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# TAE50111 Diploma of Vocational Education and Training

*PSPGOV511A Provide Leadership*

## 2013

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**NMIT**

Northern Melbourne Institute of TAFE  
77-91 St Georges Road  
Preston, Victoria 3072  
Australia

Tel: 03 9269 1481

Fax: 03 9269 1428

[www.nmit.edu.au/bec](http://www.nmit.edu.au/bec)

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Writer: Jeff Prentice  
Editor: Pauline Stewart

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Preston, Victoria 3072  
Australia  
Ph: (03) 9269 1481/1478  
Fax: (03) 9269 1428  
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## LEADERSHIP IN THE VET SECTOR

The VET sector is a complex, ever-changing environment for most teachers and trainers as the TAFE Institutes and Private Providers compete for the student market. More and more it is becoming essential to adopt an entrepreneurial approach to attract students to courses, despite the fee structures in place.

As teachers and trainers, just managing our workloads is becoming a burden as the paperwork is increasing, not decreasing. So where do we find the time to lead let alone manage in the workplace?

The current theory, widely accepted in text books, is that management and leadership are seen as two separate functions within an organisation. In some instances attending leadership courses is based on the premise that managers know their role and are proficient in their workplace ethic. Therefore they are ready to lead. However, management and leadership can be viewed as a dual function.

### Managers or Leaders

The view that managers carry out administrative functions, control staff operations, give direction, delegate, monitor policies and procedures and usually maintain the status quo is obvious in most organisations. However, managers can also create ideas, lead by example, inspire staff, create change and have an aura about them. Is it not possible therefore to bring management and leadership together and take on the concept of a '**leadership manager**'? When discussing the concept of a **leadership manager** it is imperative that we concentrate on the person, not the process, as critics believe that managing and leading are not complementary processes. By a **leadership manager**, I mean a person who demonstrates leadership qualities, has the skills to manage, is firmly focussed on inspiring others and practises innovation.

Unfortunately, line management based on hierarchy tends to dominate in most organisations to the detriment of people with leadership qualities. From the moment an employee enters the workplace it is quite feasible for them to manage their own operations and yet show leadership in doing so. The earlier an employee can lead, the better the performance. The new management disease of the 21st century is to 'put people down', let them know they are not up-to-it yet and to wait their turn to make a contribution when allowed to by authoritarian managers.

## **The Leadership Manager: A New Concept**

As the business and industry sectors begin to embrace a diverse and complex work environment, a new leadership dimension will be required to build and develop new business, have a closer look at business tactics, assess internal and external stakeholder needs and create change in line with market expectations. More and more it will be the leadership qualities which will determine success or failure. In the 21<sup>st</sup> century the five key concepts to develop a positive business structure will be:

1. Reciprocity – the art of exchange
2. Insight – understanding circumstances and complex issues
3. Discernment – appraising situations and people
4. Reflection – thinking continually on actions taken
5. Judgement – exercising decision-making powers.

The **leadership manager** will need to embrace all the above five key concepts in order to motivate and encourage staff endeavours, sustain and build client relationships and move an organisation in the right direction — using high-level project management skills. Within a busy work environment, operating on severe deadlines and multi-task functions, reciprocity or the art of exchange will be necessary for team building. Staff need to exchange information, ideas, opinions and tactics in order to have a cohesive team structure to meet realistic targets. Exchanging information is not new, but there needs to be more emphasis on the benefits of exchange.

To gain insight into business enterprises, **leadership managers** need to be the thinkers in the workplace. They must not rely on catch-up management styles. Discerning what is going on around them is a must for **leadership managers**, as having high-performing staff requires high-level interpersonal skills. Moreover, reflecting on actions of staff and what has been achieved or not achieved must be a constant factor. Another important factor is to be able to exercise personal judgement, rather than holding another meeting to get an outcome. In organisational decision-making, group decision-making is fast taking over from exercising personal judgement. This common practice goes against the personal decision-making powers of outstanding **leadership managers**.

## **Leadership Profile for Tomorrow: group discussion**

In 1992, Danny Cox and John Hoover, in their discursive and popular view of leadership, came up with ten qualities a leader should have for tomorrow. In many respects, they present a profile most leaders would like to possess, but are the qualities valid for the 21<sup>st</sup> century? Can they be sustained in a complex, ever-changing work environment?

Tomorrow's leader will:

- Be organised and know how to establish work priorities
- Establish a never-ceasing pattern of growth
- Possess a great understanding of people
- Welcome new ideas and fresh perspectives, different from his or her own
- Have a keen awareness of team spirit and selfless organised effort
- Be fair and respectful of others, not afraid to question or be questioned, challenge or be challenged
- Possess an inner confidence and a thirst for knowledge
- Value creativity and not be afraid to take risks
- Be willing to admit mistakes and to change when necessary.

*Cox, Danny and Hoover, John, Leadership when the Heat's on [1992: p 196]*

## **Middle Management**

In Australia since 1995, Frontline Management courses have been in operation with some positive outcomes for organisations. However, to some extent middle management has been neglected and the pathway to executive positions has been ill-defined and overlooked in leadership courses. In the 1980s flat management styles meant that middle management lost out because of economic imperatives. The ideal lean and mean management style flowed into the 1990s with staff doing "more with less" as the catch-cry. Those staff aspiring to be in executive positions relied mainly on qualifications obtained without having perceived leadership aspirations. The recent flood of leadership courses has caught the eye of managing directors, who mistakenly think the academic content of some leadership courses would suffice for up-and-coming executives. Apparently, in some cases, it was just a matter of getting an MBA (Master of Business Administration)!

