

What is a practical, effective and sustainable approach to leadership development at the Canberra Institute of Technology?

Coralie Daniels

CANBERRA INSTITUTE OF TECHNOLOGY

Participant in the NCVET Building Research Capacity
Community of Practice Scholarship Program 2009

NATIONAL VOCATIONAL EDUCATION
AND TRAINING RESEARCH AND
EVALUATION PROGRAM
OCCASIONAL PAPER



Australian Government

Department of Education, Employment
and Workplace Relations

What is a practical, effective and sustainable approach to leadership development at the Canberra Institute of Technology?

Coralie Daniels

Canberra Institute of Technology

Participant in the NCVER Building Researcher Capacity
Community of Practice Scholarship Program 2009

**NATIONAL VOCATIONAL EDUCATION AND TRAINING
RESEARCH AND EVALUATION PROGRAM**

OCCASIONAL PAPER

The views and opinions expressed in this document are those of the author and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER.

Any interpretation of data is the responsibility of the author.

As part of the National Centre for Vocational Education Research (NCVER) Building Researcher Capacity Scheme, a Community of Practice Scholarship Program has been created to encourage a culture of research in vocational education and training (VET) organisations. With the guidance of an experienced mentor, VET practitioners without any formal research experience undertake their own work-based research project. The scholarships also provide participants with an opportunity to have their research peer-reviewed and published by NCVER.

For more information see: <http://www.ncver.edu.au/research/opportunities.html#Community_of_practice_scholarships_for_VET_practitioners>.

© Commonwealth of Australia, 2011



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted all material presented in this document is provided under a Creative Commons Attribution 3.0 Australia <<http://creativecommons.org/licenses/by/3.0/au>> licence.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the CC BY 3.0 AU licence <<http://creativecommons.org/licenses/by/3.0/legalcode>>.

The Creative Commons licence conditions do not apply to all logos, graphic design, artwork and photographs. Requests and enquiries concerning other reproduction and rights should be directed to the National Centre for Vocational Education Research (NCVER).

This document should be attributed as Daniels, C 2011, *What is a practical, effective and sustainable approach to leadership development at the Canberra Institute of Technology?*, NCVER.

This work has been produced by NCVER under the National Vocational Education and Training Research and Evaluation (NVETRE) Program, which is coordinated and managed by NCVER on behalf of the Australian Government and state and territory governments. Funding is provided through the Department of Education, Employment and Workplace Relations.

The NVETRE program is based upon priorities approved by ministers with responsibility for vocational education and training (VET). This research aims to improve policy and practice in the VET sector. For further information about the program go to the NCVER website <<http://www.ncver.edu.au>>. The author/project team was funded to undertake this research via a grant under the NVETRE program. These grants are awarded to organisations through a competitive process, in which NCVER does not participate.

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVER.

ISBN 978 1 921955 65 5 web edition
978 1 921955 66 2 print edition

TD/TNC 104.48

Published by NCVER, ABN 87 007 967 311

Level 11, 33 King William Street, Adelaide SA 5000
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

P +61 8 8230 8400 F +61 8 8212 3436 E ncver@ncver.edu.au W <http://www.ncver.edu.au>

About the research

What is a practical, effective and sustainable approach to leadership development at the Canberra Institute of Technology?

Coralie Daniels, Canberra Institute of Technology

Building the research capacity of the vocational education and training (VET) sector is a key concern for the National Centre for Vocational Education Research (NCVER). To assist with this objective, NCVER supports a community of practice scholarship program, whereby VET practitioners without research experience are given the opportunity to undertake their own research to address a workplace problem. Scholarship recipients are supported by a mentor, and NCVER publishes their research results.

Coralie Daniels participated in the 2009 Community of Practice. She is a leadership and organisational development manager at the Canberra Institute of Technology. Using the institute as a case study, her research explores leadership development in a vocational education and training setting.

The study comprised three surveys: past participants in the institute's existing leadership development program were asked to comment on their experience of the program; current education managers were surveyed on their leadership development needs; and emerging leaders gave their views on what they felt the organisation wanted their leaders to do and what approach to leadership development they felt the organisation should take in the future.

Tom Karmel
Managing Director, NCVER

Contents

Tables	6
Introduction	7
Where my leadership development experience came from	7
Background reading	8
Research approach	9
The current leadership development program	11
Overview of the emerging leaders program	11
Evaluation for better organisational outcomes	13
Survey 1: Evaluation of the current program	15
Responses	15
Outcomes from the emerging leaders program	19
Inclusions for a leadership development program	20
Survey 2: Education managers' expressed development needs	21
Survey 3: How does strategic intent impact on leadership development?	23
New directions	26
References	28
Appendices	
A: Summary of readings	29
B: Questions and responses to education manager survey	32
C: Responses to interview questions	36

Tables

1	Staff classifications at the commencement of the program	15
2	Program participant promotion or advancement	15
3	Perceptions of the value of the program to the participant	16
4	Retention	16
5	Leadership activities identified by participants as intrinsically rewarding	17
6	Aspects of the program currently being applied	17
7	Evidence of wider leadership affiliation	18
8	Networking ideas of participants	18
9	Other perceived value from the program	18
B1	Role descriptions	32
B2	Areas of engagement for education managers	32
B3	What education managers find most challenging in their role	33
B4	Advice to other education managers	34
B5	Difficult aspects of the role	35
C1	Interview response to leadership expectations	36
C2	Responsibilities	36
C3	How can the institute assist emerging leaders?	36

Introduction

Completing this research has been a journey to more than one place. In the process of participating in the community of practice program I hoped:

- to understand more about the vocational education sector
- to validate my plans for leadership development training at the institute where I work.

I did not anticipate how exciting I would also find the world of research.

I want to introduce this research by emphasising that there are many voices in the leadership domain and in order to find a way forward I had to make some selections about the path I wanted to pursue. This section of the paper explains my research procedure and the ideas that resonated with me during this process.

In writing this paper, I also learned about how leadership development was being practised in my own organisation, as well as how some of that learning might be transferred to other organisations in the vocational education system.

Where my leadership development experience came from

Prior to taking up the position of Manager of Leadership and Organisational Development at the Canberra Institute of Technology (CIT), I worked in the school sector, where leadership development training was well advanced. School leader capability frameworks were published with job descriptions and connected to employment interviews. My team had run leadership programs for school leaders, deputies and faculty heads, as well as organised events where eminent leaders in the community explained leadership best practice.

What I observed during that time was an enormous investment in learning designed to assist people to assume the look of a leader. I saw people busily filling in self-analysis questionnaires and going on three-day retreats, and participants listening to lecturers telling them how it was done in the army or in business or in politics or in the community. There were even workshops on the appropriate dress, sitting position and hand-shaking to communicate a sense of authority.

When the school groups graduated at the end of each year with their leadership training under their belts, a small ceremony was held, to which I was invited. One deputy principal said in his acceptance speech: *The only thing I really remember about the course was that I needed to make sure my tie just reaches the top of my belt. But it must have worked because I have just won a promotion.* Of course he meant that as a joke but I wondered at the time how much of the course content he did remember.

It was true, people had decided that they needed to dress better, but the overwhelming impression in that room was one of self-congratulation and smugness, which came from knowing that you have been selected to lead the schools of the future. You are the next crop of school leaders and ready to take charge, do things your way, paint your vision and set your direction.

During one of the presentations I had organised for this group, I read about a university lecturer by the name of Dr Michael Platow who had just co-published a paper in *Scientific American Mind* with the title, 'The new psychology of leadership' (Haslam, Reicher & Platow 2007).

