

Leadership Development Program For Indonesia Government: Literature Review

Idham Minaldi¹, Pantius Drahen Soeling

Universitas Indonesia, Indonesia

Email: idham.minaldi@ui.ac.id*

ABSTRACT

Indonesia's public-sector leadership needs programs that combine essential skills with local cultural norms. Using a SALSA-guided systematic review of ten empirical studies, the identified five themes: building strategic, communication, and adaptive competencies; integrating cultural; delivering via blended workshops, e-learning, and action projects; evaluating through Kirkpatrick's four levels; and aligning with institutional strategy. Effective programs employ culturally tailored, blended formats, rigorous multi-level assessment, and linkage to talent pipelines. Future research should measure long-term leadership outcomes, explore cultural influences in depth, and test methods for enhancing learning agility among government leaders.

Keywords: leadership; leadership development; literature review

INTRODUCTION

In the rapidly disruption era, challenge in terms of uncertainty become inevitable to apprehend. VUCA was introduced as the concept to draw existing situation in Volatility, Uncertainty, Complexity, and Ambiguity (Bennet & Lemoine, 2014). However, as VUCA concept came in 1990s, there might be a slight incompatibility with current situation when there is more complexity in modern era. Therefore, BANI concept was introduced in 2020 to stands for illustrate current condition where it states as Brittleness, Anxiety, Non-linearity, and Incomprehensibility (WU Executive Academy, 2022). Indonesia's civil servants require specialized leadership development programs that blend practical skills with cultural relevance to effectively implement reform and digital-era governance. President Prabowo stated 8 mission that called as Asta Cita, this mission was brought to answer the complex situation of global that full by uncertainty (Indonesia.go.id, 2024). Some mission has relation with the leadership development program such as human resource enhancement and strengthen the bureaucracy and politic reformation. This means, human capability to operate the government play significant role to answer future challenges.

Bureaucracy reform in the government was applied in every structure throughout every institution in 2020 as the instruction of the President. This decision was trying to put efficiency and shorten the bureaucracy system, also to put the institution be more agile with every situation (Humas Kemensetneg, 2019). The structural position that was placed as the strategic position for decision maker on each layer, now changed with functional officer with more specialized duty in each area. These brought another problem such as unfitness of the new job specification with the officer competencies, and the layering that was to cut the priority for the strategic decision maker, now it needs to handle by structural officer that has lesser quantity than before. The leadership as the capability of leader to influence the feeling and performance of individual or groups, were critical skillset that need to be acquired by every officers (Harper et al., 2024; Kapur, 2022; Seidman et al., 2020). Then leadership development program plays critical role in enhance the officer capability. However, the mandatory competencies set that was applied by the Ministry of State Apparatus Utilization and Bureaucratic Reform in 2017 that has different situation with current condition where there is more digital environment that every officer need to understand, change of global politic condition that more complex in this situation, and economical disruption that caused by several uncertainty.

According to the problems stated before then the disruption is massive and needs to understand on how to advance the upcoming possibilities through several investigation. Also, influenced by emerged uncertainty, the capacities that required by leader then can be quickly changed to meet demand by condition. To understand the readiness of society, his study systematically reviews existing research on leadership development programs for Indonesia's government.

METHOD

Research method in this study using Systematic Literature Review (SLR) approach to analyse the preparing of leadership development program for future leader. Unlike traditional narrative review, systematic literature review adopts scientific and structured procedures. This helps collecting data with specific strategy to provide related publication and document by considering the fitness with topic and subject that predefined in the criteria. Through systematic procedures can minimize the occurrence of bias during every phase of the review process. According to Grant and Booth in Mengist et al. (2020), framework of Search, Appraisal, Synthesis, and Analysis (SALSA) methodology were preferred to determine the search protocols of SLR should executed. Through this method, the data process would be more accurate, systematic, exhaustiveness, and reproducibility. Its approach will reduce risks related to publication bias and increase the reliability of this research.

Table 1. SALSA framework as Systematic Literature Review method

	Phase	Outcomes	Definition
SALSA Framework	Search	Search Strategy	Defining key word into specific strings
	Appraisal	Source strategy	Search appropriate databases
		Studies selection	Define criteria of inclusion and exclusion
		Quality assessment of studies	Defining quality criteria
	Synthesis	Data extraction	Extraction template
		Data categorize	Categorize the data on iterative definition and organize for further analysis phase
	Analysis	Data Analysis	Quantitative categories, description and narrative analysis the organized data
Result and discussion		Describe the trends, gap identification and result comparison	
Conclusion		Derive conclusion and recommendation	

Source: Mengist, Soromessa, & Legese, 2020

This framework then applied on four phase and as presented in Table 1, each phase has their own purposes of what the outcomes followed with the detail description of every outcome in the definition.