There is an urgent need to embrace new leadership styles aligned with market expectations. Leadership knowledge and growth happens in the workplace — not only in retreats and far-off places, or via online courses. A cost-benefit analysis may highlight the obvious that spending big money does not necessarily give you first rate leaders, but it looks impressive in professional development files. Finding a career path for middle managers as leadership managers is a paradigm shift in management thinking. It is a tough call, but vital for top leadership positions in all progressive organisations.

### **A) Natural Leadership**

It is not uncommon to recognize people in organisations who seem to have the natural ability to lead, as if they are born with the personality, the communication skills and charisma to impress and achieve. On the other hand not all natural leaders become effective managers in the workplace. In some respects natural leaders do not fit into the bureaucratic structures of organisations and staff tend to view them as misfits when they should be an asset to build upon. They can act as good mentors in the workplace, inspiring inexperienced staff and supporting staff that are not performing well. However, the concept of a leadership

manager brings a new perspective to managing organisations, whereby the emphasis is not on management alone or leadership as an add-on, but to both coming together as a powerful force in management thinking.

## **B) Charismatic Leadership**

Charisma is a Greek word that means “divinely inspired gift” such as the ability or power to perform miracles or predict future events. We often hear people say in organisations when it comes to leadership that a staff member is charismatic in personality – they stand out – people follow them and can be influenced by them.

According to Weber (1947), charisma occurs when there is a social crisis, a leader with exceptional personal qualities emerges with a radical vision that provides a solution to the crisis and attracts followers who believe in the vision and perceive the leader to be extraordinary.

Most theorists now view charisma as the result of follower perceptions and attribution influenced by actual leader traits and behaviour, by the context of the leadership situation, and by the individual and collective needs of followers.

Charismatic leaders are likely to:

- Have a strong need for power, high self-confidence, and a strong conviction in their own beliefs and ideals
- Engage in behaviours designed to impress the followers that the leader is competent. This impression of management bolsters trust in the leader’s decisions and increases willing obedience by followers
- Articulate ideological goals relating the mission of the group to deeply-rooted values, ideals and aspirations shared among followers
- Set an example in their own behavior for followers to imitate. This role modelling involves more than just imitation of leader behavior. Followers who admire and identify with a leader are likely to emulate the leader’s beliefs and values
- Communicate high expectations about follower’s performance while simultaneously expressing confidence in followers. Leaders with strong referent power can induce followers to set high performance goals and gain their commitment to those goals
- Behave in ways that arouse motives relevant to the group’s mission. Arousal of achievement motivation is relevant for complex, challenging task requiring initiative, calculated risk taking, personal responsibility, and persistent effort.

*Gary Yukl, Leadership in Organisation [1998]*

### **C) Servant Leadership**

So in the 21st century leadership development needs to focus on integrity and ethics, as well as the other traditional qualities that good leadership demands. All employees as well as managers should take responsibility for and the opportunity to practice good leadership, at all levels of the organisation

*Without a doubt, **Servant Leadership** is the highest ethical leadership approach we have – not so much about the outward methods, a leader should use, but rather the heart and motivation of the leader. Servant Leadership takes a much more long-term approach, which would have helped many of the bankers, et al.*

*Terry Tennant*

*The concept of **Servant Leadership**, first described by Robert Greenleaf, is leadership upside down because leaders transcend self-interest to serve others and the organisation. Servant leaders give things away – power, ideas, information, recognition, credit for accomplishments, and even money. Servant leaders truly value other people. They are trustworthy and truly trust others. They encourage participation, share power, enhance others' self-worth, and unleash people's creativity.*

*Management – Samson & Daft [2009: p 578]*

*Leadership development cannot take place purely as a special event in an expensive off-site location by pumping accepted theory into people's brains*

*David Bull*

*In our companies now we will be increasingly looking to the leadership of generation Y; a group who are likely to be on the first rung of a leadership ladder and for whom ethics have a high priority. It will be a group that, in all probability, will have to carry the greatest burden from [the] recession across the next decade and this will no doubt influence them in their own leadership. Whilst we all appreciate good leadership, Gen Y demand those things.*

*Jennifer Buttery*



## **D) Distributed Leadership**

*Many of us working in the domains of leadership and organisational development would suggest that organisations themselves are on the cusp of change. This is a change away from structures which are hierarchical and mechanistic towards those that are more organic, responsive and self-regulating. The glue for this is a different kind of leadership being practised at every level. **Distributed leadership** is the work of everyone, wherever they sit and whatever their role, sharing responsibility for 360 degree leadership.*

*John Varney*

## **D) Authentic Leadership**

*Future leadership must be distinguished by the idea of authenticity. **Authentic leadership** [i.e. leadership that rings true] is not an outward technique or show but comes from deep within the person. The work of leadership is to evoke such authenticity throughout an organisation. It is then a tautology that authentic leadership is ethical leadership and that authentic leaders are those with integrity.*

*John Varney*

*If you aim for the moon and are a millimeter out you will miss it by a thousand miles. It is the same with development, getting the initial stage right is better than detailed evaluation at the end to prove just how wrong you were.*

*Graham O'Connell*



## Activity 1

## Leading or Managing?

Given the learning environment is positive in an organisation, **leadership managers** will be able to lead and manage simultaneously.

Read the following and circle where the leadership manager was leading **L**, managing **M** or both.

Answer and submit this and the question over the page as part of this activity.

