feasibility of the recommendations. The review done by experts with an interrater reliability of 75%, Stemler (2004) in Graham, Milanowski & Miller (2012), says will mean a higher degree of agreement and that the instrument is reliable while below 75% will mean a low agreement about the reliability of the instrument. The review done by experts had an interrater reliability of 75%.

Figure 3 plan for conducting the study.



Source: Developed by the researcher

The study team included senior officials of the ministry of public service ranging from commissioner, assistant commissioners, heads of departments and senior human resource officers.

IX. Research findings and discussion

Response rate

The study had a 92.5% response rate as seen below

Table 1 showing the response rate

Anticipated Response	Actual response	% response
40 Respondents	37 Responded in this study	92.5% response

Draugalis, Coons & Plaza (2008), says that response rate is at times known as the completion rate and normally taken to be the number of respondents divided by the number of eligible subjects in the sample and usually expressed as a percentage. The response rate shown as shown in the above was good enough as Weaver, Beebe & Rockwood (2019), suggests a response rate of 75% in a study to be reliable.

Question one

What competencies do practitioner experts recommend in the selection of leaders in the ministry of public service by the year 2040 and beyond?

A questionnaire with open ended question was used in round one and out of it themes and response categories in questionnaire for round two was developed. The competencies are shown in the themes created as show in the table 2 below which also show the mean and the interquartile range for both the importance and feasibility of the recommendations. The themes were knowledge about public service, personal behavior and human resource leadership. The themes were organized according to meaning and content.

Table 2 Reflecting the themes, Mean and interquartile range round two

THEME- 1: KNOWLEDGE ABOUT PUBLIC SERVICE

	IMPORTANCE		FEASIBILITY	
	2Mean	IQR	2Mean	IQR
Should have technical knowledge about public service functioning and its structure	4.71	4.00-5.00	4.40	4.00-5.00
Should have current knowledge about public service standing orders	4.69	5.00-5.00	4.40	4.00-5.00
Should be a human resource expert and practitioner at the same time should be able to act professionally	4.34	4.00-5.00	4.03	4.00-5.00
Should be to able to know the laws regarding employment in the public sector	4.74	5.00-5.00	4.29	4.00-5.00
Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.37	4.00-5.00	4.37	4.00-5.00
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	4.00-5.00	4.17	4.00-5.00

Should be knowledgeable about government programs in relation to service delivery	4.63	4.00-5.00	4.26	4.00-5.00
---	------	-----------	------	-----------

THEME-2: PERSONAL BEHAVIOUR

	IMPORTANCE		FEASIBILITY	
	2Mean	IQR	2Mean	IQR
Should be a good communicator	4.26	4.00-5.00	4.40	4.00-5.00
Should be one who does the right thing	4.17	4.00-5.00	4.20	4.00-5.00
Should have selfless and self-drive in what he/she does	4.14	4.00-5.00	4.09	4.00-5.00
Should have emotional intelligence	4.31	4.00-5.00	4.23	4.00-5.00
Should have listening skills	4.43	4.00-5.00	4.60	4.00-5.00
Should be willing to work as a team	4.23	4.00-5.00	4.57	4.00-5.00
Should be creative in what he/she does	4.09	4.00-5.00	4.34	4.00-5.00
Should be flexible in his/her dealings	4.11	4.00-5.00	4.11	4.00-5.00

THEME-3: HUMAN RESOURCE LEADERSHIP

	IMPORTANCE		FEASIBILITY	
	2Mean	IQR	2Mean	IQR
Should have Interpersonal skills	4.60	4.00-5.00	4.49	4.00-5.00
Should be able to align leadership with ministry requirements	4.63	4.00-5.00	4.37	4.00-5.00
Should have Internal client management skills	4.37	4.00-5.00	4.31	4.00-5.00
Should possess self-management skills	4.54	4.00-5.00	4.56	4.00-5.00
Should possess integrity to make decisions that align with ethical principles	4.54	4.00-5.00	4.66	4.00-5.00
Should be able to work in consultation with or engage professionals in different areas	4.46	4.00-5.00	4.63	4.00-5.00
Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.40	4.00-5.00	4.46	4.00-5.00
Should be able to attend to employee concerns	4.66	4.00-5.00	4.51	4.00-5.00

Source: field data

The mean range for the importance for competences for the selection of leaders in the ministry of public service required by the year 2040 and beyond was 4.09-4.71, this means that the respondents rated the importance for the competencies for selection of leaders at higher continuum. The mean rage for feasibility of the competencies for the selection of leaders in the ministry of public service required by the year 2040 and beyond was between 4.09-4.66 this shows that the respondents rated the feasibility for effectiveness of competencies for the selection of leaders at a higher continuum.