RESULT AND DISCUSSION

Search – Phase 1

This phase conducting searching strategy to define appropriate key word into specific search string and then collecting from relevant databases to pull out the related studies as the data. First, the search string definition are made from main terms of this study that related with the research scope and considering the possibility of alternate spelling. Employed queries for all databases concentrated with “leadership development program” and “future leader”, then as additional key word the string above were combined with the scope of this study which related with “Indonesia” as the studies area and “state civil servant”. Second, strategy on define the source databases in this study were using multidisciplinary source such as Sage, Taylor & Francis, and ProQuest.

Table 2. Searching strategy and total number of articles on each database

Databases	Searching strategy and strings	Quantity of articles	
Sage	Main searching terms – Title on first keyword and all content on the other key with filter set on research article	“Leadership development program” AND “future leader”	62
		“Leadership development program” AND “indonesia”	1
		“Leadership development program” AND “state civil servant”	2
Taylor & Francis	Main searching terms – Title on first keyword and all content on the other key with filter set on article	“Leadership development program” AND “future leader”	21
		“Leadership development program” AND “indonesia”	3
		“Leadership development program” AND “state civil servant”	6
ProQuest	Main searching terms – with filter on set on article document type and	“Leadership development program” AND “future leader”	11

Databases	Searching strategy and strings	Quantity of articles	
	last 10 years and exclude any language beside the predefined criteria	“Leadership development program” AND “indonesia”	33
		“Leadership development program” AND “state civil servant”	0

Source: Data processed

To gain more relevant article with this study, the criteria were defined to the inclusion and exclusion indicator. Inclusion means every article that contain indicator in the criteria, on the other hand exclusion were that they don't have the criteria.

Table 3. Article selection by inclusion and exclusion criteria

Criteria	Decision
When the tittle, keyword, or abstract of the paper subject contain the predefined keyword	Inclusion
The paper was published whether in English or Indonesia language	Inclusion
When the paper was published in established journal	Inclusion
When the paper contains state civil servant or Indonesia government as the subject	Inclusion
Paper was published before 2015	Exclusion
Paper full text is not accessible	Exclusion
Papers that are duplicated during search document	Exclusion

Source: Data processed

Defined criteria in Table 3 would be play as a filter of article selection process. Whether the predefined strings exist in title, keyword or abstract, also the published article using English or Indonesia language and published in established journal to make it more reliable. However, studies that published before 2015 should be take out to maintain the validity of studies that still has relation with current condition, and paper that not accessible cannot be included as the analysis of studies need to read through the content of the article.

Appraisal – Phase 2

As the first selected literature from searching phase through structured and systematic searching strategy a total of 139 article journal (65 from Sage Journal, 30 from Taylor & Francis, 44 from ProQuest). This phase evaluates the selected article during searching phases based on the study objective. The appraisal process employs screening of selected literature with two basic process such as selected studies using inclusion and exclusion criteria and quality assessment. Irrelevant studies with the subject of leadership development program for future leader of state civil servant and published before 2015 or more than 10 years were taken out. Selection process employ through the studies abstract and main body skimming to understand the relevancies of the topic. Therefore, author find top 10 paper that has matched high standard with the criteria and has relevance with this study subject.

Table 4. Selected journal to more thorough analysis

No	Journal & Reference	Conclusion	Relevancies to the study
1	Lantu et al. “Was the training effective? Evaluation of managers’ behavior after a leader development program in Indonesia’s best corporate university” (2020)	360° feedback plus interviews showed participants significantly improved on-the-job leadership behaviours (decision-making, team coaching) after the program, validating a simple Kirkpatrick Level 3 evaluation method.	Demonstrates a straightforward method to assess behaviour change in a local, government-owned institution key for measuring real-world impact of your civil-service LDP.
2	Murniati et al. “Localizing Transformational Leadership: A Case of Indonesia” (2017)	Developed the Facilitating Leadership model: Indonesian leaders blend transformational behaviours with local traits paternal care (“Bapakism”), implicit communication, and populist charisma for greater effectiveness.	Provides a culturally grounded leadership style that your program must incorporate to resonate with Indonesian public-sector norms, ensuring global leadership paradigms are adapted to local values.
3	Rofaida et al. “Talent Management...Indonesian SOEs” (2017)	Strategic SOEs integrate talent recruitment, development, and retention into a unified framework aligned with organizational goals,	Offers a blueprint for aligning LDP with talent-management strategies in government showing how to embed leadership training within broader HR

