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Abstract: As businesses approached and entered the new millennium considerable attention was given to identifying the knowledge, skills, abilities and competencies that the manager/leader of the twenty-first century would require (Greenberg, 1998; Shapiro, 1999; Kaydo, 2000; Dimitrijevic and Engel, 2002; Kacena, 2002). The result was a collection of both tangible, measurable skills (e.g., knowledge of theories, concepts, financial procedure, etc), and intangible, 'soft-skills' that are hard to quantify (e.g., commitment, flexibility, adaptability, and vision). All of which suggest that the managers of the future will need to be both managers and leaders. Formal training, through colleges and universities, provides students with the tangible knowledge and skills required. However, acquiring the intangible 'soft-skills' is more difficult. Many of the soft-skills are related to specific industries and organisations, and may well be tied to the strategy, structure, values and culture of an organisation. Formal training, in its current form, is not able to develop many of the skills, attitudes and behaviours considered essential to the twenty-first century leader/manager. This change in emphasis has left organisations searching for answers. The re-emergence of mentoring as a popular development approach, the growth of workplace learning strategies and vocational education and training is a reflection of this search. To identify and develop the skills needed by their future managers/leaders, organisations need to look seriously at developing an in-house programme that transmits and develops the knowledge and expectations seen as essential for their success. This paper presents a model that draws upon the ideas and concepts presented in the workplace learning, mentoring and vocational education literature. By building a unique, focused programme each organisation should be able to develop employees capable of meeting the specific needs of the organisation both for the present and the future. Like today's managers, education must adapt and be flexible.

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Creating management leadership for the future: an integrated model.

ABSTRACT

As businesses approached and entered the new millennium considerable attention was given to identifying the knowledge, skills, abilities and competencies that the manager/leader of the twenty-first century would require (Greenberg, Joseph Harold Born 1915.

American linguist. His influential works include Languages of Africa (1966) and Language Universals (1966).

Noun 1.


American poet and critic known for his early poems concerning World War II and his later works in free verse. , 1999; Kaydo, 2000; Dimitrijevic and Engel means angel in German, Danish, Dutch and Norwegian and may refer to:

- "Engel" (song), performed by Rammstein
- Engel (role-playing game), a 2002 role-playing game

Engel is the surname of:

- Albert J. Engel (1888-1959), U.S.

, 2002; Kacena, 2002). The result was a collection of both tangible, measurable skills (eg. knowledge of theories, concepts, financial procedure, etc), and intangible, 'soft-skills' that are hard to quantify - A performance analysis tool from Pure Software.

(eg. commitment, flexibility, adaptability a·dapt·a·ble adj. Capable of adapting or of being adapted.

a·dapt·a·ble , and vision). All of which suggest that the managers of the future will need to be both managers and leaders.

Formal training, through colleges and universities, provides students with the tangible knowledge and skills required. However, acquiring the intangible 'soft-skills' is more difficult. Many of the soft-skills are related to specific industries and organisations, and may well be tied to the strategy, structure, values and culture of an organisation. Formal training, in its current form, is not able to develop many of the skills, attitudes and behaviours considered essential to the twenty-first century leader/manager. This change in emphasis has left organisations searching for answers. The re-
emergence of mentoring as a popular development approach, the growth of workplace learning strategies and vocational education, training designed to advance individuals’ general proficiency, especially in relation to their present or future occupations. The term does not normally include training for the professions.

and training is a reflection of this search. To identify and develop the skills needed by their future managers/leaders, organisations need to look seriously at developing an in-house programme that transmits and develops the knowledge and expectations seen as essential for their success.

In the context of general equities, keeping an activity within the firm. For example, rather than go to the marketplace and sell a security for a client to anyone, an attempt is made to find a buyer to complete the transaction with the firm. programme that transmits and develops the knowledge and expectations seen as essential for their success.

This paper presents a model that draws upon the ideas and concepts presented in the workplace learning, mentoring and vocational education literature. By building a unique, focused programme each organisation should be able to develop employees capable of meeting the specific needs of the organisation both for the present and the future. Like today’s managers, education must adapt and be flexible.

Keywords: manager, leader, development, workplace learning, mentoring, vocational education and training

1. INTRODUCTION

Since the late 1980s there has been a steady stream of papers hypothesising, proposing and reflecting upon the knowledge, skills and abilities required by the managers and leaders of the twenty-first century (Kakabadse and Mukhi, 1986; McKenna is usually a surname, and may refer to Andrew McKenna, American political organizer, Antoinette McKenna, Irish musician, Barney McKenna, Irish musician, Bernard McKenna, Scottish-born writer of television comedy, Bernard J. McKenna, mayor of the U.S., 1991; McKern, 1996; Greenberg, 1998; Domeyer, 1999; Shapiro, 1999; Buhler Buehler, Buehler, or Bühler may stand for: Buehler, manufacturer of scientific equipment, Buhler, Kansas, Community in Reno County, Bühler, Appenzell Ausserrhoden, Switzerland, Bühler, Swiss manufacturing company).