The questionnaire from round two was used to create a questionnaire for round three in which the respondents had either to maintain their first response, agree with other respondents or change their response. Their responses are show in the table 3 below which also show the mean and the interquartile range for both the importance and feasibility of the recommendations in the third round. The table 3 below shows the mean and the interquartile range for round three.

Table 3 showing the Mean and interquartile range for round three

THEME- 1: KNOWLEDGE ABOUT PUBLIC SERVICE	IMPORTANCE		FEASIBILITY	
	3Mean	IQR	3Mean	IQR
Should have technical knowledge about public service functioning and its structure	4.69	4.00-5.00	4.60	4.00-5.00
Should have current knowledge about public service standing orders	4.69	5.00-5.00	4.40	4.00-5.00
Should be a human resource expert and practitioner at the same time should be able to act professionally	4.46	4.00-5.00	4.06	4.00-5.00
Should be to able to know the laws regarding employment in the public sector	4.74	5.00-5.00	4.43	4.00-5.00
Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.46	4.00-5.00	4.37	4.00-5.00
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	4.00-5.00	4.11	4.00-5.00
Should be knowledgeable about government programs in relation to service delivery	4.66	4.00-5.00	4.40	4.00-5.00
THEME-2: PERSONAL BEHAVIOUR	IMPORTANCE		FEASIBILITY	
	3Mean	IQR	3Mean	IQR
Should be a good communicator	4.29	4.00-5.00	4.46	4.00-5.00
Should be one who does the right thing	4.17	4.00-5.00	4.26	4.00-5.00
Should have selfless and self-drive in what he/she does	4.26	4.00-5.00	4.09	4.00-5.00
Should have emotional intelligence	4.31	4.00-5.00	4.23	4.00-5.00
Should have listening skills	4.43	4.00-5.00	4.63	4.00-5.00
Should be willing to work as a team	4.23	4.00-5.00	4.63	4.00-5.00
Should be creative in what he/she does	4.06	4.00-5.00	4.40	4.00-5.00
Should be flexible in his/her dealings	4.09	4.00-5.00	4.17	4.00-5.00

THEME-3: HUMAN RESOURCE LEADERSHIP

	IMPORTANCE		FEASIBILITY	
	3M	IQR	3M	IQR
Should have Interpersonal skills	4.57	4.00-5.00	4.49	4.00-5.00
Should be able to align leadership with ministry requirements	4.63	4.00-5.00	4.43	4.00-5.00
Should have Internal client management skills	4.34	4.00-5.00	4.31	4.00-5.00
Should possess self-management skills	4.54	4.00-5.00	4.57	4.00-5.00
Should possess integrity to make decisions that align with ethical principles	4.54	4.00-5.00	4.63	4.00-5.00
Should be able to work in consultation with or engage professionals in different areas	4.46	4.00-5.00	4.66	4.00-5.00
Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.49	4.00-5.00	4.57	4.00-5.00
Should be able to attend to employee concerns	4.66	4.00-5.00	4.49	4.00-5.00

Source: field data

In round three the participants still rated the recommendations highly. The mean range for round three of the recommendations was 4.06-4.74 for importance and 4.06-4.66 for feasibility. This clearly show that in round three the participants still rated the recommendations highly. A higher mean of 4.74 show that many respondents were in for the recommendation with regard to importance and the mean of 4.66 for feasibility clearly show how the respondents rated the feasibility of the recommendations at the higher continuum of 4 and above. Therefore, round three rated the recommendations slightly higher than round two. The results from round two and round three were analysed to see the changes in mean rating from round two to round three.

Table 4 showing the Comparison of the mean between round two and three

THEME-1: KNOWLEDGE OF PUBLIC SERVICE

	IMPORTANCE		FEASIBILITY	
	Round-2mean	Round-3mean	Round-2mean	Round-3mean
Should have technical knowledge about public service functioning and its structure	4.71	4.69	4.40	4.60
Should have current knowledge about public service standing orders	4.69	4.69	4.40	4.40
Should be a human resource expert and practitioner at the same time should be able to act professionally	4.34	4.46	4.03	4.06
Should be to able to know the laws regarding employment in the public sector	4.74	4.74	4.29	4.43
Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.37	4.46	4.37	4.37
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	4.40	4.17	4.11
Should be knowledgeable about government programs in relation to service delivery	4.63	4.66	4.26	4.40