As a social psychologist, he spoke eloquently about the importance of displaying ‘prototypicality’ and the value of understanding the ‘psychology of the group behaviour’. If you have ever worked in a school you understand that group behaviour needs to be studied. In his article he explained:

A new psychology of leadership that suggests that effective leaders must understand the values and opinions of their followers rather than assuming absolute authority to enable a productive dialogue with team members about what the group stands for and how it should act.

According to this new approach, no fixed set of personality traits can assure good leadership because the most desirable traits depend on the nature of the group being led.

After my move to the Canberra Institute of Technology, I noticed the entirely different way by which leadership training was being delivered. People were being selected by the senior management because they had been identified as having ‘potential’. These identified potential managers then became part of a group who participated in a program labelled the ‘emerging leaders program’. This program was delivered in small groups to around 50 people from 2007 to 2009.

My role, which was separate from this already established program, was to create an integrated leadership development model and program based on a workforce capability framework. For this scholarship, I wanted to develop a research topic that allowed me to study the area in more depth. My ultimate goal was to develop a leadership model, taking into account the current situation and suggesting some improvements. The current situation was:

- unsustainable because of cost
- not particularly effective if the trained leaders were not being given more leadership opportunities
- not entirely practical if the program was time-intensive, not linked to work and not followed up.

Background reading

In a recent speech Professor Amanda Sinclair from the University of Melbourne’s Business School remarked that ‘One of our good commentators on leadership research says that never have so many laboured so long to say so little’.

What she was referring to was the absolute plethora of books and journal articles and workshops on the subject, for example, the Visionary Leader, the Coaching Leader, the Affiliative Leader, the Democratic Leader, the Pace-setting Leader, the Commanding Leader, the Transformational Leader and the Adaptive Leader. Sinclair questioned the value of this theory for training applied in the workplace.

Dr David Williams and Dr Tony Ball of the University of Wollongong (2009) also commented on how crowded the leadership development area had become and undertook some research on this topic. An analysis of leadership research by their company showed that the commentary had gone from 131 publications in 1970 to over 10 000 by the year 2000 and then to approx 30 000 by 2007. They were questioning the value and purpose of all this information, since there was little good leadership emerging.

People in general are fascinated by leaders and leadership fascinates people who aspire to the role. The focus on leaders fuels widespread preoccupation with the lives of leaders, and more particularly with their leadership, which is seen to arise from a distinctive psychology such that the minds and lives of leaders are different from those of others and are superior, special and unique.

This model of leadership could be called the *individualistic view* or the *charismatic view* of leadership. It is the one to which most people ascribe and it is the view most deeply embedded in our culture and in our beliefs about leaders – we hold opinions about ‘great men’. It is the model that informs the biographies of leading businessmen and which invites us to follow in their footsteps to success, influence and wealth. Where did this view of leadership come from? What were its origins?

It was in the writings of Max Weber (1921, 1946, 1922, 1947) that the concept of charisma in leadership was first introduced explicitly and explored in depth. Generally, though, the term is taken to refer to the idea of a leader’s ‘special gift’. Yet rather than seeing this simply as a gift that leaders *possess*, Weber’s use of the term also indicated charisma as something that is *conferred* on leaders by those in the community whom they lead.

The term ‘charisma’ will be applied to a certain quality of an individual personality by which he is set apart from ordinary men and treated as endowed with superhuman, or at least specifically exceptional powers or qualities. These as such are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual is treated as a leader ... It is very often thought of as resting on magical powers. How the quality in question would ultimately be judged from any ethical, aesthetic, or other such point of view is entirely indifferent for purposes of definition. What is alone important is how the individual is regarded by those subjected to charismatic authority, by his ‘followers’ or ‘disciples’.

(Weber 1922, cited in Haslam, Reicher & Platow 2010, p.359)

In this model of leadership, leaders are seen to be effective because they *have* the charismatic personality that allows them to articulate a vision for a given group of followers and to generate enthusiasm for that vision. (See appendix A for summary of readings.)

Research approach

As a result of my reading I began to question the status quo.

There is a sense in which a lot of talk about leadership is curiously superficial. It really doesn’t get at the complexity, the tension, the contradiction, the conflict that’s often at the heart of good leadership work, of powerful leadership work. It has the sort of seductive look, it’s sort of a bit familiar, the language, it’s often loaded with apparently good things, visions, values but it’s acutely unsustaining.

(Sinclair 2007)

What was the philosophy of leadership being subscribed to in my institute?

- Does the institute believe that leaders should be elected by the group or selected by those in positions of authority?
- Does the institute believe that selected emerging leaders should be the advocates of the new Canberra Institute of Technology after the restructure?¹

To better understand the institute’s approach to leadership development, I conducted four small pieces of research:

- **Survey 1:** the first task was to examine the existing emerging leaders program at the Canberra Institute of Technology to consider ways to evaluate the long-term effectiveness of this program.

¹ In 2007–08 the Canberra Institute of Technology was reorganised and a new management structure applied, comprised of 16 centres. The structure became less hierarchical, less vertical and more horizontal in intention. Leaders were closer to the clients and executive directors had no specific line management responsibilities.

- **Survey 2:** the second was to ask specific questions of a smaller group of educational leaders. This research identified what education managers said they needed for their ongoing development as leaders. The intention was to ensure that their needs were factored into the program design.
- **Survey 3:** face-to-face interviews were undertaken with an even smaller group of emerging leaders about their understanding of what they thought the organisation expected of them. This piece of research was designed to gauge whether emerging leaders felt engaged with the process of organisational development and to determine how responsible they felt for helping to lead that change. The research provided a snapshot of emerging leaders' views about what they thought the organisation wanted its leaders to do, what the organisation could do better and what approach to leadership development they would like to see in the future.
- **New directions:** this aspect of the research is a more detailed presentation of current research on leadership and suggests improvements to leadership development planning, approach and program design that goes some way to meeting the three criteria I identified as important in a leadership program – more effective, more practical and more sustainable.

The current leadership development program

Overview of the emerging leaders program

In the strategy to develop leadership in the Canberra Institute of Technology, identified potential leaders are enrolled into a five-day program – the ‘emerging leaders program’. Fifty-two people have participated in this program over a three-year period.

Rationale for implementation

In 2007, the program was seen as an important component of the organisational restructure and change process then taking place. There was a strongly held view that leadership training would help people to put the anxiety associated with the restructure behind them and shift their focus to the future.

Selection process

Employees of the institute were selected by the chief executive officer and other senior management to participate in the program. People were chosen on the basis of their perceived potential to perform well in a more modern, competitive and open market.

Stated purpose

The stated purpose of the program was to ‘equip the future leaders of the Canberra Institute of Technology, taking a whole-of-organisation purview and strategic focus, to position the enterprise for the future’. The objectives were to:

- develop competent managers who can operate collaboratively and establish cohesive networks to create the CIT of the future
- enable participants to broaden their perspectives and cross lines of specialisation in order to grapple with and contribute to organisational issues
- improve the ability of managers to lead teams and understand their management responsibilities, champion the future directions and lead change.

Number of participants

- Year 1 had 11 participants: seven males and four females, consisting of five education managers, four centre directors, one manager and one teacher (2007).
- Year 2 had 21 participants: ten males and 11 females, consisting of eight education managers, one centre director, seven managers and five senior teachers (2008).
- Year 3 had 20 participants: eight males and 12 females, consisting of ten education managers, five managers, four teachers and one coordinator (2009).

Program content

The program included three modules covering the following areas:

Module 1: Leadership and workplace effectiveness covered subjects such as: CIT imperatives; the shift from professional to organisational leadership; adapting your leadership style; personal work style; strategic thinking; our distinctive contribution as leaders; collaboration and communication. A number of guest speakers also participated in this module.