L	M	Giving staff a voice and space to achieve their potential at their own optimum performance level.
L	M	Keeping an open mind on how staff performs, especially in frontline and middle management positions and encouraging innovation.
L	M	Exchanging information, ideas and tactics and celebrating success stories
L	M	Making sure regulations assist staff ie, commitment to equal opportunity, OH & S, diversity management & participative work practices.
L	M	Constantly reflecting on staff operations and exercising continuous improvement in the workplace.
L	M	Exercising personal judgement on issues that require sensitive decision-making
L	M	Delegating management tasks to staff on a rotating basis so that stress and over-commitment is avoided.
L	M	Leading by example, modelling appropriate behaviour and not in a “boxed” environment, i.e. Deskbound sending out endless emails and not interacting on a daily basis.
L	M	Holding staff forums where staff can express their views on management decisions and come up with positive solutions.
L	M	Making sure that a positive learning environment is maintained in the workplace via an inclusive learning culture.
L	M	Introducing an in-house mentoring program especially for new staff.
L	M	Not asking staff to complete unrealistic expectations on timelines that can’t be met.
L	M	Organisation’s vision, strategic objectives and required standards or performance are discussed with others in the workgroup
L	M	Purpose, objectives, roles and responsibilities in the workgroup are developed in accordance with organisational requirements and objectives.

**Question:** Are you a leader or manager? Using the above Task 1, explain how within your team/workgroup you facilitate commitment to your organisation’s objectives and standards.


## WORKGROUP IN ACTION

### Leadership in the Workplace

“Leadership managers need to give of themselves”.

As explained previously, **leadership managers** must embrace new thinking, new directions, understand change in the workplace and effectively and efficiently adopt new work goals, and maintain a positive work ethic with staff.

### Leadership: What the Critics Say

In the 21st century, new challenges await the leaders of organisations, especially in the financial and commercial sectors of the community. Learning from past mistakes will be a priority, let alone new ways to cope with a leaner more responsive society demanding better outcomes. Under the microscope will be leadership and training as the recent economic downturn has demonstrated spectacular shortcomings of some business leaders.

So what are some of the critics saying?

*In future we are going to need to see hard evidence that time spent on leadership development is making a real difference.*

*Paul Keanes, PWL*

*One of the major failures of leadership development is evident in leadership behaviours ... We have seen that leadership in the financial sector has been characterized by complacency, arrogance and greed. None of which are symptoms of good leadership*

*John Adair*

*However, it is not just the flaws and weaknesses in leaders' behaviours that are to blame. The spotlight has also fallen on business schools. Were they not supposed to be teaching the right skills to ensure leaders would be well equipped to manage unexpected and unusual business circumstances?*

*The approach to leadership development to date has been that Harvard Business School has all the answers so we will just wait to see what they say and introduce it. This is rubbish and someone has to say so.*

*John Adair*

*HR departments have become obsessed with pieces of paper. Attending a leadership development retreat brings that piece of paper but not necessarily change in the person's leadership skills in the workplace.*

*The qualities required of a good leader have not changed ... These are still enthusiasm, integrity and a tough and demanding approach, combined with fairness, warmth and humility.*

*John Adair*

*Ethics and integrity have risen to the top of the leadership development agenda, due to the scandalous behavior of some of the banks. No matter where someone sits in the organisation, they should look at how they can be a leader and show leadership qualities. Organisations will therefore need to make better use of people and give them the skills to enable them to lead upwards.*

*Sharon Turnbull, Director of the Centre for Applied Leadership Research*

## **Leadership and an Entrepreneurial Culture**

The assumption that all employers in the VET sector need to be entrepreneurial in their operations is not sustainable. However experienced teachers and trainers, as a collective group, can pursue an entrepreneurial culture by:

- Recognizing that innovation and change energises a workplace
- Placing emphasis on investment and resources
- Identifying leadership behavior in the group
- Seeking freedom to experiment and seize opportunities
- Developing active networks for marketing courses
- Rewarding staff who achieve outstanding results
- Supporting entrepreneurial endeavour
- Giving credence to new thinking
- Eradicating fear and suspicion in the workplace



## Activity 2

## Leadership in Action <sup>1</sup>

Choose and circle your most likely reaction to each of the following scenarios, and check your answers at the end to find out your management style.

### Question One

A flood has made the ground floor of your office block unusable. You have deadlines to meet and meetings to attend. You assemble all of your staff on the first floor and:

- a) Tell them that a cramped desk is better than no desk at all.
- b) Tell a subordinate to organise a desk-sharing system and concentrate on getting the ground floor back in use.
- c) Pass around the biscuits and organise team-building activities.
- d) Outline the available options, ask your staff for suggestions, and then hold a vote.
- e) Find a patch of desk-space and crack on with your work. The most important thing is to set a good example.
- f) Organise an impromptu training and development day.

### Question Two

You have been alerted to a staff member who spends office hours trawling the internet for rare books to feed his bibliophilic addiction. You call him into your office for a private chat, and he tells you that he finishes his work early and gets bored. You:

- a) Force him to apologise to his colleagues and to work in your office, so that you can keep an eye on him.
- b) Inform him of company policy and tell him that if he doesn't change his behaviour he will face disciplinary action.
- c) Tell him it is best if he keeps his reading habit for outside office hours. Suggest he starts a book club.
- d) Ask him for suggestions as to how he might improve his behaviour.
- e) Get him to shadow you for a day so that he can see how much you work.
- f) Explain that his behaviour is demoralising other staff. Offer him a secondment to a more challenging department.

### Question Three

A staff member consistently finishes her work early, and to a higher standard than her colleagues. You ask her to help you prepare a report, but it arrives on your desk late and full of careless mistakes. You:

- a) Tear up the report in front of her and tell her to do it again.
- b) Tell her that if she wants to be considered for promotion then she needs to maintain her high standards. Offer her the chance to rewrite the report.

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<sup>1</sup> [www.knowledgetrain.com.uk](http://www.knowledgetrain.com.uk)

- c) Say nothing about the mistakes, but ask her if she feels too pressured by the extra workload.
- d) Go through the report together with her, asking her to point out any possible improvements.
- e) Send her a copy of the corrected report.
- f) Go through your suggested corrections with her, and offer to send her on a short business-writing course.