THEME-2: PERSONAL BEHAVIOUR

	IMPORTANCE		FEASIBILITY	
	Round 2mean	Round 3mean	Round 2mean	Round 3mean
Should be a good communicator	4.26	4.29	4.40	4.46
Should be one who does the right thing	4.17	4.17	4.20	4.26
Should have selflessness and self-drive in what he/she does	4.14	4.26	4.09	4.09
Should have emotional intelligence	4.31	4.31	4.23	4.23
Should have listening skills	4.43	4.43	4.60	4.63
Should be willing to work as a team	4.23	4.23	4.57	4.63
Should be creative in what he/she does	4.09	4.06	4.34	4.40
Should be flexible in his/her dealings	4.11	4.09	4.11	4.17

THEME-3: HUMAN RESOURCES LEADERSHIP

	IMPORTANCE		FEASIBILITY	
	Round 2mean	Round 3mean	Round 2mean	Round 3mean
Should have Interpersonal skills	4.60	4.57	4.49	4.49
Should be able to align leadership with ministry requirements	4.63	4.63	4.37	4.43
Should have Internal client management skills	4.37	4.34	4.31	4.31
Should possess self-management skills	4.54	4.54	4.56	4.57
Should possess integrity to make decisions that align with ethical principles	4.54	4.54	4.66	4.63
Should be able to work in consultation with or engage professionals in different areas	4.46	4.46	4.63	4.66
Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.40	4.49	4.46	4.57
Should be able to attend to employee concerns	4.66	4.66	4.51	4.49

Source: field data

In order to know how the respondents rated the recommendations from round two and round three, a mean difference was established to find out how the respondents differed in response in terms of mean in both rounds. To establish this the researcher transformed the data to M/S excel to be able to establish the mean difference.

Table 5 shows the mean difference between round two and round three

THEME-1: KNOWLEDGE OF PUBLIC SERVICE

	IMPORTANCE			FEASIBILITY		
	Round-2mean	Round-3mean	Difference in means	Round-2mean	Round-3mean	Difference in means
Should have technical knowledge about public service functioning and its structure	4.71	4.69	0.02 decrease	4.40	4.60	0.20 increase
Should have current knowledge about public service standing orders	4.69	4.69	0.00 no change	4.40	4.40	0.00 no change

Should be a human resource expert and practitioner at the same time should be able to act professionally	4.34	4.46	0.12 increase	4.03	4.06	0.03 increase
Should be to able to know the laws regarding employment in the public sector	4.74	4.74	0.00 no change	4.29	4.43	0.14 increase
Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.37	4.46	0.09 increase	4.37	4.37	0.00 no change
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	4.40	0.00 no change	4.17	4.11	0.06 decrease
Should be knowledgeable about government programs in relation to service delivery	4.63	4.66	0.03 increase	4.26	4.40	0.14 increase

THEME-2: PERSONAL BEHAVIOUR

	IMPORTANCE			FEASIBILITY		Difference in means
	Round 2mean	Round 3mean	Difference of means	Round 2mean	Round 3mean	
Should be a good communicator	4.26	4.29	0.03 increase	4.40	4.46	0.06 increase
Should be one who does the right thing	4.17	4.17	0.00 no change	4.20	4.26	0.06 increase
Should have selflessness and self-drive in what he/she does	4.14	4.26	0.12 increase	4.09	4.09	0.00 no change
Should have emotional intelligence	4.31	4.31	0.00 no change	4.23	4.23	0.00 no change
Should have listening skills	4.43	4.43	0.00 no change	4.60	4.63	0.03 increase
Should be willing to work as a team	4.23	4.23	0.00 no change	4.57	4.63	0.06 increase
Should be creative in what he/she does	4.09	4.06	0.03 decrease	4.34	4.40	0.06 increase
Should be flexible in his/her dealings	4.11	4.09	0.02 decrease	4.11	4.17	0.06 increase

THEME-3: HUMAN RESOURCES LEADERSHIP

	IMPORTANCE			FEASIBILITY		Difference in means
	Round 2mean	Round 3mean	Difference in means	Round 2mean	Round 3mean	
Should have Interpersonal skills	4.60	4.57	0.03 decrease	4.49	4.49	0.00 no change
Should be able to align leadership with ministry requirements	4.63	4.63	0.00 no change	4.37	4.43	0.06 increase
Should have Internal client management skills	4.37	4.34	0.03 decrease	4.31	4.31	0.00 no change
Should possess self-management skills	4.54	4.54	0.00 no change	4.56	4.57	0.01 increase

Should possess integrity to make decisions that align with ethical principles	4.54	4.54	0.00 no change	4.66	4.63	0.03 decrease
Should be able to work in consultation with or engage professionals in different areas	4.46	4.46	0.00 no change	4.63	4.66	0.03 decrease
Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.40	4.49	0.09 increase	4.46	4.57	0.11 increase
Should be able to attend to employee concerns	4.66	4.66	0.00 no change	4.51	4.49	0.02 decrease

