

A Model Of Leadership And Management Practice Development

Chris Booth and Michael Segon

A key debate in the management education literature has been around the role of Business Schools within the university environment in developing leaders and managers (Cornuel, 2005; Marrington & Rowe, 2004; Grey, 2004; Grey & French, 1996; Leavitt, 2000; Pfeffer & Fong, 2003; Wankel & De Fillippi, 2002). A corollary to this debate was the questioning of the effectiveness of leadership and management programs delivered by business schools and universities (Bennis & O'Toole, 2005; Cummings, 1990; Dodd, Brown & Benham, 2002; Kinman & Kinman, 2001; Longenecker & Ariss, 2002; Monks & Walsh, 2001; Moratis & van Baalen, 2002; Ottewill, 2003; Watson & Temkin, 2000). Prominent in the debate has been the question of the continued relevance of the Master of Business Administration (MBA) degree as a key learning intervention in executive development (Connolly, 2003; Gosling & Mintzberg, 2004; Mintzberg & Lampel, 2001). The current paper considers the impact of a University tertiary award program aimed at developing leadership and management practice. The paper presents insights from 20 post program interviews with participants of the award program. Data from the interviews was analysed using research methodological processes advised by Miles and Huberman (1994) in terms of data reduction and analysis through coding, data display through matrices and diagrams and verification and conclusion. A final product presented in this research paper is a leadership and management learning and development model based on attributes of practice drawn from the coded interviews.

Field of Research: Leadership, Management, Organization Behaviour, Executive Education.

1.0 Introduction – The state of Management Education

Over the past decade and a half the debate on management development has focused on three major issues. Firstly, at a broad level there is the challenge to effectively develop leadership and management practice itself (Connaughton,

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Lawrence & Ruben, 2003; Doh, 2003; Elmuti, Minnis & Abebe, 2005; Ready & Conger, 2003). Specifically the question arises as to what approaches in training and education can develop leadership and management practice? The second issue within the debate concerns the role of business education institutions in the education and development of aspiring leaders and managers (Bennis & O'Toole, 2005; Cummings, 1990; Dodd, Brown & Benham, 2002; Kinman & Kinman, 2001; Longenecker & Ariss, 2002; Monks & Walsh, 2001; Moratis & van Baalen, 2002; Ottewill, 2003; Watson & Temkin, 2000). Finally, there is the third issue of the debate which concerns a theory to practice divide with the need for business education to develop at the pace and scope of business practice (Conger & Xin, 2000; Ghoshal, 2005; Holian, 2004; Mintzberg, 2004b; Reynolds & Vince, 2004; Thomas, 2007). The current paper considers the issue of effective leadership and management development through a tertiary award based leadership and management development graduate certificate program. Following delivery of three successful intakes post program interviews were undertaken with 20 participants to establish some of the key attributes of effective leadership and management practice and program characteristics which aided in the development of this practice. Relevant literature, methodological approaches to the research, and discussion and findings from the research are presented.

2.0 Literature Review

2.1 The Theory Practice Divide In Leadership And Management Development

In the 1990s Conger (1993) identified the need for new approaches to developing leaders because as he saw it, much of what had been called leadership training was based on the requirements of past decades rather than future challenges. Conger has continued to be involved in the debate on management education over many years advocating a better balance between theory and practice in leadership and management development (Conger & Xin, 2000). The call for improved integration of theory and practice is a recurring theme of many writers discussing management education (Ghoshal, 2005; Holian, 2004; Mintzberg, 2004b; Reynolds & Vince, 2004; Thomas, 2007; Thorpe, 1990) and in particular the courses and programs provided by business schools (Friga, Bettis & Sullivan, 2003; Hawawini, 2005; Raelin, 1993). Several writers have concluded that presently in business schools there is a distinct disconnect between theory and practice both in terms of theory informing practice and new practice discoveries assisting the development of new theory (Bennis & O'Toole, 2005; Hoffman, 2004; Pfeffer & Sutton, 2005). In line with the call to strengthen leadership and business theory and practice, Ready and Conger (2003) highlighted the need for leadership development interventions to focus on approaches related more strongly to the context of business. These approaches included accountability for learning, investing in well-designed processes for learning and not fad products, and linking investments in leadership development to building capabilities that serve the business well. Most recently Tushman, O'Reilly, Fenollosa, Kleinbaum and McGrath (2007) have argued that business schools should "aspire to

couple research rigor with managerial relevance” (p. 1). Research by Tushman et al. (2007) indicated that action learning approaches within executive education provide sound platforms to enhance both individual and company based outcomes and also enhance teaching practice and research to bridge a “relevance – rigor gap” (p. 1).