#### **Question Four**

It's 8pm and you have been in the office since six in the morning, trying to tie up the loose ends of project due the following day. It is your wife's birthday, and you haven't bought her a card yet. One of the three colleagues who have worked late with you gets up to leave. You:

- a) Demand that he stays until the work is finished.
- b) Demand that the work be finished by the deadline on the following day.
- c) Offer him a lift home.
- d) Ask all three if they think it is time to stop for the night.
- e) Tell him to run to the shops and get a card for your wife while you finish off his work.
- f) Go home. Book everyone on a time-management course.

#### **Question Five**

You discover that frequency with which kettles are boiled and re-boiled in the office contributes more to electricity costs than heating and lighting put together. You:

- a) Throw away the kettles.
- b) Organise a roster for making drinks, so that kettles are used with less frequency and more efficiency.
- c) Hold tea breaks so that staff are less inclined to boil the kettles at other times.
- d) Ask the staff to keep records of when they boil kettles, so that they can become aware of whether their behaviour is inefficient.
- e) Display a bottle of cold water on your desk.
- f) Spend a morning explaining the financial and environmental benefits of saving electricity.

#### **Question Six**

A member of staff starts coming to work in jeans and trainers. This does not affect her work, as she does not meet members of the public or clients, but other staff members have begun to complain. You:

- a) Order her to dress more smartly or resign.
- b) Put up posters indicating the correct dress code.
- c) Organise a casual-wear day, so that she will realise jeans are for special occasions.
- d) Send around a dress code survey, asking staff to suggest improvements.
- e) Pay more attention to your own smartness.
- f) Explain the impact that a smart appearance has on colleagues, clients and employers.

**Mostly a**

You go for the coercive style: you work well in crisis situations, and prefer to use the stick than the carrot. You demand immediate obedience, and do not tolerate hangers-on.

**Mostly b**

The authoritative manager demands results with the same force as does the coercive, but instead of requiring that specific tasks be completed now, states the deadline and goal, and leaves the staff to decide their own route there.

You are an asset in times of change, and have strong long-term vision.

**Mostly c**

In contrast to the coercive and authoritative managerial types, you prefer to think more about the well-being of your people. You are an affiliative manager. You are concerned to create harmony in the workplace, and hold the principle that “people come first”.

**Mostly d**

The democratic manager is also staff-aware, but instead of focusing on building social relationships, you involve your staff in the management of the organisation. The words most commonly on your lips are: “What do you think?”

**Mostly e**

You are a pace-setter. A high-achiever and a conscientious worker you demand the same from your staff. You are not afraid to work at the same level as your staff in order to demonstrate what needs to be done and how they should do it.

**Mostly f**

You are a coaching manager. You consider it important to develop the long-term potential of each employee, rather than focusing on short-term results. You organise development plans, training days and coaching sessions.

## WORKGROUP IN ACTION

### Managers and Leaders: Some definitions

*Lead is from an Anglo-Saxon word meaning a road, a way, a path. It's knowing what the next step is. Managing is from the Latin, manus a hand; it's about handling and is closely linked with the idea of machines and came to prominence in the 19<sup>th</sup> century as engineers and accountants emerged to run what had previously been entrepreneurial businesses. Managers can be appointed leaders, [but] must be ratified in the hearts and minds of those who work for them.*

*John Adair Professor of Leadership, Surrey University, U.K.*

*Leadership is often confused with management. As I see it leadership revolves around vision, ideas, direction, and has more to do with inspiring people as to direction and goals than with day-to-day implementation. One can't lead unless one can leverage more than his own capabilities. You have to be capable of inspiring other people to do things without actually sitting on top of them with a checklist.*

*John Sculley, CEO PepsiCo.*

### Management versus Leadership

"To manage, one must lead ", says W Edwards Deming, Quality Guru.

Gary Yukl, in his book *Leadership in Organisations* (1998) opens up the argument about what constitutes leadership and management in the workplace and can they come together. He says inter alia:

*There is a continuing controversy about the difference between leadership and management. It is obvious that a person can be a leader without being a manager, and a person can be a manager without leading ... Nobody has proposed that managing and leading are equivalent, but the degree of overlap is a point of sharp disagreement. Some writers contend that the two are qualitatively different, even mutually exclusive. The essence of their argument seems to be that managers are oriented toward stability and leaders are oriented toward innovation*

*A contrary view is taken by other writers, who find no good purpose served by assuming it is impossible to be both a manager and leader at the same time. From their perspective, it is desirable to view leading and managing as distinct processes, but not to view leaders and managers as different types of people.*

*Gary Yukl, Leadership in Organisations [1998: Pp 4-5]*



## The Spirit of Leadership

Robert J Spitzer has written an inspiring and hopeful book, *The Spirit of Leadership* (2000). He concentrates on Spirit, Trust, and People and believes firmly in human attribution as the heart of leadership in organisations. The following quotes are worth discussing in a group to discern how leadership is viewed in organisations.

## WORKGROUP IN ACTION

### Question: What is leadership?

“Effective people, teams and organisations require not only skills and structures, but also spirit, trust, and vision, because these qualities are necessary for open communication, common cause, and synergy.”

“If ... leaders foster a community of spirit, trust, and vision, the five organisational debilitations (fear, compulsive ego, passive aggression, resentment/anger, and suspicion) will decrease.”

“Surprisingly, the vast literature on organisational change concentrates on strategic planning, process building, and re-engineering, but pays little attention to the most important factor in change: people. People alone ask questions, see problems, form goals and ideals, transcend their present state, surmount obstacles, shift thinking, create environments, form unities, and pursue common causes.”