Module 2: Managing effectively covered subjects such as managing responsibilities and planning and managing change. This module also included a case study, a presentation to the CEO and a guest speaker.

Module 3: Professional and personal effectiveness included a presentation to the CEO, a discussion with executive on CIT strategy and a debrief and program evaluation.

Other inclusions

- 1 Participant action learning projects: these focused on Canberra Institute of Technology strategies with a sponsor to be identified by the chief executive officer. They required eight to ten hours of additional participant time beyond the face-to-face elements of the program.
- 2 Team management profile questionnaire (TMPQ): this is a 60-item assessment focused on enhancing understanding of an individual's approach to work.
- 3 360-degree feedback: this is feedback provided by subordinates, peers, and supervisors. It also includes self-assessment and, in some cases, feedback from external sources such as customers and suppliers or other interested stakeholders. It can be contrasted with traditional performance appraisal, where employees are most often reviewed only by their managers.
- 4 Contributors from within the organisation including: the chief executive officer and project sponsors from the executive who provided oversight and received the results of action learning projects.
- 5 The involvement of alumni from previous programs such as 'leaders in residence'.
- 6 Input from contributors such as chief financial officer and deputy chief executive.

The program was a mix of activities, ranging from the psychometric (in the form of personality tests), the humanistic (in that it had a focus on team development emphasising transformational interaction with others) and the pragmatic (in that it also included action learning projects; Bolden 2007). It included traditional approaches such as the imparting of wisdom from experienced leaders to the protégé group and careful oversight by governance groups such as the board of management.

Evaluation at the time of the program

The program was assessed at the time by the participants and also by a consultant, whose evaluation took the form of observations. This type of participant satisfaction is a fairly traditional way of assessing the effectiveness of a training program.

Findings from this evaluation showed that program participants believed the program had:

- improved their awareness of themselves and their personal preferences and work styles
- improved their awareness of the risks associated with stress
- improved their strategies for working with other people, teams and personalities

- made them feel valued by the organisation and they enjoyed the opportunity to interact with others
- increased their understanding of the complexity of the challenges Canberra Institute of Technology faces now and in the future.

Evaluation for better organisational outcomes

What does the research on the evaluation of training tell us about whether or not this is a good approach?

Generally, leadership training consists of a program run over a number of days by a consultant engaged to deliver workshops. It can also include action research or coaching. It should be noted that:

- The participants assessed themselves.
- Senior management selected the participants.
- The program limited access to other potential applicants who may have wanted to develop their leadership capability.

Having the senior management select potential successors prepares staff for positions of authority but does little to help the organisation to change, adapt and reform; at the same time the process can be fraught with difficulty. This issue is succinctly described below:

One of the most seductive ways your organisation rewards you for doing exactly what it wants is to call you a leader. Conferring that label on you is a brilliant way of keeping you right where the organisation wants you. (Heifetz, Grashow & Linsky 2009, p.25)

Authority and leadership are not always the same thing because the latter can end up being a danger to the status quo, in the sense that there are occasions when a leader must challenge the expectations of the very people who give them their authority. CIT's current approach may serve to reinforce authority relationships that exist in the organisation but it does little to bring the followers along on the change journey.

This selective inclusion into any leadership development group can also create resentment with others in the organisation. Some anecdotal evidence suggests that people in the institute who knew about the program were resentful about not having been chosen to be part of the emerging leaders group and were therefore at risk of losing their sense of affiliation with the organisation, an unintended consequence of the selection process associated with a program like this. The creation of specialised social groups in an organisation can create a sense of 'us' and reinforce a sense of different levels between people.

One comment from a disgruntled teacher is telling:

I hate it that they have this handpicked group of people. Mind you, if I had been picked I would probably feel very important too. (Anonymous comment)

According to the feedback received immediately after the program, the participants described the experience for themselves overall as very positive. The result was a self-focused, satisfied group. However, there was no plan to collect evidence of how this investment had translated to any organisational improvement.

Regardless of the quality of the material and activities prepared as part of the program, a leadership development program should be designed from the philosophical position of the employees in the

organisation. Those who participated in the emerging leaders program should have been given various leadership challenges to bring back to their team or group. Furthermore, the underlying values inherent in the process may not have been entirely compatible with the values of the Canberra Institute of Technology, whose approach may have been less inclusive.

Questions that might be asked when designing a leadership program for the institute could include:

- Does the institute as a whole believe in an inclusive or an exclusive approach?
- Does it believe that leaders should be elected by the group or selected by those in positions of authority?
- Does it believe that leaders would become drivers or the spokespeople of their group?
- Does it believe that selected emerging leaders were the advocates of the 'new vocationalism', with an emphasis on the contribution of educational institutions to national economic goals (Chappell et al. 2002).

In many instances organisations are unaware of the values implicit to the organisation but there is often a need to articulate the organisation's values when practices associated with promotion, future leadership and organisational goals become established according to particular philosophical principles. None of this was made explicit.

Survey 1: Evaluation of the current program

A follow-up questionnaire was designed to identify any long-term organisational impacts that could be attributed to participation in the emerging leaders program. The purpose of the questionnaire was to evaluate whether there was evidence of any return from the organisation's investment.

Fifty-two participants were sent an anonymous online questionnaire. Of these, 40 people completed it and some partially completed it. Two people had left the organisation.

There was evidence that participants had won promotions and could recall some aspects of the program. They indicated that they were applying what they had learnt to their work but there was little evidence of a clear connection between their training and the progression of organisational goals. A great deal of the research suggested that the overall impact of the program was negligible. The questions and their responses appear below.

Responses

Table 1 shows staff classifications at the commencement of the program. Many participants were already in leadership roles when they took part in the program. Whether they were new to those positions was not investigated but a major organisational restructure had recently occurred and many people in the organisation were in new roles.

Table 1 Staff classifications at the commencement of the program

Classification	Year			Total
	2007	2008	2009	
Centre director	4	1	0	5
Education manager	5	8	10	23
Manager	1	7	5	13
Teacher	1	5	4	10
Other	0	0	1	1
Total	11	21	20	52

Participants were asked about any promotions they had been awarded since completing the program. Table 2 shows that, although many emerging leaders were promoted to higher-level positions either outside the organisation or inside it, there is no clear line of evidence that course participation and the successful promotion of these participants are in any way related.

Table 2 Program participant promotion or advancement

Promotion or advancement	Numbers
Won a higher level position outside the organisation	2
Won an acting position within the organisation	23
Been promoted within the organisation	10
Changed jobs but not a promotion	2
Won own position permanently	2
No change to current position	2
No answer	11

The extent to which the emerging leaders program helped participants with their work was investigated. As shown in table 3, almost all of the participants felt that there had been some value in the program.

Table 3 Perceptions of the value of the program to the participant

Value	Numbers
A great deal	17
Somewhat	21
A small amount	2
Not at all	0
No answer	0

Table 4 indicates whether participants had been actively looking for promotion opportunities since completing the program. Most participants were not applying for leadership roles even though they had received training in leadership development. This might have been because they were still in the process of learning about their current role or because they were satisfied with their current role and had no ambition at this time to progress further. Despite the fact that there was an identified need for more leaders in the organisation, this did not necessarily equate to people going for promotion positions. Only nine people were looking to progress within the organisation and others were applying outside the organisation. Training and investing in leadership development training did not seem to be a guarantee that staff would be retained, nor did there seem to be an organisational benefit that translated to people moving into higher levels of responsibility.