The current debate on the role of business schools into the 21st century in developing managers indicates that past practices in management education need to be scrutinised and reviewed with a view to improved capabilities in graduating students (Cornuel, 2007; Gosling & Mintzberg, 2004a; Grey, 2004; Hawawini, 2005; Pfeffer & Fong, 2002; 2003). It has also prompted vigorous discussion in the literature on the issue of continued relevance of the Master of Business Administration (MBA) as a pre-eminent program in executive development (Barnett, 2005; Clegg & Ross-Smith, 2003; Miles, 2005; Mintzberg, 2004a; Tyson, 2005). Furthermore, the debate has led to challenges to traditional curriculum design and teaching practices (Conger & Xin, 2000; Thomas, 2007, Wankel & De Fillippi, 2002).

2.2 Androgogy Versus Pedagogy

A further issue is the debate over pedagogical and androgogical approaches to management development and program design. Pedagogical learning involves teacher directed practices and teacher control of processes. Androgogic learning involves adult learner decision making about what, how, where, when and why of learning (Knowles, 1990; Knowles, Holton & Swanson, 2005). Views differ on the approaches most suited to management development in terms development strategy, development initiative design and processes inclusive of levels of involvement of participants in the development design, learning processes and the nature of outcomes (Garavan, 1997; Garavan, Barnicle & O’Suilleabhain, 1999). In the 1990’s the theory of transformative learning has gained support in androgogical practices in learning (Gunnlaugson. 2007). Transformative learning involves participants becoming more reflective and critical in their practices, being more open to the perspectives of others and also being less defensive and more accepting of new perspectives, concepts and practices (Mezirow. 1997). Under transformative learning critical reflection challenges an adult learner’s frames or reference in order to consider new ways of acting and being (Mezirow, 2003, 2005). According to Moore (2005) the tension between pedagogical and androgogical curriculum design and learning processes under transformative learning theory remain continuing issues of debate within university education settings.

Beyond the issues of development strategy and learning practices in leadership and management development, key writers have flagged a number of areas in management education to be wanting. These areas include; a push for broader concepts of curricula in terms of course design and delivery (Mintzberg, 2004b; Mintzberg & Gosling, 2002a; Moratis & van Baalen, 2002; Wankel & De Fillippi, 2002; Watson & Temkin, 2000); Suggestions for more innovative pedagogical and andragogical processes in teaching and learning (Hawawini, 2005; Mintzberg 2004a,

2004b; Thomas, 2007); a call to decipher the nature of what in fact is teachable and effective in leadership and management education (Monks & Walsh, 2001; Porter & McKibbin, 1988); finally an awareness of the need for improved structures, systems and processes in universities and business schools in order to face the challenges of management education in the 21st century (Bennis & O'Toole, 2005; Friga, Bettis & Sullivan, 2003; Leavitt, 2000, Marrington & Rowe, 2004; Pfeffer & Fong, 2002; Porter, 2004).

The questions of what is delivered in leadership and management education as well as how it could best be delivered have been a continuing source of research and discussion in the literature. Research by Guetzkow, Forehand and James (1962) indicated that a management development course of one-year duration changed participant behaviour significantly more than shorter duration training courses. Conger (1994) discussed designing leadership courses where the learning sticks and reaffirmed the point about pacing development interventions over time rather than short concentrated courses. As Conger points out (1994, p.56), "A single, one-time course is insufficient to create and support lasting behavioural change". This research gave some credence to a theory that longer term learning interventions had merit over short course training. Mintzberg (2004a; 2004b) has argued extensively for greater work integration in management education and that new models incorporating greater reflection on practice are needed (Gosling & Mintzberg 2004a; 2004b). Heifetz (1994) moving to a more andragogical adult learner approach to teaching and learning developed the *case in point method*. The case in point method aims to develop leadership and management practice by integrating more explicitly the insights from managers' workplace experience into discussions and activities (Parks, 2005). Much has occurred in the management education field over the past decades to challenge and change teaching and learning practices towards more effective leadership and management development.