“Despite [the] obvious benefits of fostering a ‘*people-friendly*’ culture, some experts in the art of leadership tend to de-emphasize it. They argue that product and process development are ‘hard’ disciplines, but people development is a ‘soft’ discipline”.

Spitzer goes on to outline his views on Inspired Leadership versus Driven Leadership.

For Robert Spitzer, “an **inspired, (spirit imparting) leader** leaves a longstanding legacy because she cultivates open communication, an atmosphere in which risk can be taken, a desire to imitate her spirit, a sense of collegiality, trust worthiness and a confidence about the imminence of success”.

The opposite is true of the **driven leader** who according to Spitzer, “forgets about ‘collateral issues’”. These include enthusiasm, goodwill, morale, serendipity, open communication and trust. Fear, resentment, suspicion, compulsive ego and passive aggression come from some driven leaders, thus engendering a debilitating work environment.

Spitzer also reminds us of the ‘**Common Good**’ overlooked by many leaders. Indeed, inspired leadership can be seen in the lives of philosophers — Plato, Locke, Rousseau, Confucius, Thoreau and Dewey to name but a few. What defines a group leader is his or her vision of the common good? As Spitzer says,

*If a leader does not seek and support talents and strengths other than his own, the organisation will decrease in specialization, self-motivation, and adaptability. Finally, if a leader does not act with courage and justice then he will create inequity as well as injustice.*

Finally a thought from Jeffrey Pfeffer, Professor of Organisational Behaviour in the Graduate School of Business, Stanford University in his book *Managing with Power* (1992: p7)

*The inability to get things done, to have ideas and decisions implemented, is widespread in organisations today. It is moreover, a problem that seems to be getting worse in both public and private sector organisations. It has led to calls for better leadership, and laments about the absence of leadership in many spheres. It is my thesis that problems of implementation are, in many instances, problems in developing political will and expertise — the desire to accomplish something, even against opposition and the knowledge and skills that make it possible to do so.*



**Activity 3**

**Making it Happen**

What strategies can you devise to have a **leadership manager** assume the top job rather than pander to the mediocrity who invariably don't or can't perform, but give the impression that they know how to control?


## The Leadership Manager at Work

Given the learning environment is positive in an organisation, **leadership managers** will be able to lead and manage simultaneously by:

1. giving staff a voice and space to achieve their potential at their own optimum performance level
2. keeping an open mind on how staff perform, especially in frontline and middle management positions and encouraging innovation
3. exchanging information, ideas and tactics and celebrating success stories
4. making sure regulations assist staff and not the reverse, where staff are constantly hindered by bureaucratic over-regulation
5. constantly reflecting on staff operations and exercising continuous improvement in the workplace
6. exercising personal judgement on issues that require sensitive decision-making
7. delegating management tasks to staff on a rotating basis so that stress and over-commitment is avoided
8. leading by example and not in a “boxed” environment, i.e. deskbound sending out endless emails and not interacting on a daily basis
9. holding staff forums where staff can express their views on management decisions and come up with positive solutions
10. making sure that a positive learning environment is maintained in the workplace via an inclusive learning culture
11. introducing an in-house mentoring program especially for new staff; and
12. not asking staff to complete unrealistic expectations on timelines that can’t be met on time, eg COB 5.00pm



### Activity 4

### Discernment at Work

How do the above 12 statements above stack up in your organization?


How relevant are these 12 statements in your thinking as a manager?


### **Committed Leadership within Learning Organisations**

**Leadership managers** by their very actions, inclination and desire have an important role in driving an organisation along the path of inclusiveness. That all employees manage their daily workloads and yet lead by example in their dealings with each other is a concept that needs entertaining in management theory.

The learning organisation in the 21<sup>st</sup> century must exhibit characteristics such as

- The inclusion of diversity issues in business strategies
- Networking across the organisation
- Outstanding team practice
- Generating new knowledge
- The creation of intellectual capital.

In order to develop a learning organisation committed leadership is a must to:

- Create a shared vision that reflects the realities of the workplace
- Refine, shape and support the vision, mission and organisational objectives
- Examine the strengths and weaknesses of the organisation and diagnose how to make the change to a learning organisation
- Design and support incremental plans, processes and tools to bridge the gap
- Include motivating factors that propel the organisation into the future
- Survey all the stakeholders and create an active dialogue to gather facts about values and ideals that enhance job satisfaction
- Engage in learning, training and other professional development activities
- Promote strong networks of relationships and peer support rather than pressure.

Given the pressures of the workplace, commitment and effort are difficult to sustain. Successful outcomes will emerge if **leadership managers** maintain a constant presence in the learning organisation.

*Dwyer & Hopwood, Management Strategies and Skills [2010: p 591]*



## Activity 5

## Home Territory

In groups, give an assessment of staff abilities, knowledge and skill base in your current work environment. Who leads? Who manages? Who does both? Do some staff have potential to lead and manage simultaneously? What changes would you recommend to encourage **leadership management** in your workplace? Share your views with others in the group. Is there a perceived pattern of division between leaders and managers? Who creates this division and why is it not sustainable?


### Discernment and Management

The following checklist has been devised to deliberately provoke comment and debate about learning and training in the workplace. We all recognize various learning, leadership and management styles. However, is education and training progressing in the right direction or have we begun to entertain the notion of *artificial education* that focuses on processes rather than people?

Compliance in our daily workload is fast becoming the motif of the mediocrity and the abiding interest of Human Resource Departments and Quality Units. We need a balanced scorecard.