Table 4 Retention

Actively seeking promotion	Numbers
Looking for promotion both within the organisation and outside the organisation	4
Looking for promotion outside the organisation	4
Looking for promotion inside the organisation	9
Not looking for promotion at the moment	19
Increased volunteer activity	1
No promotion opportunities	1
Not looking but the opportunity arrived	1
Hoping for an acting position	2
No answer	1

Note: Those surveyed could include more than one response.

Participants identified a number of leadership activities that were intrinsically rewarding to them (table 5). Most responses focused on improvements in people management, self-management and thinking techniques. The next steps to organisational improvement in areas such as influencing and managing change, setting direction, inspiring others, rewarding and recognising were not identified by anyone surveyed.

Table 5 Leadership activities identified by participants as intrinsically rewarding

Activity	Numbers
Made changes to team planning and team building	9
Improved strategic thinking	8
Improved business development skills	6
Developed better networks	6
Reorganisation of staff meetings	3
Improved mentoring skills	3
Communication and dealing with conflict	2
Participated in action learning	1
Moved from managing to leading	1
Acting in a director role	1
Improved RPL processes	1
Became a champion for change	1
Taken on different roles	1
Increased political astuteness	1
Learnt to lobby and advocate	1
Contract renewals	1
Made developments in education	1
Improved ability to delegate	1
Nothing comes to mind	1
No answer	4

Note: Those surveyed could include more than one response.

Aspects of the program which participants indicated they had adopted into their daily practice can be seen in table 6. People who had completed this program were more able to comply with internal business planning processes and improve their networking activity. Most application of the learning from the program could not be shown at this time to have either an organisational benefit or deficit.

Table 6 Aspects of the program currently being applied

Application	Numbers
Networking	8
Using the CIT strategic planning process more	8
Team management profile	7
More effective people management	7
Change management	4
Self-awareness	2
Peer coaching and mentoring	2
Delegating	2
Improved understanding of governance	1
Personal resilience	1
Time out for thinking	1
Communication	1
Business acumen	1
Goal setting	1
Planning meetings	1
Scenario activity	1
Team leadership	1
Planning at a high level	1
Executive leadership profile	1
No answer	4

As shown in table 7, participants have joined a range of leadership-related networks, groups or associations, both within and outside the institute, since completing the program. It seems that participants in the program did see affiliation with outside organisations and internal committees as a way to improve networks and influence. In the long-term this was a positive step towards a more outward-looking leadership group.

Table 7 Evidence of wider leadership affiliation

Application	Numbers
Examples of external bodies	11
TAFE Directors Australia; National Library of Australia resource consortia Electronic Resources Australia; ACT Government Leadership Program (Take the Lead); AITD; Positive Workplaces Network; Australian Marketing Institute; Institute of Project Management; ACT Ministers advisory committee; Horticulture providers network	
Internal groups	6
Band 2 Network, Strategic Plan, steering committee, Hort. relocation committee, Centre Advisory Committee	
No answer	23

When asked about how the Canberra Institute of Technology could facilitate further networking opportunities for emerging leaders, the respondents argued strongly for the provision of more opportunities to connect up with other Canberra Institute of Technology leaders (table 8).

Table 8 Networking ideas of participants

Idea	Numbers
Emerging leaders reunions	40
Guest speakers	6
Topic based forums	5
No answer	0

Note: Those surveyed could make more than one suggestion.

Finally, participants were asked whether they got anything else of value from the program. The responses are summarised in table 9. Most participants indicated that they significantly valued the opportunity to form groups and build relationships across the organisation.

Table 9 Other perceived value from the program

Value described	Numbers
Networking	16
Group cohesion	6
Improved understanding of the whole organisation	5
Change management strategies	4
Recognition or confidence	3
Communication	2
Improved business acumen	1
No answer	3

Outcomes from the emerging leaders program

Most of the staff who participated in the emerging leaders program were still in the organisation and some had been looking for and winning promotions or higher duties positions. There is also evidence of the long-term application of learning from the program. Most participants agreed that the program had helped them with their work and were able to recall aspects of the program that had proved useful and which they were applying but, overall, they did not think that the program had a very significant influence on what they did.

The importance of networks

This survey showed evidence that participants had joined leadership-related networks, groups or associations both inside and outside the organisation. The need for opportunities to further develop a stronger sense of group (social identity) and to build cohesive and mutually beneficial networks was a strong finding in this research. Some participants were developing their own leadership-related networks outside the organisation but many indicated the need for more opportunities for internal group-development activities.

A shared identity is important to sustaining a group of people in an organisation who, because of their leadership roles, need to be distinguished from other groups. Leaders who have emerged from an operational level need opportunities to build cohesion within their own group and to become increasingly comfortable in their new leadership roles.

Who should evaluate a leadership development program and when?

Goldsmith and Morgan (2004) argue that the effectiveness of training in organisations cannot and should not be determined by those participating in the training program. These researchers believe that self-evaluation does nothing to improve organisational outcomes. Their paper, which looked at the types of developmental activities with the greatest impact on leadership effectiveness, found that effectiveness should be assessed by colleagues and stakeholders rather than by the participants themselves. Their research found that rather than merely evaluating participant satisfaction at the end of a program, the eight case study companies measured the increase in participants' leadership effectiveness over time as perceived by others. Their findings were significant.

Increased effectiveness was not determined by the participants in the development effort; it was assessed by preselected co-workers and stakeholders. Leaders who did not have ongoing dialogue with colleagues showed improvement that barely exceeded random chance.

(Goldsmith & Morgan 2004, p.72)

Those who discussed their own improvement priorities with their co-workers improved but those who did not showed no improvement. Leaders were expected to review and discuss their feedback with an internal or external consultant, identify three areas for improvement, discuss their areas for improvement with their key colleagues, ask colleagues for suggestions on how to increase their effectiveness in selected areas for change, follow up with co-workers to get ideas for improvement and get feedback within 13–15 months after the start of the program.

Significant findings in Goldsmith and Morgan's paper were that:

- Personal contact mattered greatly.
- Those colleagues who regularly asked for input were seen by others as increasing their effectiveness.
- Both internal and external coaches made a positive difference.

These findings held, regardless of the targeted group of managers, the style of teaching delivered, or the length of the training program, be it five days or half a day. The researchers concluded that long-term positive change is only possible when leaders discuss their own improvement priorities with their co-workers and then regularly follow up with these co-workers.

They also concluded that leadership was better defined as a *relationship* and a *process* that takes place over time. It was not, as traditional views about leadership hold, the qualities that characterise certain individuals that mattered. In their research the most important element was the leader–colleague *relationship*. Integral to this relationship was the colleague who knows how to ask, shows interest and demonstrates involvement in the work of the leader, and ensures that the leader is responding to follower feedback. Workplace coaching could play a part in this process.

Inclusions for a leadership development program

Observations from the readings and information from the previous participants of the program suggest that a leadership development program should include the following elements:

- evaluation to be based on long-term organisational benefit not just individual benefit
- more networking opportunities to support the development of a shared organisational identity
- a selection process that is seen by staff of the institute as inclusive and transparent
- more information included in the program about how groups behave and how to build relationships between followers and leaders
- a feedback loop for each leader that both supports them in setting developmental goals and keeps them accountable to achieving those goals on behalf of their group.

Survey 2: Education managers' expressed development needs

The first survey helped in the identification of areas for improvement but it was also important to identify the development needs of leaders at Canberra Institute of Technology.

The second questionnaire looked more closely at a particular classification within the leadership cohort; that is, education managers. This group was able to provide more detailed information about the developmental needs at this level. It was anticipated that more practical aspects of development were needed by education managers and these would be identified through this questionnaire.

Twenty education managers out of a possible 41 completed the questionnaire.