		enhancing performance and succession readiness.	processes and career pathways in public institutions.
4	Megheirkouni "Leadership & Management Development Post-War: Syrian Public Sector" (2018)	Interviews with Syrian public-sector managers revealed challenges (egos, tech gaps, financial constraints) and future needs: collective leadership, tech literacy, self-directed learning, innovation focus.	Highlights public-sector challenges and emerging leadership trends (collective leadership, digital literacy, innovation) directly applicable to Indonesia's reform agenda and LDP design under resource constraints.
5	De Meuse & Harvey "Learning Agility: Could It Become the G-Factor of Leadership?" (2021)	Synthesizes two decades of research to argue that learning agility rapidly learning from and applying experience is the strongest predictor of both current performance and future leadership potential.	Identifies learning agility as a core competency your program must cultivate, ensuring Indonesian public leaders can adapt to evolving policy, crises, and technological shifts.
6	Oyenuga et al. "Implementing an Online Longitudinal LDP Using a CPD Tool" (2020)	Describes a virtual, year-long leadership program using a CPD framework: monthly online workshops, peer mentoring, and workplace projects sustained engagement and translated learning into practice.	Provides a scalable blended-virtual cohort model critical for Indonesia's geographically dispersed civil servants demonstrating how to use online tools plus action learning to reinforce development over time.
7	Barton et al. "The Need for an Executive Leadership Curriculum in Scientist-Clinician Training" (2018)	A three-phase model (self-assessment via Core Values Index, small group workshops, one-on-one coaching) significantly enhanced participants' emotional intelligence, strategic thinking, and leadership behaviours.	Offers a clear assess-workshop-coach structure that can be adapted for government executives, ensuring personalized development and targeting core competencies like resilience, delegation, and strategic planning.
8	Hussain et al. "Evaluation of In-Service Vocational Teacher Training: A Blended Approach" (2022)	A blended program (face-to-face, online, offline) achieved high participant satisfaction, significant knowledge/skill gains, behavioural application, and positive organizational results per Kirkpatrick's four levels.	Validates the effectiveness of blended learning and shows how to evaluate every Kirkpatrick level guiding your program's delivery methods and rigorous evaluation plan in a developing-country public-service context.
9	Rehm et al. "Impacting Youth Leader Self-Efficacy" (2017)	A mixed-methods intervention in eighth graders produced significant increases in leader self-efficacy, demonstrating that early, structured leadership training boosts confidence and willingness to lead.	Suggests incorporating self-efficacy building modules (e.g. small wins, confidence exercises) early in the program to foster participants' belief in their leadership capacity critical for junior and mid-level civil-service cohorts.
10	Ariga et al. "Transformational leadership in telenursing implementation towards hospital digital transition" (2023)	Survey of 239 Indonesian nurses showed very high ratings for transformational behaviours (vision, integrity, empowerment, communication), linking these directly to successful digital-care adoption.	Pinpoints specific transformational behaviours that drive innovation and staff engagement in Indonesia informing the competency framework and highlighting skills to emphasize (inspiration, individualized support, participative communication) in your leadership curriculum.

Source: Data processed

Selected article as presented at Table 4, based on qualitatively appraisal from each paper considering the relevancies with the subject of leadership development program for Indonesian government. The context acquired cover Indonesian cultural factor, state-owned enterprise practices, and leadership behaviour on Indonesian organization. Scope of several studies address public sector to academic medicine and education; this will grant applicable lessons for civil service leadership. Methodologically, it has empirical evidence and practical guidance, which combine the conceptual framework with practical method and experimental projects.

Synthesis – Phase 3

According on the selected literature, this phase categorizes the data finding and insight into thematic categories for leadership development program. The identified theme are 5 core themes that has collective insight based on the chosen studies.