Educators are increasingly concerned about the pathway of management or mismanagement of learning institutions. Fortunately with quality audits in place, high standards can be met by most learning institutions. Quality assurance in the workplace ensures that standards do not falter. But are we now becoming obsessed with audits in the workplace? Are we overly concerned with staff failure in quality work practices? Do we need to have a watchdog on our performance standards?

As educators we need to make sure that learning comes first and that we take responsibility for quality content of courses by our professional status.



## Activity 6

## Discernment and Reflection

Discern and reflect on the following checklist from your perspective in middle management. You can re-write the list, delete, add if necessary, revise etc., but exercise your judgement. Where do you stand? Are you prepared to challenge the status quo?

<b>CHECKLIST FOR LEADERSHIP MANAGERS©</b>	
<b>OPEN EDUCATIONAL THOUGHT</b>	<b>BLIND EDUCATIONAL THOUGHT</b>
Best-practice	Mediocrity thrives
Trust	Lack of trust
Discernment	No discernment
Exercises judgement	Lack of judgement
No fear	Fear driven
Encourages constantly	Sits off and picks off
Shows leadership	Attends leadership courses
Delivers creatively	Relies on templates
Keeps own personality	Changes personality (stress)
Freedom of thought	Thinking not relevant
Shows initiative	Wants to be directed
Celebrates achievement	Ignores achievement
People power evident	Screens people out
Won't entertain game-playing	Plays the game for the security of position
Puts ideas into practice	Blocks and undermines ideas
IT skills only a tool	Obsessed with IT skills as an end
Has respect for colleagues	Puts people on the margins
Open-ended	Compliance driven
Regulations work for them	Works for the regulations
Rarely attends meetings	Frequently attends meetings
Reflects then acts	Time management mania
Remains calm in crisis	Bullies people (bossy)
Performs constantly	Performs spasmodically
Practices teamwork	Talks about teamwork
Professionally motivated	Attends PD as a compulsory exercise

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CHECKLIST FOR LEADERSHIP MANAGERS	
OPEN EDUCATIONAL THOUGHT	BLIND EDUCATIONAL THOUGHT

## WORKPLACE LEARNING

### Professionalism on the Job

**Leadership managers** by their skills, knowledge, training and inclination adopt an inclusive learning stance within their organisations. To them an inclusive learning culture is vital to the longevity of an organisation and the welfare of employees.

Surprisingly, the notion of a workplace learning environment has only been in focus as a priority in organisations since the 1980s. Prior to that time learning did occur on the job with new staff learning from the 'old hands' or line managers. Interestingly the wisdom and accumulated knowledge was eagerly accepted by staff as they came to respect the 'elders' of the organisation. The knowledge is still passed on. Unfortunately, in general, the wisdom is not, due to the obsessive nature of policy makers who continue to emphasise compliance and adherence to masses of procedures in order to affect control. Fortunately, thinkers still find a place in organisations. Some of these thinkers still have the opportunity to pass on their wisdom, but at what price?

In the 21st century, the age of the 'knowledge economy' is with all of us and organisations continue to grapple with the volume of information generated by all employers and employees. It is imperative that organisations have an open door policy to learn to cope with the expanding 'knowledge economy'.



## Organisational Learning

Bob Garratt, a leading thinker and commentator on learning organisations says,

*the idea of organisational learning is both the biggest break-through in business and management thinking of the last few decades and is, more importantly sustainable. I argue that the development of conscious organisational learning is crucial to the survival and development of our enterprises and of our civil society. It is not another management fad ...*

*Garratt, Bob The Learning Organisation, [2000:p4]*

Garratt is a protagonist for on-going and relevant professional development in all organisations, as maintaining a high level of workplace learning must be a priority of management. Garratt also reminds us about the follies of corporate management in the 1980s-1990s saying,

*Constant economic pressure has decimated managerial jobs over the last two decades. In the short term this has often proved cost-effective but many organisations are now finding that after just two or three years there is a longer term cost to pay. They have also thrown out their experience base — the corporate memory — with those managers and workers; leaving a less capable organisation at a time when growing organisational adaptiveness is needed. Down-sizing and 'right-sizing' are leading in many cases to organisational capsizing ...*

*Garratt, Bob The Learning Organisation [2000: pXV]*

On a positive note Garratt says,

*The twenty-first century organisation is driven by regular and rigorous learning particularly through open and critical review and debate, at all levels of the organisation, continuously as part of its normal work.*

*Garratt, Bob The Learning Organisation [2000: pXVI]*

## An Inclusive Learning Culture

For an organisation to flourish in a positive working environment, it is imperative that managers and staff embrace and promote an inclusive learning culture. Unfortunately some employees are excluded in the learning process due mainly to hierarchical structures and poor leadership. This leads to apathy, poor performance, marginalisation and stress in some keen employees who want to achieve.

Employees have a sense of belonging, i.e. wanted, valued, when they feel included rather than excluded from learning experiences and decision-making. Not that there is a conscious

move on the part of managers to exclude them, but more consultation and dialogue would make for an inclusive learning culture.

An inclusive learning culture in an organisation is one that:

- Values and respects differences in people
- Promotes learning in the workplace
- Supports all employees in participating in learning opportunities not just compulsory professional development now evident in many organisations
- Explores the benefits of learning on the job
- Recognises and rewards learning in a complex work environment
- Provides opportunities to develop the generic skills of all staff, not just the select few
- Offers several pathways to staff in achieving their learning goals, and
- Believes in individual growth and a non-stressful environment

### **The Three B's: Being, Becoming, and Belonging**

These three words alone sum up an inclusive learning culture in practice, for an inclusive learning culture can't operate in a vacuum. An employee must be himself/herself, not a replica of others (being). A staff member must strive and have the opportunity to become someone in the organisational structure, (becoming) and all staff members must have the capacity and pathway to be part of an organisation without hindrance (belonging).