The questionnaire asked participants to describe their role, the rewarding and challenging aspects of it, and whether they felt it was clearly described. They were also asked about whether they drew on the available support networks for education managers, and whether they felt they would have benefited from some form of induction. Finally, they were asked what advice they would give to new education managers.

The questions and responses can be found in appendix B. The responses suggest that most education managers are tired and time poor but that they still find their work challenging and rewarding. They gain most enjoyment from working with their staff and students and enjoy the role of leader even though they would like more time to do the work; they would benefit from more recognition and acknowledgment of the work they do. A large number also indicated that they enjoyed finding contracts for Canberra Institute of Technology and expanding the business of the organisation. Many indicated that it would have been desirable to have had a better idea of the role before they took it on. Most claim that some orientation to a middle management teaching post is an essential way of preparing people for the challenge of managing other staff. Most were accessing support networks, such as the education manager network group, even though they were not always able to attend. Ensuring that education managers know where to go for support is critical to success in their role. This is not a comprehensive list of responses but it is an indication that most people found it difficult to stay abreast of their own development needs and manage the human resource and financial aspects of the role.

What to include in a leadership development program?

From an education manager perspective, a leadership program should include the following:

- comprehensive role descriptions for education managers, setting out expectations and important knowledge and skills
- implementation of an effective mentoring and coaching network so that all staff are trained to coach colleagues in a more structured and focused way, integrating follow-up and personal goal-setting in a way that remains aligned to organisational priorities
- a professional, social and personal support base and the ability to manage oneself, one's personal and professional expectations and one's work—life balance
- an education manager induction program

- management skills, to include organisational direction-setting, people management, human resource management, financial management
- knowledge of a variety of strategies for managing complaints
- understanding of why and how to build a positive attitude to change in their teams
- enhanced administrative skills.

Survey 3: How does strategic intent impact on leadership development?

Survey 1 identified both the positive attributes and the areas for improvement in the current emerging leadership program, while Survey 2 indicated that the particular development needs of current leaders included a need for more specific development in people and process management skills in a supported environment.

Survey 3 drew on DL Kirkpatrick's four-level model of evaluation in order to evaluate effectiveness. The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student: what they thought and felt about the training
- learning: the resulting increase in knowledge or capability
- behaviour: the extent of behaviour and capability improvement and implementation/application
- results: the effects on the business or environment resulting from the trainee's performance (Kirkpatrick 1998).

The aim of this survey was to determine whether the strategic intentions of the Canberra Institute of Technology were made sufficiently explicit in the training for these emerging leaders, such that they were able to articulate their role and purpose in the organisation. This investigation was prompted by the findings of some studies conducted in the field of leadership which claim that the main purpose of leadership development has been to improve individual skills and capabilities and the individual's on-the-job performance rather than to optimise organisational performance.

Collins (2009), for example, notes that, since it has become clearer that there is not always a strong relationship between the training provided for individuals in the area of leadership and improving organisational performance, there has been a distinct shift in the approach to leadership development in many organisations towards the alignment of strategic goals and objectives with leadership training.

In her paper, she quotes Friedman (2000) who says:

That leadership development efforts will result in improved leadership skills appears to be taken for granted by many corporations, professional management associations, and consultants. In essence, many companies naively assume that leadership development efforts improve organisational efforts. (Collins 2009, p.1)

Interviews and questioning technique

Face-to-face individual interviews were conducted. Those interviewed were given three questions for consideration at the beginning of the interview. The conversation then unfolded naturally in an informal setting and notes were taken. The questions asked the interviewees:

- What they think Canberra Institute of Technology expects its leaders to do?
- Who do they think is responsible for these actions?

- How can Canberra Institute of Technology help people to do leadership work?

The responses, which can be found in appendix C, are the researcher's account of what was said but are documented as authentically as possible.

All those interviewed had quite different ideas on what they thought was expected of leaders. Their answers indicated that their responses were framed according to how they viewed themselves as leaders. For example, comments such as to 'think and plan more strategically' suggests that the person interviewed could identify the capability and skills required by them but they were unable to articulate what they were meant to think and plan more strategically about.

More telling was that the responsibility for enacting the tasks of leaders as identified in the first question was not something that *any* of those interviewed felt was theirs. Possible reasons include:

- They had not yet assumed the social identity of a Canberra Institute of Technology leader.
- They had not had this responsibility made explicit to them by others in the organisation.

It was interesting to observe that most of the respondents had not previously considered their leadership role this way. They grappled with the questions and struggled to think about what might be expected of leaders in the organisation.

Summary

From the interviews it can be seen that emerging leaders had varied ideas of what they believed Canberra Institute of Technology expects its leaders to be doing, but they took no personal ownership of these various ideas. They were, however, able to articulate coherently what needed to be done to improve the way the organisation managed its leaders.

Until recently, building the link between the investments that organisations make in leadership training and demonstrating clear organisational results has not been attempted. Williams and Ball (2009) discovered in their investigations in this area what many people have long suspected: that many organisations are not able to successfully articulate what they want their leaders to do.

They conducted empirical research on job advertisements for leadership positions in Australian newspapers and identified a pattern of assumptions of what organisations thought they needed from a leader. In follow-up research with those companies, the prevailing view was that once you had a good leader, he or she would be able to set direction, impart vision and develop the strategy for getting there. It was a marked finding in this research that most organisations were seeking their ideal form of the traditional charismatic leader.

Organisations advertised for leaders who were:

pivotal, visual, inspirational, innovative, strong, decisive, thoughtful, charismatic, gifted, natural, clear, distinguished, outstanding, great, transformational, committed, well developed, academic, proven, strategic, true, first class. (Williams & Ball 2009)

One advertisement even wanted a 'sophisticated leader'. However, when followed up and questioned more closely, it became clear that the advertisements were poorly worded in terms of targeting the type of person needed because the nature of the role had not been clarified.

The sheer volume of literature on how to become a leader suggests that most organisations hope that leaders will be the ones who know how to move the organisation towards successful outcomes.

Collins (2009, p.231) continues:

Management always matters, but in this more complex and fast-paced system, management and strategic vision matter a lot more. It is a risk to suggest that capability framework development is an effective strategy on its own that can translate to real organisational improvement.

Williams and Ball (2009) suggest that leadership is only effective if the organisation can be clear on what it wants its leaders to do. Armed with the determination to shed itself of outdated notions of leaders as charismatic magicians and assuming that the people in the organisation itself need to work with more strategic intent, many organisations could then at the very least improve their job-design techniques and at best know what they want from their leadership. Leadership is not an end in itself but needs to be applied to a purpose outside itself.

This shift in thinking is well articulated in the concept of adaptive leadership (Heifetz, Grashow & Linsky 2009), which highlights the need for people who are already part of an organisation to work together and think much more strategically about what they want in their organisation, what they want leadership to do, and to make that clear, explicit and realistic. How leadership is conceptualised within an organisation is critical to how it is manifested through programs and development opportunities (Williams & Ball 2009). If an organisation believes that everyone can be empowered to contribute towards well-articulated common goals, then the organisation itself will be able to assign leaders to stated purposes within the organisation.

Benefits would include:

- a reduction in the cost of unnecessary training resources
- provision of greater clarity for the organisation relating to the purpose of its leadership
- identification of the most appropriate capabilities requiring development to ensure the best possible organisational outcome
- more confidence in knowing who may be able to address a problem and how this might be done.

What to include in a leadership development program?

Observations from the background research and the interviews suggest the following elements should be included in a leadership development program:

- comprehensive descriptions for education managers, setting out expectations and important knowledge and skills
- support for engaging in leadership responsibilities
- the creation of opportunities for authentic problem-solving challenges for emerging leaders
- clearly articulated business plans.