, 2000; Elizer, 2000; Kaydo, 2000). Now, in the early years of the twenty-first century answers are still being sought. What knowledge, skills and abilities are needed now, and in the future? What is the best way to develop the managers/leaders of the future?

Over the years considerable criticism has been directed at colleges and universities, and their perceived inability to equip

t.r.v. 

a. To supply with necessities such as tools or provisions.

b. graduates with the knowledge, skills, attitudes and abilities to meet the needs of business and
industry (Cooper, 1981; Kakabadse and Muhli, 1986; Karpin, 1995; Jones, 1996; McKern, 1996; and Talbot, 1997). This paper suggests that the answer may lie within the organisations themselves; not the formal institutions which have traditionally been relied upon to produce the leaders of the future. Whilst the formal programmes offered by colleges and universities go a long way towards equipping
equip
tr.v. equipped, equip·ping, equips
1. a. To supply with necessities such as tools or provisions.

b. graduates with the knowledge and outlook that they need to succeed, the more specific requirements of each organisation can only be met internally.

Developing a successful programme that will produce the management leadership needed for the future is a complex process that involves bringing together a number of different perspectives on formal and informal learning. It will require organisations to undertake a considerable amount of research, planning, design, implementation and evaluation. Much of which will also involve internal reflection and critical analysis of the organisation itself, how it operates and how its future is perceived. This article will outline the key elements involved in establishing such a programme and why this is considered to be the path to follow. The aim is to provide the reader with an understanding of the various processes involved and how they integrate to produce an effective learning and teaching approach. To accomplish this, the article will first examine the perceived needs of tomorrow’s business organisations. Second, the concepts of workplace learning, mentoring and vocational education and training will be discussed and their contributions to management leadership development examined. Finally, this paper presents a model that draws upon the ideas and concepts presented in the workplace learning, mentoring and vocational education literature, to build a unique, focused programme that can be tailored to the needs of each organisation.

2. MEETING THE NEEDS OF TOMORROW’S BUSINESS ORGANISATIONS

As there is no one accepted definition of managers and management, or a conclusive Determinative; beyond dispute or question. That which is conclusive is manifest, clear, or obvious. It is a legal inference made so peremptorily that it cannot be overthrown or contradicted. list of what constitutes management activity, it is impossible to gain agreement on the necessary knowledge, skills and abilities that prospective managers should have or acquire (Mathews Mathews is the name of several places in the United States of America:

- Mathews, Louisiana
- Mathews, Virginia
- Mathews County, Virginia

Mathews is also a person’s name. See .

See also Matthews, 1999a). Debate also extends to identifying what constitutes management/leadership education and what the correct or best form of management/leadership education is. Despite this lack of agreement, most formal management/leadership education programmes offer a similar range of subjects designed to provide the required knowledge and skills for future managers/leaders including interpersonal skills “Interpersonal skills” refers to mental and communicative algorithms applied during social communications and interactions in order to reach certain effects or results. The term “interpersonal skills” is used often in business contexts to refer to the measure of a person’s ability , leadership, conflict resolution, information processing: see data processing.

information processing

Acquisition, recording, organization, retrieval, display, and dissemination of information. Today the term usually refers to computer-based operations. , decision-making decision-making, n the process of coming to a conclusion or making a judgment.
decision-making, evidence-based.
n a type of informal decision-making that combines clinical expertise, patient concerns, and evidence gathered from, resource allocation resource allocation Managed care The constellation of activities and decisions which form the basis for prioritizing health care needs, entrepreneurial
en·tre·pre·neur
n.
A person who organizes, operates, and assumes the risk for a business venture.

entrepreneur
n. A person who organizes, operates, and assumes the risk for a business venture. [French, from Old French, from entreprendre, to undertake; see enterprise. , and introspection
introspection /in·tro·spec·tion/ (in?trah-spek’shun) contemplation or observation of one’s own thoughts and feelings; self-analysis.introspec’tive

entrepre neur
n. skills (Watson, 1993:17). Finding the correct or best way to provide this learning has resulted in a variety of different types of management/leadership development approaches and programmes. Whilst universities provide a sound introduction to the tangible knowledge and skills needed they also see their role as helping students "to widen wid-en
tr. & intr.v. wid·ened, wid-en·ing, wid-ens
To make or become wide or wider.

wid·en·er n. the horizons, conceptually, environmentally and emotionally to develop their analytical, analytic

self-awareness n. Realization of oneself as an individual entity or personality. " (Byrt, 1989:14), which involves "educating for the process of management and increasing the effectiveness of managers in a work situation" (Jones, Ball and Shellens, 1972:6).