Source: field data

The mean ratings between round two and round three regarding the importance increased in six (6) recommendations and then decreased five (5) and it remained constant for twelve (12) recommendations. The mean rating for feasibility increased in thirteen (13) recommendations and decreased in four (4) recommendations while six (6) remained constant. On the whole the experts rated the recommendations highly which is shown by the high mean of up to 4.74 in round two about the importance and a mean of 4.66 about the feasibility. Then a higher mean of 4.74 in round three about importance and a higher mean of 4.66 about the feasibility of the recommendations. The difference in mean between round two and three about the importance was 0.68 and feasibility was 0.6 between round two and round three. The mean differences were small indicating on average there was agreement on many issues.

Question two

What recommendations do practitioner experts rate as the most important and more feasible in the selection of leaders in the ministry of public service by the year 2040 and beyond?

This was done thru establishing consensus and ranking the recommendations by mean ratings with respect to the importance and feasibility as seen in the proceeding presentation.

Level of consensus

To determine if there was consensus for the recommendations the researcher used the numeric value of the interquartile range (IQR). The interquartile range shows where the bulk of the data lies between the 25th percentile and the 75th percentile. The interquartile range of the recommendations was considered high if it was between 0.00-1.0 for both the importance and feasibility of the recommendations.

Table 6 showing the level of consensus about the importance of the recommendations

THEME-1: KNOWLEDGE OF PUBLIC SERVICE	IMPORTANCE			
	3mean	IQR numeric value	Consensus met	Level of consensus
Should have technical knowledge about public service functioning and its structure	4.69	1.00	Yes	High
Should have current knowledge about public service standing orders	4.69	0.00	Yes	High
Should be a human resource expert and practitioner at the same time should be able to act professionally	4.46	1.00	Yes	High
Should be able to know the laws regarding employment in the public sector	4.74	0.00	Yes	High

Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.46	1.00	Yes	High
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	1.00	Yes	High
Should be knowledgeable about government programs in relation to service delivery	4.66	1.00	Yes	High

THEME-2: PERSONAL BEHAVIOUR

	3mean	IQR numeric value	IMPORTANCE	
			Consensus met	Level of consensus
Should be a good communicator	4.29	1.00	Yes	High
Should be one who does the right thing	4.17	1.00	Yes	High
Should have saltness and self-drive in what he/she does	4.26	1.00	Yes	High
Should have emotional intelligence	4.31	1.00	Yes	High
Should have listening skills	4.43	1.00	Yes	High
Should be willing to work as a team	4.23	1.00	Yes	High
Should be creative in what he/she does	4.06	1.00	Yes	High
Should be flexible in his/her dealings	4.09	1.00	Yes	High

THEME-3: HUMAN RESOURCES LEADERSHIP

	3mean	IQR numeric value	IMPORTANCE	
			Consensus met	Level of consensus
Should have Interpersonal skills	4.57	1.00	Yes	High
Should be able to align leadership with ministry requirements	4.63	1.00	Yes	High
Should have Internal client management skills	4.34	1.00	Yes	High
Should possess self-management skills	4.54	1.00	Yes	High
Should possess integrity to make decisions that align with ethical principles	4.54	1.00	Yes	High
Should be able to work in consultation with or engage professionals in different areas	4.46	1.00	Yes	High
Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.49	1.00	Yes	High
Should be able to attend to employee concerns	4.66	1.00	Yes	High

Source: field data

Consensus was also sought about the feasibility of the recommendations. Like in the case of the importance, the interquartile range of the recommendations was considered high if was between 0.00-1.0 for both the importance and feasibility of the recommendations.