New directions

Based on this research, the design of a leadership development program that delivers the desired organisational outcomes should take the following steps:

- Review and make explicit the underpinning philosophy upon which leadership development is built.
- Build in greater understanding of what motivates individuals at work and acquire better knowledge about how leaders achieve a following (Haslam, Reicher & Platow 2010).
- Build the link between leadership and strategic intent.
- Incorporate a more sustained system for feedback by colleagues through effective workplace coaching and group review.
- Increase the range of networking opportunities.

The foundations of leadership training design must incorporate a philosophy and a vision of leadership that fits the culture of the organisation and supports people who work in the organisation.

What does this mean in relation to the research conducted in the institute? Aspects of the existing leadership development program which create a risk for the organisation and contribute to staff perceptions of disempowerment may include the exclusivity of the group, the lack of a more transparent selection process, the participant's investment of time and attention in the program at the expense of others, and the lack of channels through which staff could also provide feedback on the effectiveness of the leadership program upon participants' return to their team.

New research has shown that leadership development training needs to include more awareness of the process occurring between followers and leaders. Social psychologists describe leaders as group members who exert more influence than others; tend to be seen as more trustworthy, prestigious, valued, credible and fair; and who play the most important role in the group in terms of directing it towards its goals, holding the group together socially and emotionally and steering group members towards goals that make up a collective vision anchored in a common group identity (Turner, Reynolds & Subasic 2008).

Individuals in the workplace can feel that they are not participating willingly in their allocated tasks; that they have little or no autonomy; and that they are alienated from the rationale behind requests to undertake some tasks. Their personal goals and those of the organisation can diverge to the point that group motivation falls. If the institute wants motivated staff, then its staff must be encouraged to engage in the goal-setting and decision-making process (Csikszentmihalyi 1994).

Leaders emerge from a group and are supported or sabotaged passively and/or actively by it. They must learn about those they are influencing and find out what is important for the group and embody its values and expectations. If a leader can interpret these values and expectations and cleverly integrate these into a strategy and build opportunities that give clarity to that vision, then this leader will be most effective. Such leaders are then able to influence followers to see themselves as group members and to see the group's interest as their own interest.

Feeling that one belongs to a group is important to people. When we feel that we belong, we develop a sense of social identity which is important and meaningful; social identity underpins people's sense

that they are part of a particular nation, a particular organisation, a particular club, or a workplace etc. (Haslam, Reicher & Platow 2010).

When identifying the change drivers, the political context, the reform agendas and the economic and social pressures operating at the Canberra Institute of Technology, its leaders need to be well informed, continually updated and constantly planning the strategic way forward. The organisation may review, refine or update its strategic plan in this context and then allocate more resources towards defining what this means for each leader in the organisation. Every leader needs to know and understand what is expected of them, their team, their group, their organisation and their sector, but also what component of that set of goals they are responsible for. A leadership capability framework can be customised to meet these requirements.

New ways of measuring effectiveness, which build on the research and assist with group identity development, can be incorporated into organisational development processes. These can be developed during peer review of individuals' professional goals.

The design of leadership development training needs to create opportunities for emerging leaders to strengthen their sense of social identity and become bonded to a strong sense of 'us', enabling individuals to work together to influence their followers in a positive, effective and consistent way that delivers results for the organisation.

References

- Australian Public Service Commission 2009, *Integrated leadership system*, viewed February 2009, <<http://www.apsc.gov.au/ils/index.html>>.
- Bolden, R 2007, 'Trends and perspectives in management and leadership development', *Business Leadership Review*, vol.4, no.2, unpagged.
- Callan, V, Mitchell, J, Clayton, B & Smith, L 2007, *Approaches to sustaining and building management and leadership capacity in VET providers*, NCVET, Adelaide, viewed April 2009, <<http://www.ncver.edu.au/publications/1802.html>>.
- Callan, V & Mitchell J 2005, *Future directions project: building staff capability*, viewed 15 March 2009, <<http://www.vetpd.qld.gov.au/resources/pdf/tla/future-directions-project.pdf>>.
- Chappell, C, Solomon, N, Tennant, M, & Yates, L 2002, *Researching the pedagogies of the new vocationalism*, Working paper 02-13, University of Technology, Sydney.
- Csikszentmihalyi, M 1994, *The evolving self*, Harper Perennial, New York.
- Collins, D 2002, *The effectiveness of managerial leadership development programs: a meta analysis of studies from 1982–2001*, Louisiana State University, viewed December 2009, <http://etd.lsu.edu/docs/available/etd-0607102-080200/unrestricted/Collins_dis.pdf>.
- Goldsmith, M & Morgan, H 2004, 'Leadership is a contact sport: the follow-up factor in management development', *Strategy and Business*, no.36, pp.71–9, viewed 5 September 2011, <http://www.marshallgoldsmithlibrary.com/cim/articles_alpha.php>.
- Haslam, S, Reicher, S & Platow M 2007, 'The new psychology of leadership', *Scientific American Mind*, August, viewed 5 September 2011, <<http://www.scientificamerican.com/article.cfm?id=the-new-psychology-of-leadership>>.
- 2010, *The new psychology of leadership: identity, influence & power*, Psychology Press, Taylor & Francis Group, viewed March 2010, <<http://www.psypress.com/the-new-psychology-of-leadership-9781841696102>>.
- Heifetz, R, Grashow, A & Linsky, M 2009, *Practice of adaptive leadership: tools and tactics for changing your organization and the world*, Harvard Business Press, Boston, MA.
- Kirkpatrick, DL 1998, *Evaluating training programs*, Berrett-Koehler, San Francisco.
- Mabey, C & Ramirez, M 2004, *Developing managers: a European perspective*, Chartered Management Institute, London.
- Rice, A 2004, 'TAFE managers: juggling educational leadership and accountability', paper presented at the seventh Australian VET Research Association Conference, 17–19 March 2004, viewed June 2010, <http://www.avetra.org.au/Conference_Archives/2004/documents/PA007Rice.pdf>.
- Sinclair, A 2007, *Leadership for the disillusioned: beyond myths and heroes to leading that liberates*, Allen & Unwin, Sydney.
- Skills Australia 2010, *Australian workforce futures – a national strategy for workforce development for Australia*, viewed 15 June 2010, <<http://www.skillsaustralia.gov.au/>>.
- Turner, J, Reynolds, K & Subasic, E 2008, 'Identity confers power: the new view of leadership in social psychology', in *Public leadership perspectives and practices*, eds P Hart & J Uhr, Australian National University, Canberra, viewed 26 February 2010, <http://epress.anu.edu.au/anzsog/public_leadership/pdf_instructions.html>.
- Williams, D & Ball, T 2009, 'Rethinking leadership development', workshop presented at University of Wollongong, viewed 30 January 2010, <<http://media.uow.edu.au/news/2004/0217a/index.html>>.

Appendix A: Summary of readings

Management capability is the key to national economic prosperity and sustained innovation.

Despite this, we rank only average when measured internationally. (Skills Australia 2010, p.53)

In a recent paper Skills Australia (2010) includes management and leadership effectiveness as one important pillar in a strategy for the future of the VET sector. The sector should know, if it does not already, that it needs to meet these new challenges. We all need to be participants in the debate on how to do it.

Because of the importance of taking the whole organisation in new directions, leadership development training must be inclusive of all interested staff and empower potential leaders to undertake a range of leadership work. Research confirms that the type, location, duration and content of the training can be varied. Training can be integrated into an expanded performance-management process at every level of the organisation and scaffolded according to the level of complexity of the job. The training can comprise short courses, flexible learning or mixed-mode, but it must include continual peer review and feedback conversations. It should also include peer goal-setting for leaders and optimise the use of coaching and mentoring networks that align with business needs and which support the group to meet its agreed goals.