Inclusive work practices include the way in which we:

- Enable individual differences and needs to be identified
- Show respect for individual's rights and confidentiality
- Encourage people to think about their attitudes towards difference, so that communication and professionalism can be improved
- Promote equitable participation
- Deliver training and provide time for learning
- Assess or evaluate the development of skills
- Encourage and enable learners to participate
- Support learners to get a good outcome
- Provide learning opportunities on the job
- Recognise learning and achievements and
- Disseminate information about training programs.

## **Development of a High Performance Workgroup**

Workgroups are:

- two or more people who routinely function like a team - teamwork
- people who may or may not work in the same department
- people who are dependent on each other for the achievement of a common goal.

Workgroups may include an existing team; a business unit; a group formed for a special purpose or project; a group of community members; volunteers and members of the public.

### **The Workgroup as a Team**

Working together to achieve common goals is teamwork and each member of the workgroup should be encouraged to make contribution and suggestions. Encouraging a team approach ensures that the workgroup members speak to one another and coordinate their efforts toward a shared goal but individuals in the group must be supported to use, share and develop their skills also. This support can be facilitated through professional development plans and professional development activities which may include formal and non-formal training and mentoring/coaching.

Providing ongoing development opportunities to workgroup members allows them to feel valued, more self-sufficient, places the team in a better position to respond quickly to change and encourages individuals to expand their range of skills. It is also a way to attract and retain talented people, to ensure that staff fulfil their potential and adapt to the company's strategic requirements.

### **Allocating Work to the Workgroup**

Work allocation is an important consideration and work is distributed amongst the workgroup after consideration of current skills, work load, location, cost and availability. Development of staff provides future options on work allocation succession planning and also provides a sharing of the load among the team.

### **Implementation of New Work Practices**

There are many potential benefits to consultative leadership and they include: joint decision making, reflection on team activities for opportunities for improvement/ innovation and democratic leadership or power sharing. In addition, consultation should be encouraged as it aids in the facilitation of change and staff are more committed, less competitive and more collaborative when working on joint goals.

If however leaders ignore opinions of the workgroup, this may lead to cynicism and feelings of betrayal.

## Conflict and Other Issues within the Workgroup

Conflict and other issues which affect the performance of workgroups should be resolved within the workgroup wherever possible.

Conflict and other issues can arise from miscommunication and misinformation, real or perceived differences in values, perceptions, beliefs, attitudes and culture. Conflict must be managed and can be a driving force of change which can result in improved decision making processes and workgroup development. By following a communication framework to manage the conflict constructively, teams can mediate their own conflicts which can improve productivity and group relationships. The basic skill for dealing with conflict is to discuss the conflict in such a way that people don't feel personally attacked: ask questions to determine the source of conflict, set ground rules, get the workgroup to 'buy in' on the ground rules, no personal attacks, ask questions to understand the issue, one person speaks a time and discuss possible solutions to the conflict.

Where possible, conflict should be resolved within the workgroup but when this is not possible the matter should be referred in accordance with organisational policy and procedures.

	Activity 7	Workgroups
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Why is it important to consult workgroup members before implementation of new work practices?

Why do you think an organisation should encourage workgroups to resolve any issues within the workgroup?


## ENSURE TEAM EFFECTIVENESS

Teamwork is often encouraged by managers wanting high performance from employees. Usually a project has a chance of coming up with a positive result if a team works harmoniously and effectively. However, teamwork is not straight-forward and barriers exist to hinder positive progress.

### Team Management

Bringing together high performing teams and facilitating team cohesion and teamwork must be one of the major roles of team leaders and managers. To accomplish this priority, team leaders and managers need to consider:

- Team inclusiveness strategies
- Policies and procedures
- Feedback, incentives and recognition and rewards
- Processes to manage issues and conflicts
- Team activities and communication
- Support of team members to identify and resolve work problems and find solutions.

In order for the above to operate, selecting the right team members is the first priority of managers. People and processes determine team performance, not just processes.

	Activity 8	Critical Discussion
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Discuss in groups how you go about selecting team members for a major project in your organisation. Concentrate on skills, knowledge, corporate memory, team playing, and ability to achieve.


## Team Leadership

On the surface, team leadership involves understanding the elements and characteristics of a high level performing team. In the past it was easy to recognise who the so-called leaders were in an organisation. Mostly they were the senior managers and executives telling those under their control what to do, when to do it and how to do their job — authoritarian management at work.

Today in a complex and fast-paced work environment there are more employees taking leadership roles across all levels and sections of organisations. Some organisations have 'self-directed' or 'self-managed' teams where the group, as a whole, has responsibility for its performance and outcomes. Different members with different expertise and experience provide leadership in those specific areas. Action learning sets can be a way to discuss difficult issues.

For a team to make progress, the leader needs to create energy, synergy and a 'bloody' good reason why the team exists and its purpose. The elements at work in a team are:

- the team members
- the group dynamics and characteristics
- motivation and encouragement
- the level and type of conflict between individual team members
- the managing of interference and blockages and
- the policy and procedures of the organisation.

As a **leadership manager**, it is vital that you allocate time to analyse the various roles and responsibilities of team members.

Transparency is the key to successful functioning groups, but in order to achieve this factor attention must be paid to the various political agendas of team members.

It is also vital to maintain regular and open communication with team members and senior staff. When meeting as a team, all members should be encouraged to freely contribute their ideas and develop leadership management skills.

Team cohesion is not always possible, so to manage any conflict diplomatically pay attention to:

- differences in motivation i.e. needs, objectives and values
- perceived differences in the amount of work being done (workload), responsibilities, behaviour, work standards, ethics and culture
- team members, who are unwilling to communicate, work through work issues and who are not prepared to compromise on decisions.