2.2 The Resurgence Of Managerial Competence

Beginning with Boyatzis' (1982) breakthrough research, the theory of managerial competence has held ground in management education for the past twenty-five years. Most recently the concept of Emotional Intelligence (EI) in management and leadership based on competency theory has gained considerable ground in management education and organisational development (Cherniss & Goleman, 2001). Emotional Intelligence is the ability to be aware of and manage our own emotions as well as be aware of the emotions of others to better manage our selves and our relationships with others (Goleman, 1997; 1998; 2000). Mayer and Caruso (2002) define EI in the following terms, "Emotional intelligence, then, refers to the capacity to understand and explain emotions, on the one hand and of emotions to enhance thought, on the other" (p.2).

The literature and research around EI has been growing significantly since Goleman's (1997) mainstream book *Emotional Intelligence*. Research on continues

to grow in the areas of Emotional Intelligence constructs, models and applications (Bar-On, 2000; Goleman, 1997; 1998; 2000; Mayer & Caruso, 2002; Spencer & Spencer, 1993; Salovey & Mayer, 1990). Research in the early part of this century has continued to confirm the value of EI processes in organisational contexts and management and leadership practice (Boyatzis & McKee, 2005; Caruso & Salovey, 2004; Cherniss, & Goleman, 2001; Druskat & Wolff, 2001). The significance of EI into the practice of leadership and management has been championed by Goleman, Boyatzis and McKee (2001, 2002) in framing emotional competency clusters of Self-Awareness, Self Management, Social Awareness and Relationship Management to support a continuum of six leadership styles referred to as *Primal Leadership*. Primal Leadership recognises the impact of neurology and physiology including the more primitive aspects of the brain, such as the amygdala, in developing our emotional responses. The task of Primal Leadership according to the authors is to “manage your moods and the moods of your followers” (Goleman, et al., 2001, p. 51). Caruso and Salovey (2004) have also developed a framework for developing and using EI within the practice of management. Their *Emotionally Intelligent Manager* framework involves; “Identifying emotions” – Reading people; “Using emotions” – Getting in the mood; “Understanding emotions” – Predicting the emotional future; and “Managing emotions” – Doing it with feeling (Caruso & Salovey, 2004, p. x). According to Caruso and Salovey (2004) the manner in which emotions affect thinking patterns is a crucial feature of their approach to emotional intelligence in management practice.

Kaiser and Kaplan (2006) identified the need in management education to consider the development of intra-personal capabilities in leadership and management practice. They argued that a capacity to develop intra-personnel capabilities would help to counter any negative hypersensitivities. The concept of reflection and self-awareness has been a key feature of both the emotional intelligence movement in leadership and management (Caruso & Salovey, 2004; Goleman, Boyatzis & McKee, 2001; 2002; Mayer & Caruso, 2002; Salovey & Mayer, 1990) and also the broader level debate on executive development in terms of intra-personal capability (Buckingham, 2005; Drucker, 2005; Gosling & Mintzberg, 2004a; 2004b; Kaplan, 2002; Torbert & Fisher, 1992). Reynolds (1998) argued that reflection should include the potential for social critique. Critical theory underpins Reynold's view of reflection as emancipatory in nature freeing us from power relationship that distort and repress our aims and purposes. Reynolds outlines his conception of reflection under critical theory as applied to management education. Management and management education, like any other social domain, accumulate taken-for-granted beliefs and values, reflecting the view of the majority or those in power so pervasively that they become unquestioned “common sense”. The fundamental task of critical reflection is to identify, question and if necessary change those assumptions. It is a process of making evaluations, often moral ones, and not simply exercising judgements of a practical, technical nature (Reynolds, 1998, p. 198).