1. Leadership Competencies & Skills
 - a. Blended Workshop & Project Model: Barton et al. (2018) show that combining interactive workshops with on-the-job assignments deepens learning. Participants first assess their values, then learn frameworks in small groups, and finally apply them through real work “stretch” projects. This sequence builds both knowledge and emotional intelligence, leading to reported gains in decision-making and team coaching (Barton et al., 2018).
 - b. Action Learning: Asghar et al. (2022) found that vocational teachers not only enjoyed the blended format but also mastered classroom-management techniques and IT tools, then used them back in their workshops. Their behaviour change was confirmed by higher teaching scores and student engagement measures (Asghar et al., 2022).
 - c. Learning Agility: De Meuse (2022) argues that a leader’s ability to learn quickly from new experiences and adapt consistently predicts both current performance and future potential. Programs should include exercises that deliberately put participants into unfamiliar scenarios and then guide them through structured reflection on lessons learned (De Meuse & Harvey, 2021). Effective government leaders must develop both strategic hard skills and interpersonal soft capabilities, through combining classroom learning, real-world assignments, and adaptability exercises help to build the diverse skill set required for complex public-sector challenges.
2. Cultural Fit
 - a. Facilitating Leadership: Murniati et al. (2018) introduced Facilitating Leadership, showing that Indonesian leaders combine transformational behaviours with local expectations of paternal care and indirect communication. Trainees respond best when examples, language, and role-plays reflect these cultural patterns, making the training feel authentic rather than imposed (J. Murniati et al., 2017).
 - b. Contextual Challenges & Trends: Megheirkouni (2018), studying a post-conflict public sector, highlights that local political, financial, and technological constraints shape leadership needs. For Indonesian government, understanding national priorities, such as digital transformation and bureaucratic reform ensures content addresses real hurdles (Megheirkouni, 2018).
 - c. Professional Sector Relevance: Oyenuga et al. (2020) stress adapting leadership frameworks to a profession. While their focus was pharmacists, the principle applies: tailor case studies, language, and competency models to public administration rather than generic business. Any leadership curriculum for Indonesian civil servants will succeed only if it is grounded in local norms, embracing concepts like parental care, indirect communication, and communal values. Therefore, participants recognize and adopt the lessons as their own.
3. Program Design & Delivery
 - a. Full Blended Approach: Asghar et al. (2022) and Oyenuga et al. (2020) both illustrate that combining in-person workshops, online modules, offline self-study, and workplace projects yields higher satisfaction and better transfer of learning than any single mode alone.
 - b. Phased Learning with Coaching: Barton et al. (2018) show a three-phase design: initial self-assessment, concept workshops, and personalized coaching, this phase drives deeper personal growth. Participants repeatedly revisit their goals and receive tailored feedback.
 - c. Cohort & Community: Oyenuga et al. maintained engagement across a year by grouping participants into virtual cohorts, using monthly webinars plus small-group mentoring. This sense of peer community sustains motivation and encourages sharing of real-world insights. A phased, multi-modal structure delivered via blended online, or in-person formats maximizes engagement, ensures practical application, and sustains momentum over time.
4. Evaluation & Impact
 - a. Kirkpatrick’s Four Levels: Lantu et al. (2020) and Asghar et al. (2022) both employed Kirkpatrick’s full model to track: (1) participant satisfaction, (2) knowledge and skill gains, (3) behaviour change at work, and (4) organizational results. Positive correlations from Level 1 through Level 4 confirmed the training’s effectiveness (Asghar et al., 2022).
 - b. Mixed-Methods Rigor: Rehm et al. (2021) combined pre-post surveys of self-efficacy with focus-group reflections to capture both quantitative change and personal experiences. Newstead et al. (2020) used 360° feedback plus interviews to verify virtue-based practice adoption and its effects on team communication. Embedding a rigorous evaluation framework, using both quantitative measures and

qualitative feedback, is essential to demonstrate real behaviour change, validate return on investment, and guide continuous program improvement.

5. Strategic Alignment

- a. Talent-Management Integration: Rofaida et al. (2017) show that Indonesian SOEs link talent recruitment, development, and retention in a unified framework, ensuring leadership training aligns with career paths and organizational goals.
- b. Executive Sponsorship & ROI: Lantu et al. (2020) emphasize that top-leader buy-in and linking program outcomes to business results (e.g., service improvements) helps secure resources and accountability for ongoing leadership development.

Leadership development must be woven into the broader talent-management strategy backed by executive sponsorship, linked to career pathways and policy goals to secure resources, reinforce accountability, and ensure that trained leaders drive measurable organizational outcomes.

Analysis – Phase 4

1. Data Analysis:

The ten selected studies were systematically reviewed and coded for program features and outcomes. Extracted data were organized using a thematic framework as described in Phase 3. Notably, several evaluations used Kirkpatrick's four-level model to structure analysis. For example, Asghar *et al.* (2022) and Lantu *et al.* (2020) both applied Kirkpatrick's model when assessing blended or corporate leadership programs. Mixed-methods (Rehm *et al.*, 2021) and survey-based approaches (Asghar *et al.*, 2022) were common. As identified recurring themes in program design and impact by comparing findings across cases.