Table 7 showing the consensus about the feasibility of the recommendations

THEME-1: KNOWLEDGE OF PUBLIC SERVICE		FEASIBILITY		
	3mean	IQR numeric value	Consensus met	Level of consensus
Should have technical knowledge about public service functioning and its structure	4.60	1.00	Yes	High
Should have current knowledge about public service standing orders	4.40	1.00	Yes	High
Should be a human resource expert and practitioner at the same time should be able to act professionally	4.06	1.00	Yes	High
Should be able to know the laws regarding employment in the public sector	4.43	1.00	Yes	High
Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.37	1.00	Yes	High
Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.11	1.00	Yes	High
Should be knowledgeable about government programs in relation to service delivery	4.40	1.00	Yes	High
THEME-2: PERSONAL BEHAVIOUR		FEASIBILITY		
	3mean	IQR numeric value	Consensus met	Level of consensus
Should be a good communicator	4.46	1.00	Yes	High
Should be one who does the right thing	4.26	1.00	Yes	High
Should have selflessness and self-drive in what he/she does	4.09	1.00	Yes	High
Should have emotional intelligence	4.23	1.00	Yes	High
Should have listening skills	4.63	1.00	Yes	High
Should be willing to work as a team	4.63	1.00	Yes	High
Should be creative in what he/she does	4.40	1.00	Yes	High
Should be flexible in his/her dealings	4.17	1.00	Yes	High
THEME-3: HUMAN RESOURCES LEADERSHIP		FEASIBILITY		
	3mean	IQR numeric value	Consensus met	Level of consensus
Should have Interpersonal skills	4.49	1.00	Yes	High
Should be able to align leadership with ministry requirements	4.43	1.00	Yes	High
Should have Internal client management skills	4.31	1.00	Yes	High
Should possess self-management skills	4.57	1.00	Yes	High
Should possess integrity to make decisions that align with ethical principles	4.63	1.00	Yes	High
Should be able to work in consultation with or engage professionals in different areas	4.66	1.00	Yes	High

Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.57	1.00	Yes	High
Should be able to attend to employee concerns	4.49	1.00	Yes	High

Source: field data

All recommendation had a higher level of consensus with regard to importance and feasibility for the competencies required in the selection of leaders at the ministry of public service by 2040 and beyond.

In order to establish what experts' practitioners' rate as the most important and feasible for the selection of leaders in the ministry of public service by the year 2040 and beyond, the researcher ranked the recommendations by mean ratings with respect to the importance and feasibility. This was done by transforming data to M/S excel so as to rank the recommendations starting with the highest to the lowest.

Table 8 showing the ranking of the mean scores and interquartile range of the recommendations for the importance of the competencies for leadership recruitment at the ministry of public service required by the 2040 and beyond

Rank	Recommendations	Mean	Interquartile range	Numeric value of Interquartile range
1	Should be to able to know the laws regarding employment in the public sector	4.74	5.00-5.00	0
2	Should have technical knowledge about public service functioning and its structure	4.69	4.00-5.00	1
3	Should have current knowledge about public service standing orders	4.69	5.00-5.00	0
4	Should be knowledgeable about government programs in relation to service delivery	4.66	4.00-5.00	1
5	Should be able to attend to employee concerns	4.66	4.00-5.00	1
6	Should be able to align leadership with ministry requirements	4.63	4.00-5.00	1
7	Should have Interpersonal skills	4.57	4.00-5.00	1
8	Should possess self-management skills	4.54	4.00-5.00	1
9	Should possess integrity to make decisions that align with ethical principles	4.54	4.00-5.00	1
10	Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.49	4.00-5.00	1
11	Should be a human resource expert and practitioner at the same time should be able to act professionally	4.46	4.00-5.00	1
12	Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.46	4.00-5.00	1
13	Should be able to work in consultation with or engage professionals in different areas	4.46	4.00-5.00	1
14	Should have listening skills	4.43	4.00-5.00	1
15	Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.40	4.00-5.00	1
16	Should have Internal client management skills	4.34	4.00-5.00	1
17	Should have emotional intelligence	4.31	4.00-5.00	1
18	Should be a good communicator	4.29	4.00-5.00	1
19	Should have sullenness and self-drive in what he/she does	4.26	4.00-5.00	1
20	Should be willing to work as a team	4.23	4.00-5.00	1

21	Should be one who does the right thing	4.17	4.00-5.00	1
22	Should be flexible in his/her dealings	4.09	4.00-5.00	1
23	Should be creative in what he/she does	4.06	4.00-5.00	1

Source: field data

The ranking revealed that leaders should be able to know the laws regarding public sector employment which had a higher mean of 4.74 with interquartile range of 0. It was also agreed that leaders should knowledge about public service functioning and its structure with a mean of 4.69 and knowledge about public service standing orders with a mean of 4.69 in that order. On the whole the all the importance's were rated highly.

Table 9 showing the ranking of the mean scores and interquartile range of the recommendations for the feasibility of the competencies for leadership recruitment at the ministry of public service required by the 2040 and beyond