More recently Reynolds and Vance (2004) reviewed the work of Dewey, Knowles, Kolb, Reynolds and Schön amongst others and argued that reflection is a communal activity. The authors suggested that “reflection is best understood as a socially

situated, relational, political and collective process and there are both theoretical and practical advantages to this perspective” (p. 6). The insights of Reynolds and Vance (2004) support a view that interpersonal skills in reflection and interaction processes are important to underpin managerial and leadership development. The position presented by Reynolds and Vance (2004), has both connected to and extended Mintzberg’s (2004b) concept of interpersonal collaborative mindset practices in his “five minds of the manager” model (p. 56). Gosling and Mintzberg (2003) recognised the need for collaborative reflection in their five minds model of managerial practice. “Action and reflection have to blend in a natural flow. And that has to include collaboration. ... We had better be reflectively collaborative, as well as analytically worldly, if we wish to accomplish effective change.” (p. 62).

Gosling and Mintzberg (2003) have suggested that contemporary management practice needs to be developed in respect of five interrelated mindsets. These mindsets are; managing self – the reflective mindset; managing organizations – the analytic mindset; managing context – the worldly mindset; managing relationships – the collaborative mindset; and managing change – the action mindset. More recent research continues to confirm the need for management development in the soft skills areas of interpersonal and intra-personal practice. Kaiser and Kaplan (2006) in considering managers developing intra-personal skills have drawn on the work of Hogan and Warrenfeltz (2003) hierarchical domain model of leadership. The hierarchical order is presented in figure 2.1 below. This model of leadership development has been based on insights from earlier managerial competency models of Boyatzis (1982), Lombardo & Eichinger (2000) and Whetton and Cameron (2002). The model indicates that the domains move from intra-personal through interpersonal, then leadership capabilities and finally business skills. As with many managerial competence models the key starting point for managerial development is in intra-personal skills or self-awareness and self-management domain. The emotional intelligence leadership model of Goleman, Boyatzis and McKee, (2001, 2002), and the managerial competence models of Boyatzis (1982); Pedlar, Burgoyne and Boydell (2001): and Whetton and Cameron (2002), all have intra-personal skills and interpersonal skills clearly represented in their competence models.

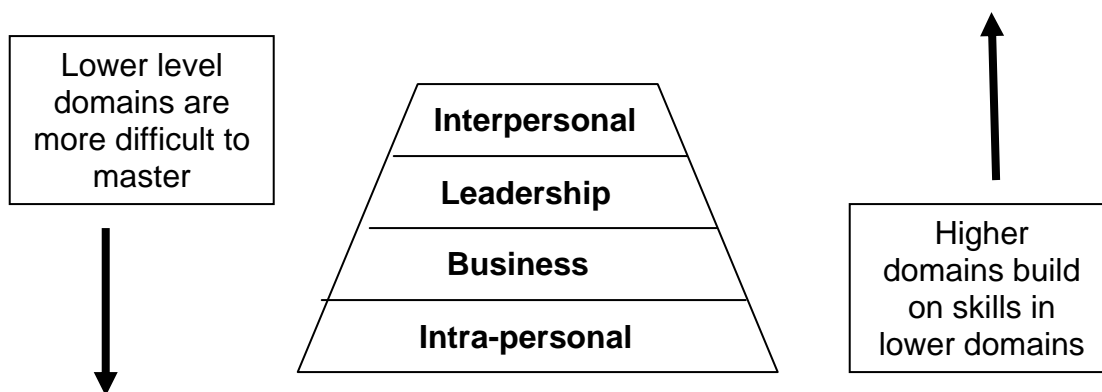


Figure 2.1: Hogan and Warrenfeltz Domain model. Source: Kaiser and Kaplan (2006)

3.0 Methodology and Research Design

A sample of 20 interviewees was taken from a total population of 25 program participants in the RMIT University Graduate Certificate in Organisation Leadership Program (GCOL). The 20 interviews represented a purposive (or purposeful) sample (Lincoln & Guba, 1989; Patton, 2002). This approach would enable comparisons to be made between the different intakes of the program. Similarities and differences were identified within common themes of experience for participants in practice development and learning as well as characteristics unique to each intake. Cross case analysis studies of each intake could then be developed to compare with the participant and researcher experiences (Miles & Huberman, 1994). The three intakes would represent a cross case synthesis over different time, conditions of engagement and participants to consider replication of content, processes and context of the leadership and management program (Miles & Huberman, 1994; Yin, 2003)