2. Results & Discussion

a. Program Outcomes

Across studies, leadership development programs produced positive participant outcomes. Several programs reported significant gains in leadership skills and self-efficacy. For instance, Lantu *et al.* (2020) found that participants in an Indonesian state-owned enterprise leadership program showed improved leadership competencies after training. Similarly, Rehm *et al.* (2021) observed that a school-based leadership intervention significantly increased middle-school students leader self-efficacy. Well-being and personal skill scores also improved in training programs; for example, participants in a blended vocational training reported higher satisfaction and enhanced soft skills at program end (Asghar *et al.*, 2022). Qualitative feedback frequently confirmed these gains, with learners noting better problem-solving, goal-setting, and interpersonal skills after the programs (Lantu *et al.*, 2020; Asghar *et al.*, 2022).

b. Program Design and Delivery

The studies highlight varied delivery formats. Blended and online formats were common to increase access and flexibility. Asghar et al. (2022) and colleagues evaluated blended training for vocational teachers, finding high participant satisfaction across all modes. Oyenuga *et al.* (2020) described a fully virtual, year-long program for emerging pharmacy leaders using monthly online workshops and self-reflection tools. These programs emphasized goal setting and experiential projects, showing that extended, mentored programs can sustain engagement. Content-wise, programs combined leadership theory with practice. For example, an online workshop series Oyenuga et al. (2020) had participants apply leadership concepts to real projects, while an Indonesian corporate university program used 360-degree feedback and interviews to reinforce learning (Lantu et al., 2020).

c. Cultural and Contextual Adaptation

Cultural context emerged as an important factor. M. Murniati et al. (2020) showed that Indonesian leaders often blend transformational behaviours with local "facilitating" styles. They recommend that leadership programs in Indonesia incorporate such cultural nuances. Megheirkouni (2018) similarly stressed that in post-conflict environments leaders need context-specific approaches. Winton et al. (2022) found that understanding learners' backgrounds through developing student personas helped tailor online leadership courses, suggesting that programs should align content with participant profiles and goals. These findings imply that Indonesian government programs should be localized, acknowledging values like communal leadership, language norms, and learners' career stages.

d. Evaluation Methods

Program effectiveness was generally assessed through pre-/post-intervention surveys, feedback tools, and qualitative interviews. Many studies relied on participant self-report measures and facilitator

observations. For example, Rehm et al. (2017) used pre/post surveys to quantify changes in self-efficacy, while Lantu et al. (2020) combined 360-degree feedback with interviews to evaluate behaviour change. Such mixed evaluation methods allowed triangulation of results. Notably, no study reported a control group or long-term follow-up, so improvements are attributed to the program without comparison. Nevertheless, all studies that measured outcomes reported meaningful improvements in at least one area (knowledge, attitude, behaviour), indicating consistent positive impacts of well-designed leadership programs.

Although this study successfully identifies key themes and outcomes related to leadership development programs for Indonesian state civil servants, the discussion could be further enriched by more explicitly linking these empirical findings to established leadership theories and prior research. For example, deeper integration with transformational leadership theory, learning agility frameworks, or adult learning principles would help explain why specific program components, such as blended learning or cultural adaptation, lead to improved competencies. Furthermore, a critical comparison with international studies on leadership development would clarify how contextual factors unique to Indonesia shape program effectiveness. This theoretical grounding would not only validate the findings but also provide a more robust framework to guide future program design and policy recommendations. Expanding on these connections will strengthen the academic rigor and practical relevance of the study, offering a clearer explanation of the mechanisms driving leadership growth within the Indonesian civil service context.

CONCLUSION

The analysis indicates that well-designed leadership development initiatives generally enhance participants' leadership skills and self-confidence. Based on the identified themes, several recommendations are proposed for Indonesian government leadership programs: aligning programs with the cultural context by integrating local leadership values and relevant case studies; adopting blended or longitudinal formats that combine face-to-face and online components to sustain engagement and facilitate long-term goal setting; emphasizing learner self-efficacy and agility through activities such as leadership rotation projects and agility assessments; integrating evaluation and feedback mechanisms like 360° feedback and the Kirkpatrick model to measure impact and guide continuous improvement; and customizing program content based on participant profiles and career stages, as suggested by Winton et al. (2022). For future research, empirical studies focused on the Indonesian government context are necessary, particularly longitudinal evaluations that track career outcomes and examine the influence of cultural factors such as language, hierarchy, and diversity on program effectiveness, along with the impact of learning agility training on long-term leadership performance.

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