An important component of leadership development is group cohesion activities such as forums, breakfasts, communities of practice, coaching collectives and/or discussions. If leadership work is concerned with building good group relationships, then training in individual and group psychology can be valuable for leaders. Any study of leadership should also include some analysis of what motivates people at work. The leader's role is focusing those motivations onto collectively agreed organisational goals. So an understanding of the social psychology of leadership and what makes up one's social identity are critical to developing leaders who can influence teams and groups of people in the workplace (Turner, Reynolds & Subasic 2008, p.3).

If leadership is a process that is dynamic, interactive and ongoing because of changes to the environment and competition, then groups and their leaders need to be vigilant about continuing to build and increase their contextual knowledge and re-set goals and targets to accommodate this changing environment. Environmental scans, which are fed back to leaders and their groups, are vital. Without a clear sense of what is required of a leader by the organisation, any developed capabilities may end up being of little value because they cannot be put to effective use.

People who lead groups must be able to guide them in a way that maintains the integrity of what they want. Leaders can hope for loyalty by virtue of their authority, but they cannot win the hearts of their group without its consent. To do this, the group must believe that the leader is trying to achieve what is of mutual interest, need and satisfaction to the group.

If the organisation's strategic intent, the leader's plans and the followers' motivators do not align well, there will be little point in having someone in a management role. Leadership development is not about training charismatic individuals with special qualities; nor is it a process of developing an expert in using the transformational style to motivate staff.

The transformational style of leadership was first introduced in 1978 by James McGregor Burns in his descriptive research on political leaders and relies on the leader's personality traits and ability to

make change through example. It is mentioned extensively by Callan et al. (2007) as the desired form of leadership for the sector.

In management writings today, the dominant school of thought about leadership is the transformational model, with its focus upon change and the leader's direct impact upon the motivation and performance of individual employees. (Callan et al. 2007, p.13)

This individualistic view fails to acknowledge that the bedrock of effective leadership work is that which binds leaders and followers in such a way that they have a shared understanding of the work and a shared sense of purpose. A leader will not get the support they need from their group if the group does not understand or appreciate that the strategies used will be good for them too.

For people to see themselves as part of the organisation, they need to like the tasks the group does and they need to be able to satisfy their own needs.

Motivated, energised and supportive followers result from the group cohesion work done by the leader to build a strong and collective sense of 'us'. Enhanced capabilities such as improving emotional and social intelligence may build trust and a shared sense of where 'we' are going and how we intend to get there, but it is more important that the leader is able to build a strong sense of 'us', one that is greater than the sum of its individuals.

The complexity of roles in organisations like the Canberra Institute of Technology requires workers with a 'can do' approach and strong group support. Leadership development training can foster a strong sense of 'us' but needs to be ongoing and sustained beyond the life of any short-term training program. It needs to become part of the organisation's culture. If leadership cohorts can be cohesive, bonded to a strong sense of 'us' and can work together to influence their followers, people will be more engaged with the directions of the organisation as a whole. Working with people to change the mental models they hold gives the organisation a common direction and purpose.

Having a clear direction from the organisation helps team leaders interpret the direction for their group. Knowing who will be accountable for what aspect of the collective effort is also helpful for group leaders. Specific capabilities required by leaders to meet the organisation's objectives have to be explicit so that every leader knows and understands what is expected of him or her, what they are responsible for and how to marshal resources and support to meet those expectations.

Many researchers conclude that developing leadership and management is an important and worthwhile goal (Mabey & Ramirez 2004). Leadership and management development is, according to them, worth undertaking and does have a positive impact on organisational performance when there is a fit between that development and the organisation's business strategy.

Staff of the Canberra Institute of Technology are aware of many of these expectations but, as in many vocational education and training organisations, change can be slow (Callan et al. 2007). Much has already been said in the existing literature on leadership in the VET sector and institutions are making progress on capability frameworks; on providing leadership development activities; and on acknowledging the training needs of middle managers and potential leaders (Callan et al. 2007).

In the Callan et al. (2007) study, current efforts by Australian VET organisations to develop leadership are described as generally 'fragmentary and short term' (p.6). Canberra Institute of Technology's leadership development program is no exception, but the sector wants leaders who are more self-aware, skilled communicators, who show empathy and are tolerant of ambiguity and change. The paper describes the need for a transformational style of leadership that is focused on change management and is more participative, collaborative and uses shared leadership styles.

Amanda Sinclair, a voice for a more critical evaluation of leadership, describes leadership development theory as something that has become a ‘stifling and predictable way of thinking’ and that societies and workplaces have become ‘trapped by this ideology into punishing and unsustainable ways of working and living’ (Sinclair 2007, p.xix). Her ideas are critical of our current level of attraction to the mystique of leadership and she spends a large section of her book on a radical re-evaluation of economic priorities and directions and reconsiders social values in areas such as ethical leadership, environmental responsibility and sustainability.

Leadership has been traditionally identified as a set of qualities and attributes that belong to a subset of the workforce, but new research (Heifetz, Grashow & Linsky 2009; Haslam, Reicher & Platow 2010) defines leadership work as:

- an action not a person
- a relationship between leaders and followers, not an activity conducted by leaders
- a process which is dynamic, interactive, ongoing and highly contextualised.

These researchers believe that, for leadership training to be effective in the workplace, it must challenge the conventional view that leadership is about personality traits, building capabilities and capitalising on charisma. It is their conclusion that effective leaders must work to understand the values and opinions of their followers before they attempt to shape what the group wants to do and where they want to go. This position is contrary to the conventional position that capability frameworks are helpful and can be connected to other human resource management processes (Australian Public Service Commission 2009; Callan & Mitchell 2005).

Capability frameworks can be useful tools for some purposes but applying them to leadership development may not be practical. Leadership is not a top-down activity. There are no *fixed* sets of traits or capabilities that can assure good leadership, because it depends on the nature of the group and the context in which it operates.

If VET organisations continue to be seduced by what Sinclair and others call ‘charismatic’ leadership, the foundation of their philosophy of leadership development will not be inclusive of all staff; it will fail to appreciate what drives employees; it will continue to be labour-intensive and potentially unsustainable; and it will ultimately be ineffective in dealing with the change agenda.

Appendix B: Questions and responses to education manager survey

Q: Three words to describe your role?

Table B1 Role descriptions

Qualities that did not contribute to engagement	Exhausting, overloaded, overwhelming, not sustainable, you need to be a workaholic, pressure, confusing	8
	Busy	3
	Frantic, hectic, fast-paced, never enough time, never-ending, time-consuming	6
	Demanding	4
	Stressful	2
	Worrying	1
	Testing	1
	Administrivia	1
Qualities that contribute to engagement	Challenging	8
	Rewarding	4
	Exciting	3
	Supportive	2
	Varied	2
	Interesting	1
	Leading	1
	Managing	1
	Satisfying	1
	Like a good massage, perversely enjoyable	1
	Responsible	1
	Diverse	1
	Steep learning	1

Q: What elements of your role do you find most rewarding?