The participants were interviewed individually. A standardized open-ended interview approach was employed to surface a self-evaluation against a series of open-ended semi-structured questions and content mining probes (Patton, 1987). Based on advice from Patton (1987) on in depth interviewing, questions were developed to gain insight on participants' experiences, opinions, beliefs, perceptions, feelings, and knowledge regarding the program and its impact on leadership and management practice. Following an initial processing of the transcripts for accuracy and completeness the data was ready for treatment and analysis. Critical treatments of qualitative data analysis and display as advised by Miles and Huberman (1994) were employed. In the basic method of qualitative data analysis as advised by Miles and Huberman (1994) there are three broad stages: data reduction involving coding, categorisation and thematic clustering; data display involving compressed text, matrices and informational graphics; and finally conclusion drawing and verification which involves noting meanings and testing for plausibility and validity.

The broad framework of Miles and Huberman (1994) was followed as a core guiding process with further insights regarding data analysis taken from other key qualitative research writers. In particular Dey (1993) regarding data management, Corbin and Strauss (1990) regarding coding approaches and memoing, Bogdan and Bilken (1992) on data analysis and Ritchie Spencer and O'Connor (2003) again on data analysis and thematic clustering. The aim of the qualitative data analysis process used for the post program interviews was to develop data categories and themes to discern and explore the patterns of meaning from the social context and personal reflective context of the GCOL program participants. It was considered that such a process would provide a "thick description" to underpin a qualitative research case study of the GCOL program (Geertz, 1973; Guba and Lincoln, 1985, p. 359).

Further features of the research design were the following:

- The use of crystallization of the post program interviews with insights from data obtained through three action research cycles undertaken during each intake of the GCOL program. Crystallization is a form of triangulation suited to qualitative

data to enhance validity through multiple perspectives on the area of research interest (Janesick, 2000; Richardson, 2000).

- The development of a matrix of descriptive, interpretive and pattern codes drawn from data to support thematic clusters. This matrix aided in confirming the codes used in the main matrices for each of the core thematic clusters.
- Matrices relating to large chunk data which was analysed using decision rules to confirm themes and develop these into attributes for a model of leadership and management development program. A series of 29 matrices were developed to support the attributes of the model. The decision rules for each matrix enabled classification of interviewee responses as Strong, Moderate or Weak in terms of relevance or fit of the related coded response to the attribute under investigation.

4.0 Discussion of Findings

One of the key issues to surface from the interviews in the early stages of analysis was a series of codes dealing with handling work situations. This recalled several qualities of the Pedlar, Burgoyne and Boydel (2001) model of successful managerial practice. Namely the attributes of *Command of basic facts* and *Continuing sensitivity to events* in the Pedlar et al (2001) model. The codes put forward under the initial code list for the key theme **Command of Situation** emerged as: *Assuredness*, *Orientation to Ambiguity*, *Acumen*, *Criticality*, and *Business Language*. These codes summarised the key elements that interviewees were alluding to in the interviews when discussing their work situations and where and how their leadership and management practice operated. It was a case of defining the domain of the practice in which attributes of assuredness and acumen were present. The ability to apply a critical eye and mind to their practice as business issues unfolded and deal with ambiguous situations using a range of business tools and a language of business practice. The codes were moderately to strongly present across all intakes *Assuredness* *Acumen* and *Business Language* strongly represented inclusive of *In Vivo* coding.

The GCOL program had used many readings and approaches involving development of Emotional Intelligence and so there was little surprise that interviewees demonstrated and spoke of specific concepts and related practices associated with intrapersonal and interpersonal development. Rather than adopting the Goleman et al, 2001 model of Emotional Competence outright, codes were specifically drawn from the data to develop intrapersonal and interpersonal categories relevant to the program. The four key thematic areas were **Self Awareness**, **Self Management**, **Relationship Awareness** and **Relationship Management**. These mapped against the four competence areas under the Emotional Competence Inventory (ECI) framework (Goleman et al, 2001; 2002), in terms of cluster title but differed in terms of attributes under each of these clusters. Interview responses confirmed that self awareness, self management, relationship awareness and relationship management are significant aspects of leadership and management practice. There was evidence of strong relevance and fit to the majority of codes particularly those dealing with reflection which had become a continuing practice for the participants having established a process during the program. This outcome links to the discussion occurring in the literature for managers to adopt reflective practice to assist

intrapersonal skill development (Buckingham, 2005; Drucker, 2005; Gosling & Mintzberg, 2004b; Kaiser and Kaplan, 2006; Kaplan, 2002; Torbert & Fisher, 1992) and interpersonal skills (Gosling and Mintzberg, 2003; Reynolds and Vance, 2004).