Rank	Recommendations	Mean	Interquartile range	Numeric value of Interquartile range
1	Should be able to work in consultation with or engage professionals in different areas	4.66	4.00-5.00	1
2	Should have listening skills	4.63	4.00-5.00	1
3	Should be willing to work as a team	4.63	4.00-5.00	1
4	Should possess integrity to make decisions that align with ethical principles	4.63	4.00-5.00	1
5	Should have technical knowledge about public service functioning and its structure	4.60	4.00-5.00	1
6	Should possess self-management skills	4.57	4.00-5.00	1
7	Should be a well driven leaders with the best interest of the public and keen awareness of the impact that Human resource function has on service delivery	4.57	4.00-5.00	1
8	Should have Interpersonal skills	4.49	4.00-5.00	1
9	Should be able to attend to employee concerns	4.49	4.00-5.00	1
10	Should be a good communicator	4.46	4.00-5.00	1
11	Should be to able to know the laws regarding employment in the public sector	4.43	4.00-5.00	1
12	Should be able to align leadership with ministry requirements	4.43	4.00-5.00	1
13	Should have current knowledge about public service standing orders	4.40	4.00-5.00	1
14	Should be knowledgeable about government programs in relation to service delivery	4.40	4.00-5.00	1
15	Should be creative in what he/she does	4.40	4.00-5.00	1
16	Should be knowledgeable about the vision, mission and core values of the ministry of public service	4.37	4.00-5.00	1
17	Should have Internal client management skills	4.31	4.00-5.00	1
18	Should be one who does the right thing	4.26	4.00-5.00	1
19	Should have emotional intelligence	4.23	4.00-5.00	1
20	Should be flexible in his/her dealings	4.17	4.00-5.00	1
21	Should have knowledge about the constitution of the republic of Uganda in relation to governance	4.11	4.00-5.00	1
22	Should have selflessness and self-drive in what he/she does	4.09	4.00-5.00	1

	Should be a human resource expert and practitioner at the same time should be able to act professionally	4.06	4.00-5.00	1
--	--	------	-----------	---

Source field data

The ranking revealed that what was feasible in the selection of leaders was that the leaders should be able to work in consultation with or engage professionals in different areas with a mean of 4.66, should have listening skills with mean of 4.63, Should be willing to work as a team with a mean of 4.63 in that order. On the whole the recommendations were ranked highly as being feasible.

The researcher then developed the priority chart that determined which of the recommendations was regarded as high, medium and low recommendation.

- a) The round three mean rating that was between 4.00-4.83 were considered as high.
- b) The round three mean rating of between 3.34-3.99 was considered medium
- c) Round three mean rating that were between 2.40-3.33 were considered to be low

After sorting the responses out depending on either high, medium or low, the responses were recorded on a priority matrix sheet. The priority matrix sheet shows each recommendation with a degree of importance and feasibility as based on the mean rating

FEASIBILITY				
		H	M	L
IMPORTANCE	H	High Priority <i>(High Importance & High Feasibility)</i> 1,2,3,4,5,6,7,8,9,10,11,12,13,4,15,16 17,16,19,20,21,22,23,	High Priority <i>(High Importance & Medium Feasibility)</i>	High Priority <i>(High Importance & Low Feasibility)</i>
	M	High Priority <i>(Medium Importance & High Feasibility)</i>	Medium Priority <i>(Medium Importance & Medium Feasibility)</i>	Low Priority <i>(Medium Importance & Low Feasibility)</i>
	L	High Priority <i>(Low Importance & High Feasibility)</i>	Medium Priority <i>(Low Importance & Medium Feasibility)</i>	Low Priority <i>(Low Importance & Low Feasibility)</i>

Source: developed by the researcher

X. Conclusion

The experts from the three (3) areas or themes that were developed identified 23 recommendations regarding the competencies in the selection of leaders in the ministry of public service by 2040 and beyond. the there (3) thematic areas were: theme 1 theme-1: knowledge of public service, theme-2: personal behaviour theme-3: human resources leadership. The experts recommended that leaders should be selected on the basis of their able to knowledge about the laws regarding public sector employment which had a higher mean of 4.74 with interquartile range of 0. It was also agreed that leaders should have knowledge about public service functioning and its structure with a mean of 4.69 and should have knowledge about public service standing orders with a mean of 4.69. It was also revealed that what was feasible in the selection of leaders was that the leaders should be able to work in consultation with or engage professionals in different areas with a mean of 4.66, should have listening skills with mean of 4.63, should be willing to work as a team with a mean of 4.63. On the whole all the recommendation were regarded as important and feasible. As shown from the above matrix the recommendations labeled (High priority and High feasibility) were considered of priority with high importance and high feasibility. These were, 1,2,3,4,5,6,7,8,9,10,11,12,13,4,15,16,17,16,19,20,21,22 and 23.

There were no recommendations rated as medium or low. All recommendations were ranked high in terms of importance and feasibility.

Recommendation

The study recommends that the ministry of public service and other government department's including the central and local governments adopt these qualities in leadership selection which will be helpful in improving on leadership and service delivery in the Uganda public sector.

Areas for further study

Since the study was about the core leadership selection competencies required at the ministry of public service Uganda, the researcher recommends to widen study cover the entire public service in Uganda which will help to improve on service delivery in the country.