Table B2 Areas of engagement for education managers

Interaction and involvement with staff and students	Interaction with staff and clients	13
	Working with amazing staff	
	Successful teachers and programs which are most visible from the student learning experiences	
	Having a staff team that works well and cooperatively	
	Leading a highly motivated, professional team	
	Building a cohesive team	
	Supportive and enthusiastic staff	
	Seeing a team spirit develop	
	Watching the team work together well	
	The combination of teaching and managing and the opportunity that offers in regard to understanding staff, students and industry	
	Lots of interesting students in lots of classes	
	Involvement with students	
	Thankful students	
Providing educational leadership and/or management skills	Having a chance to influence decisions about education – the whole 'education leadership' side of it	9
	Contributing to positive educational outcomes	
	Working with staff as a manager	
	Driving a program	
	Achieving progress in delivery	
	Mentoring teachers	
	Providing a happy, cohesive, productive, and professional environment for the team	
	Running a department smoothly with few scheduling and staff issues	
The opportunity to undertake working groups		

Group affiliation	Networks with band 2 colleagues Also the networking that happens within this role Cooperation, support and understanding with other B2s	3
Reward and recognition	Seeing initiatives come to fruition, positive feedback from stakeholders on training delivery Getting good reports from students on our level of professional delivery Connecting with students and developing industry professionals Success of students into work within industry Respect from students, staff and management	5
Providing a benefit to the organisation	Bringing together a myriad of strands of information, people, processes and students and making the place run! Organising new business New initiative like degrees Understanding the strategic directions of CIT Sourcing and developing new business through industry partnerships New business Maintaining pace with change, working with industry, breaking new ground, achieving outcomes	7
Personal reward	Learning new skills Change Autonomy to manage program and staff within a framework dictated by CIT Variety of the work performed in the role	4

Q: What elements of your role do you find most challenging?

Table B3 What education managers find most challenging in their role

Resources	Working with limited resources – particularly financial and educational	1
Staff	Managing difficult people Dealing with difficult staff Bureaucracy, particularly in regards to casual staff Being the recipient of both student and staff complaints Difficult students Conflict management Having to say something to underperforming staff. Everyone should have good work ethics	7
Workload	Trying to manage the sheer volume of work and competing demands Working to unrealistic timeframes Long hours	3
Business expectation	Meeting targets Challenges with new commercial business and financial constraints marketing Dealing with uncooperative staff members. Investigating student complaints	4
Administration	Paperwork Fixing up trivial bits and pieces The endless paper work Lack of competent admin support Changing admin. support Ongoing never-ending paperwork Having to phone around lots of people to find answers relating to finance or HR Not having petty cash Room bookings, CRNS, casual teacher payments Administrivia – good clerical support could help this Trying to get finance, HR etc. done seems to take a huge proportion of my time Processes are never clear-cut and there is often no way of knowing if things have been done in HR/finance unless I follow them up a number of times. The processes must be changed if CIT is to move into the 21st century	10
Leadership	Trying to be everything to everyone. Managerial work is often undertaken after hours when the phone is quiet and the office is empty Lack of support from centre director	3
Authority, power, delegation	Lack of decision-making authority and consultation in certain areas Lots of responsibility	2

Q: Do you feel that your role as an education manager is clearly defined?

Yes – 45%

No – 55%

Q: Do you think you would have benefitted from some form of induction?

Yes – 90%

No – 10%

Q: Have you attended the education manager network group?

Band 2 Network Group: Yes – 65%; No – 35%

Band 2 Cross Institute Network Group: Yes – 70%; No – 30%

Q: What advice would you give to new education managers?

Table B4 Advice to other education managers

Resources, systems and processes	Read the Band 2 Toolkit document Procedures can be very slow; are arduous	2
People skills	Empower your teachers and respect their knowledge Ask lots of questions Don't assume someone is going to tell you where something can be found Place high importance on managing people – not just the profile hours and budgets	4
Networks	Make friends with someone in HR and someone in Finance who can help you through the processes Ask lots of questions if you don't know the answer, there are a lot of people who have worked here a long time and know lots Network with people who know the systems Network and meet other TB2	4
Leadership skills	Don't micro-manage, delegate tasks, ask questions Become involved in CIT and national bodies Attend the emerging leaders program	5
Self-management	The work will eventually get done, so don't stress about it Try to keep a balance on stress	2
Work-life balance	At 5.30 pm walk out and close the door, the work will still be there the next day Make sure you take all the holidays you are entitled to Keep a good work-life balance because the work is never completed Your job is never finished You will never get everything done Enjoy the variety, prioritise and remember that the job is unfinishable	6
Organisational skills	Be organised Learn to prioritise Don't be afraid to ask	3
Choose you attitude	Be proactive Look at change as a positive experience	2
Workload	Think carefully whether you are up to the challenge as the pay does not equate to the work Make sure you can work after hours, weekends and holidays	2
Support	Phone a friend! Have a mentor that you can contact as this is support that enables the TB2 to be successful Get a good mentor Find a mentor Ask for a mentor in areas of weakness Don't try and do it all on your own	6

Q: How do you find the different aspects of your role?

Table B5 Difficult aspects of the role

Program delivery	Very easy or easy	2
	Okay	15
	Difficult, very difficult or N/A	3
Administration i.e. coordination work, curriculum, clerical tasks, policy development	Very easy or easy	4
	Okay	11
	Difficult, very difficult or N/A	5
Mentoring your team	Very easy or easy	3
	Okay	12
	Difficult, very difficult or N/A	5
Human resources management i.e. managing staff, finance, recruitment	Very easy or easy	4
	Okay	11
	Difficult, very difficult or N/A	1
Keeping abreast of your professional development	Very easy or easy	3
	Okay	8
	Difficult, very difficult or N/A	10
Communication with your team	Very easy or easy	11
	Okay	7
	Difficult, very difficult or N/A	2

Appendix C: Responses to interview questions

Q: What did you think the CIT expects its leaders to do?

Table C1 Interview response to leadership expectations

Comment	Numbers
Think and plan more strategically	2
Provide a quality service	2
Support the teachers to do their job	1
Manage people well and know how to motivate them	1
Be aware of the diversity of clients	1
Communicate any changes in direction in a language that others understand and that they can engage with	1
Be a business-focused entrepreneur	1
Be connected to community and industry	1
Create efficiencies in what we do	1
Improve your area of specialisation	1
Be flexible in how we put or programs together	1
Have a more individualised, student-centred approach	1
Meet key performance indicators within the resources that we are given	1
Help others cope with change	1
Build a community of contacts	1
Be versatile and move around the organisation	1

Q: Who is responsible for doing these things?

Table C2 Responsibilities

Comment	Numbers
That's not my job	4
My role is specific I don't think I should be the one telling other people what to do	1
I have a different role in this organisation	2

Q: How can CIT help you to do leadership work?

Table C3 How can the institute assist emerging leaders?

Provide support	Provide more support to grow – meaning ability to diversify, upskill, try new challenges, change direction and take on new responsibilities Recognise internal talent more Follow up constantly Directors should help to develop leaders and successors
Structured leadership development plan	Be more systematic in the leadership development area for anyone in a supervisory role Have ongoing leadership development opportunities Do more action research projects Explore different leadership styles
Provide more information about the business	Provide industry and VET-specific context to the organisation Provide a lot more information of contestability Research what other TAFEs are doing
Improve people-management skills	Help on how to motivate people more Use different language with teachers to get buy in

Leadership identification processes	Have different ways of identifying people's potential Be more inclusive Encourage young leaders more
Role clarification	Explain that a key role for education managers is to translate strategic messages to staff
Improve communication	Don't alarm people unnecessarily Only communicate what is relevant
Encourage mobility	Continue to be open to the idea of having staff move around the organisation
Empowerment and opportunity	Take risks with people – sometimes the potential of people doesn't emerge until they are put in a situation where they have to manage



National Centre for Vocational Education Research Ltd
Level 11, 33 King William Street, Adelaide, South Australia
PO Box 8288, Station Arcade, SA 5000 Australia
Telephone +61 8 8230 8400 Facsimile +61 8 8212 3436
Website www.ncver.edu.au Email ncver@ncver.edu.au