A further series of codes to emerge were related to a small thematic cluster that could be called **Systems Focus**. This cluster included attributes of a *Holistic View* and *Risk Orientation*. Both these attributes in terms of codes appeared moderate to strong across all participants in all intakes with interviewee responses demonstrating a capacity to consider the big picture, think laterally, deal with complexity, consider issues from different angles and perspectives as part of a practice capable of a *Holistic View*. With regard to the attribute *Risk Orientation* responses were very mixed from weak to strong indicating an individual orientation to risk taking or risk aversion, however there was evidence of capacity of participants to expose themselves to new situations, explore new practices, trialling new approaches. Many were continuing study, changing jobs, challenging their existing roles or patterns of work and succeeding. The concept of overlaying learning into leadership and management practice is not new. Senge (1990) articulated that the leader's new work was as designer, teacher and steward and advocated the learning organization as a fundamental concept within considerations of leadership and organizational dynamics for the 21st century. The work of Binney and Williams (1995) in developing the notion of *Leading* that is *Leading* and *Learning* combined in undertaking organizational transformations also indicates the connection of learning processes into leadership practice.

Codes appearing out of the interview data supported the view that learning characteristics were prevalent in the interviewees assessments of attributes to develop leadership and management practice. Consistent with key concepts stemming from Knowles (1990), Knowles, Holton and Swanson (2005) regarding adult learner involvement in decision making about content, processes and situations of learning, participants reported very high levels of program satisfaction, a key aspect of which was high levels of participation and involvement as well as flexibility of processes and decision making. Participants also reported on the challenge of reflection on practice and confronting current behaviours and practices. The attributes resulting from the codes also connected strongly with Mezirow's (2003; 2005) concept of transformative learning for participants to consider new ways of acting and being in their personal lives and work lives. The attributes confirmed under the **Learning Orientation** cluster were: *Involvement*, *Opportunity Seeking*, *Readiness to Learn* and *Capacity to Change*. A final group of codes appearing in the data related specifically to **Program Attributes**. The thematic cluster extracted from coding and categorization here included the concept of *Program Ethos* that distinguishes the program from other offerings, its values and philosophy of practice. Also included were *Program Content*, *Program Process* and *Program Context* as key drivers of engagement in terms of androgogical practices. These attributes though important are generic to all development programs are subsumed as part of the external environment of this present model.