Acknowledgment

I would like to thank Mr. Opolot Ronald, human resource officer Ministry of public service for giving me time and work with me throughout the three rounds of this Delphi study. In the same line I would like to thank M/S Nankinga Jane commonly referred to as Senga for her efforts in distributing the questionnaire for the three rounds. I thank all those experts who responded in this study for their time and effort in filling the three questionnaires for the three rounds.

I am highly indebted to my supervisor Dr Anas Tajudin for his tireless effort in offering guidance in this project. Am grateful to your efforts.

Reference

- [1]. Akkermans, J., & Tims, M. (2017). Crafting your career: How career competencies relate to career success via job crafting. *Applied Psychology, 66*(1), 168-195.
- [2]. Armstrong, M., & Brown, D. (2019). Strategic Human Resource Management: Back to the future. available at: www.employment-studies.co.uk/system/files/resources/files/517_Strategic-Human-Resource-Management-Back-to-the-future-IES-CIPD-2019.pdf.
- [3]. Bebbington, W. (2021). Leadership strategies for a higher education sector in flux. *Studies in Higher Education, 46*(1), 158-165.
- [4]. Barrios, M., Guilera, G., Nuño, L., & Gómez-Benito, J. (2021). Consensus in the Delphi method: What makes a decision change? *Technological Forecasting and Social Change, 163*, 120484.
- [5]. Basaruddin, S. (2021). Elements Of Knowledge In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(11), 5146-5150.
- [6]. bin Abdullah, A. S. (2021). Leadership, Task Load And Job Satisfaction: A Review Of Special Education Teachers Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12*(11), 5300-5306.
- [7]. Chalmers, J., & Armour, M. (2018). The Delphi Technique. *Handbook of Research Methods in Health Social Sciences*, 1-20.
- [8]. Crawford, J. A., & Kelder, J. A. (2019). Do we measure leadership effectively? Articulating and evaluating scale development psychometrics for best practice. *The Leadership Quarterly, 30*(1), 133-144.
- [9]. Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.). Thousand Oaks, CA: Sage.
- [10]. Draugalis, J. R., Coons, S. J., & Plaza, C. M. (2008). Best practices for survey research reports: a synopsis for authors and reviewers. *American journal of pharmaceutical education, 72*(1).
- [11]. Flostrand, A., Pitt, L., & Bridson, S. (2020). The Delphi technique in forecasting—A 42-year bibliographic analysis (1975–2017). *Technological Forecasting and Social Change, 150*, 119773.

- [12]. Fisher, A., Bellon, M., Lawn, S., & Lennon, S. (2017). Identifying current practices and supports in behaviour management following ABI in South Australian community settings: a Delphi study. *Brain Impairment*, 18(2), 211-225.
- [13]. Griffith, J. A., Baur, J. E., & Buckley, M. R. (2019). Creating comprehensive leadership pipelines: Applying the real options approach to organizational leadership development. *Human Resource Management Review*, 29(3), 305-315
- [14]. Government of Uganda national planning authority(2020/21-2024/25)
- [15]. Government of Uganda, the public service act 2008. The Uganda Gazette No. 36 Volume CI dated 11th July, 2008. *Printed by UPPC, Entebbe, by Order of the Government.*
- [16]. Government of Uganda, Ministry of public service strategic plan 2016-2021).
- [17]. Government of Uganda circular standing instruction No 1 of 2016.
- [18]. Government of Uganda public service act 2008
- [19]. Graham, M., Milanowski, A., & Miller, J. (2012). Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings. *Online Submission.*
- [20]. Hasson, F., Keeney, S., & McKenna, H. (2000). Research guidelines for the Delphi survey technique. *Journal of advanced nursing*, 32(4), 1008-1015.
- [21]. Henker, N., S. Sonnentag, and D. Unger. (2015). "Transformational Leadership and Employee Creativity: The Mediating Role of Promotion Focus and Creative Process Engagement." *Journal of Business and Psychology* 30 (2): 235–247 doi: 10.1007/s10869-014-9348-7.
- [22]. Houmanfar, R. A., Alavosius, M. P., Binder, C., & Johnson, K. (2019). Human Competence Revisited: 40 Years of Impact
- [23]. Hsu, C. C., & Sandford, B. A. (2007). The Delphi technique: making sense of consensus. *Practical assessment, research & evaluation*, 12(10), 1-8.
- [24]. Ismail, A. M. A., & Alkhazali, T. M. N. (2019). Assessing the Impact of an Instructional Design Course on Arabian Gulf University Distance Learning Students' Instructional Design Competencies. *Open Journal of Social Sciences*, 7(09), 106.
- [25]. Jang, H. (2016). Identifying 21st century STEM competencies using workplace data. *Journal of Science Education and Technology*, 25(2), 284-301.
- [26]. Kyohairwe, S. B. (2018). Unlocking Potential Initiatives for Retracing the Public Service Delivery in a Uganda's Case Amongst the African Countries. International Conference on Public Administration and Development Alternatives (IPADA).
- [27]. Kulshreshtha, K., & Sharma, G. (2021). Understanding e-leadership: Please mind the gap. *Technological Forecasting and Social Change*, 168, 120750.
- [28]. Lapointe, É. & Vandenberghe, C. (2017). Supervisory mentoring and employee affective commitment and turnover: The critical role of contextual factors. *Journal of Vocational Behavior*, 98, 98-107.
- [29]. Leroy, H., Segers, J., Van Dierendonck, D., & Den Hartog, D. (2018). Managing people in organizations: Integrating the study of HRM and leadership.
- [30]. Mansaray, H. E. (2019). The Role of Leadership Style in Organisational Change Management: A Literature Review. *Journal of Human Resource Management*, 7(1), 18-31.
- [31]. Maheshwari, S. K., & Yadav, J. (2019). The role of HR in leadership development. *Development and Learning in Organizations: An International Journal.*
- [32]. Mahmoud, A. T., & Mukhtar, J. I. (2021). Leadership Functions and Motivation in Security Organizations: Challenges and Solutions in the Nigeria Police. *KIU Journal of Social Sciences*, 7(1), 37-42.