## **Team Performance**

There are various ways to keep a team performing at optimum level. They are:

### **a) Support the team**

Clearly define team goals and other expectations. Recognise and celebrate team success. Rotate team member duties. Make sure the team has ways to evaluate its progress in both task and process.

### **b) Publicise the team's achievements**

Make sure the rest of the organisation hears about how well the team is achieving including milestones to date.

### **c) Keep training team members**

Involve the team in deciding their own training needs, especially new team members.

### **d) Keep reviewing the team's purpose**

This may well change in light of changing organisational priorities. If it does not change, the review will serve to refocus members, and set new goals to challenge team members so momentum is not lost.

### **e) Keep working on team process and procedures**

It is easy to forget the team guidelines set when the team was established. This means that processes in place may slide away if not monitored.

### **f) Rotate tasks**

If members' tasks become monotonous, once mastered, rotate them. This not only keeps interest and morale high, but also ensures members are up-skilled.

### **g) Encourage as much participation in decisions that affect them as possible**

The team determines the processes, materials, equipment and activities as a unified approach.

### **h) Compensate the team**


If part-time members of staff work with the team, make sure they are compensated for the extra work and time they contribute.

**i) Keep communicating**

Hold regular meetings to review the progress of the team, introduce new initiatives and have a steady flow of information.

**j) Keep team members balanced**

Make sure you have a balance of skills and personalities in the team.

	Activity 9	Team Performance
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Suggest ways a team can measure the performance of team members; and what should a **leadership manager** do if poor performance is encountered.


## SUSTAINABILITY IN THE WORKPLACE

Education and training institutions along with industry recognize the necessity to promote and respond to a sustainable workplace. The Australian Government has responded with several documents focused on Green Skills, the Vocational Education and Training sector and environmental sustainability. There is a need to identify skill needs, developing appropriate curriculum, up-skilling training providers and to train to update and increase sustainability in the Australian workforce.

### Definition

Sustainability comes from the verb “to sustain” which means various things - to hold up, to support, to provide for, to maintain, to sanction, to keep going, to keep up, to prolong and more.

In reality sustainability is about making sure that our actions today do not impact, limit, or reduce the options and standard of living for the future. When a process is sustainable, it can be carried out over and over without negative environmental effects.



*Many people think sustainability as just being about the environment. It is important to understand sustainability in terms of the relationship between social, environmental and economic aspects of life and human interaction with each other and the planet.*

*Integrating Sustainability into Teaching Practice TAFE Development Centre [2010: pp 15-16]*

The Bruntland Report in 1987 made the compelling suggestion that the world would have to change many of its ways of doing business and living, or face intolerable levels of irreversible environmental damage and human suffering. In Australia, the Garnaut Climate Change review, final report in 2008, warned that climate change is proceeding faster than anticipated and emphasized the importance of committing to reduction targets by 2020. This Report also recommended the introduction of an Emission Trading Scheme, now a contentious issue politically and economically in Australian society.

In the past, business and corporate ideologies viewed environmentalism as a threat to the economic bottom line. This view is now changing as the market power of greener, safer products and production processes are being recognized (and demanded) not only by consumers and governments, but also shareholders and investors.

Some sections of the business industry are now taking the position that innovation and business transformation can be combined to produce previously untapped opportunities to gain a healthy competitive advantage, reduce costs, increase employee and customer loyalty, while protecting and improving the health of the environment and people. The term “business sustainability” gives expression to this idea and the associated beneficial outcomes.

*Integrating Sustainability into Teaching Practice TAFE Development Centre [2010: p 31]*

### **Learning for Sustainability**

Learning for sustainability, also known as education of sustainability for sustainable development, provides a new approach for current practice in Environmental Education. The new approach focuses on equipping learners with the necessary skills to be able to take positive action to address a range of sustainability issues. Learning for sustainability motivates, equips and involves both individuals and institutions in reflecting on how they currently live and work.

UNESCO's definition of Educational Sustainable Development about learning is to:

- respect, value and preserve the achievements of the past
- appreciate the wonders and the peoples of the Earth
- live in a world where all people have sufficient food for a healthy and productive life
- assess, care for and restore the state of our planet
- create and enjoy a better, safer, more just world
- be caring citizens who exercise their rights and responsibilities locally, naturally and globally.


Education for Sustainability has many approaches to learning in the workplace including:

- Mentoring
- Facilitation
- Interdisciplinary participation
- Participative inquiries
- Action learning.

	Activity 10	A Sustainable Workplace
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Reflect on your workplace and suggest activities and opportunities that contribute to a sustainable workplace.

[illegible]

	<div>Activity 11</div> <div>Your Leadership Role</div>
<p>List at least 5 strategies that you have found to be effective in developing a high performance work team (i.e. <i>encouraging staff ideas and innovations, rewarding high performance, providing staff with the opportunity for input and feedback into overall goals etc</i>).</p>	
<p>Describe an example of feedback you have given on performance, as a leader to a member of a workgroup. How was this feedback used to improve a work situation? (i.e. addressed issues of under-performance quickly and proactively, created a work environment which encourages open feedback from all members etc).</p>	
<p>How do you ensure the continuing development of yourself and your staff? (i.e. prepares individual and team professional development plans, reviews job roles and potential changes and plans training to address these etc.)</p>	

## Staff Interview

You are to interview one (1) staff member and seek the answers to the questions below:

1. What aspects of your job do you have to manage on a regular basis?
2. When do you have to be a leader in your work?
3. When is it difficult to show your leadership skills?
4. When is it possible to manage and lead at the same time?
5. How have you developed your leadership skills?

[illegible]