5.0 Conclusion

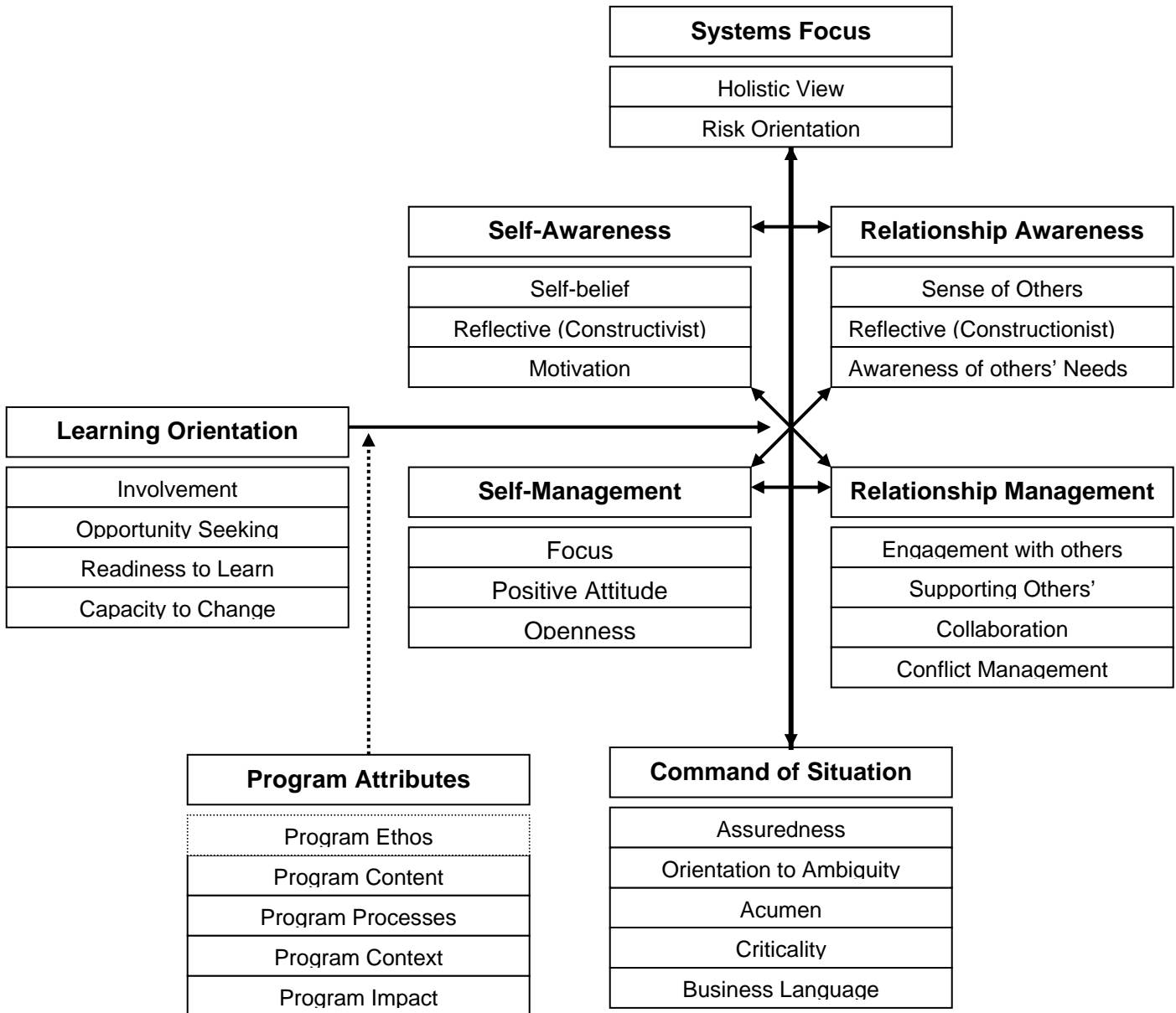
The outcome of this paper is to present a model of leadership and management development based upon the research project undertaken. Presented below is the final product of the research an integrated diagrammatic of leadership and management development as it operated in the three intakes of the Graduate Certificate in Organisation Leadership (GCOL), program. The three cross case syntheses (Miles & Huberman, 1994) present a replication of experience by the three intakes through three action research cycles supported by 20 post program interviews of experiences within the program and succeeding program in leadership and managerial practice.

The key contributions of this model are:

- A confirmation of the importance of Intrapersonal and interpersonal constructs, particularly stemming from critical reflective practices.
- The salience of Emotional Intelligence (EI) concepts to support considerations of intrapersonal and interpersonal competence building within leadership and management development programs.
- The importance of basic business skills in handling work situations, namely Command of Situation built around attributes of *Assuredness, Orientation to Ambiguity, Acumen. Criticality, and Business Language* through which to interact with dynamic complex organic business situations.
- The need to have an overarching sense of Systemic Focus to assess interdependence, risk and relationships within the demands of leadership and management practice.

Both researchers have been able to take insights from this small but dynamic one year program and generate new practices to inform many of the MBA courses at the RMIT Graduate School of Business, particularly those dealing with intrapersonal and interpersonal capability development. The facilitation of courses in terms of androgogic practice and transformative learning have also found impact across a range of activities undertaken by researchers at the business school. These approaches have enabled a broadening of course design and delivery processes that have been key criticisms of business schools in management education.

Figure 4.1
A Model of Leadership and Management Development (Booth, C. 2008)



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