- [33]. Mozael, B. M. (2015). Impact of training and development programs on employee performance. *International Journal of Scientific and Research Publications*, 5(11): 38-42.
- [34]. Parry, G., Bennett, D., Roth, A. D., & Kellett, S. (2021). Developing a competence framework for cognitive analytic therapy. *Psychology and Psychotherapy: Theory, Research and Practice*, 94, 151-170.
- [35]. Porvaznik, J., & Misun, J. (2013). Importance and role of social maturity in the concept of holistic managerial competence. MPRA Paper No. 54287, posted 16 Mar 2014 10:56 UTC
- [36]. Rayens, M. K., & Hahn, E. J. (2000). Building consensus using the policy Delphi method. *Policy, politics, & nursing practice*, 1(4), 308-315.
- [37]. Ruben B. D, (2006). What leaders need to know and do: A leadership competencies scorecard. Washington, DC: National Association of College and University Business Officers
- [38]. Sinaga, D. I. P. S. (2019). The analysis of the influence of training and education on the performance improvement of the civil servants of human resources bureau at the north sumatra regional police. *Ecoforum Journal*, 8(2).
- [39]. Subramony, M., Segersb, J., Chadwickc, C. & Shyamsunderd, A. (2018). Leadership Development Practice Bundles and Organizational Performance: The mediating role of human capital and social capital, *Journal of Business Research* Vol. 83, pp.120–129.
- [40]. Shevyakova, A., Munsh, E., Arystan, M., & Petrenko, Y. (2021). Competence development for Industry 4.0: Qualification requirements and solutions. *Insights into Regional Development*, 3(1), 124-135.
- [41]. Sliter, K. A. (2015). Assessing 21st century skills: Competency modeling to the rescue. *Industrial and Organizational Psychology*, 8(2), 284-289.
- [42]. Skulmoski, G. J., Hartman, F. T., & Krahn, J. (2007). The Delphi method for graduate research. *Journal of Information Technology Education: Research*, 6(1), 1-21.
- [43]. Virtanen, P., & Tammeaid, M. (2020). The Future of Public Sector Leadership. In *Developing Public Sector Leadership* (pp. 173-186). Springer, Cham.
- [44]. Weaver, L., Beebe, T. J., & Rockwood, T. (2019). The impact of survey mode on the response rate in a survey of the factors that influence Minnesota physicians' disclosure practices. *BMC medical research methodology*, 19(1), 73.
- [45]. Worth, M. J. (2017). *Non-profit Management: Principles and Practice* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- [46]. Wenene, M. T. (2016). Improving performance management in the public service in Uganda: Public servants' perspectives of the implementation of results-oriented management
- [47]. Yusuf, M. (2021). Influence Of Recruitment System and Job Design on Competence and Employee Performance. *APMBA (Asia Pacific Management and Business Application)*, 9(2), 179-190.
- [49]. Zenone, A. C., Cezar, B. B., & de Hoyos Guevara, A. (2021). Integrating cultural diversity in organizations: recruitment and selection. *Journal on Innovation and Sustainability RISUS*, 12(2), 83-90.