Of particular importance in the development of managers/leaders is the relevance of what is being taught, and this is an issue that has been raised frequently (Cooper, 1981: Kakabadse and Muhl, 1986; Karpin, 1995; Jones, 1996; McKern, 1996; and Talbot, 1997). It is clear that there is perceived to be a gap between the knowledge, skills and abilities of graduates and the needs of business and industry (Karpin, 1995). Many have called for more effective management/leadership skills and greatly improved management/leadership education to achieve competitiveness in international markets (Karpin, 1995; Lamond, 1996; and Edwards, O'Reilly and Schuwalow, 1997).

The perceived mismatch mismatch

1. in blood transfusions and transplantation immunology, an incompatibility between potential donor and recipient.

2. one or more nucleotides in one of the double strands in a nucleic acid molecule without complementary nucleotides in the same position on the other between management/leadership education and management/leadership requirements is due to a variety of factors. The most fundamental of these is the changing context within which management takes place. Dramatic changes in the organisational, economic and technological context have resulted in significant alterations to managerial work, and therefore the skills and capabilities needed by managers to be effective (Worrall and Cooper, 2001). Worrall and Cooper (2001:34) argued that:
It is our view that the outcomes of these—and other—processes of change have brought about an intensification in the nature of managerial work and that this increased intensification of managerial work has radically changed the skills that managers need in order to be effective in the changed context in which they operate.

An examination of more contemporary literature on the current and future requirements of managers/leaders reveals a broad range of knowledge, skills, abilities and competencies (see Table 1) perceived as necessary for the twenty-first century (Greenberg, 1998; Shapiro, 1999; Kaydo, 2000; Dimitrijevic and Engel, 2002; Kacena, 2002).

Clearly, meeting these expectations will require a very different approach to the development of effective managers/leaders. The resulting collection of both tangible, measurable skills (eg. knowledge of theories, concepts, financial procedure, etc), and intangible, 'soft-skills' that are hard to quantify (eg. commitment, flexibility, adaptability, and vision) suggest that the managers of the future will need to be both managers and leaders. This presents both a complex problem and a unique opportunity.

Similarly, a review of contemporary literature which focuses more specifically on leadership and leader characteristics shows a parallel search for effective leaders and effective leadership education for the twenty-first century (Kacena, 2002; Stevenson, 1998; Smith and Peters, 1997). As with the concept of management, there is no clear definition of what constitutes leadership. It has been described by Parry (2001:164) as "... an ability, and a style and a process, which can be translated into a range of roles, activities, skills and behaviours". Stevenson (1998) in his search for an effective model of leadership development focused on the evolving nature of leadership, describing leadership as dynamic, constantly changing, maturing and experience related, and emphasised the developmental and long-term nature of leadership. Others have sought to describe leadership as a series of qualities and actions (Kim, 2001). Kim and Mauborgne (as cited in Latemore, 2001:174) draw upon ancient parables to illustrate the essence of good leadership. ... one of which explains that following a period of contemplation Contemplation

Three or more years. In the context of accounting, more than 1 year.

long-term

1. Of or relating to a gain or loss in the value of a security that has been held over a specific length of time. Compare short-term. nature of leadership. Others have sought to describe leadership as a series of qualities and actions (Kim, 2001). Kim and Mauborgne (as cited in Latemore, 2001:174) draw upon ancient parables to illustrate the essence of good leadership. ... one of which explains that following a period of contemplation Contemplation

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Izaak Walton's classic treatise on the Contemplative Man's Recreation. [Br. Lit.: The Compleat Angler]

Thinker, The
sculpture by Rodin, depicting contemplative man. The pupil returned to the master and told him what he had learnt...

The master nodded approvingly. 'To hear the unheard', remarked Pan Ku, 'is a necessary discipline to be a good ruler. For only when leaders have learned to listen closely to the people's hearts, hearing their feelings uncommunicated, pains unexpressed and complaints not spoken of can they hope to inspire confidence in their people, to understand when something is wrong, and meet the true needs of their citizens.

The demise of the state comes when leaders listen only to superficial words and do not penetrate deeply into souls of the people to hear their true feelings and their true desires.' (Kim and Mauborgne (1992), as cited in Latemore, 2001:174).

The varied nature of these required qualities makes developing manager/leaders for the future, encompassing all the above qualities, a challenge for education providers. Bolt (cited in Smith and Peters, 1997) argued that "At a time when leadership is more crucial than ever to our very survival, there is a severe shortage of people to lead corporations into the next century", and this can be attributed to the lack of any form of systematic leadership development. That leadership development that is available is very closely associated with the requirements of particular organisations and neglects some of the key attributes needed by future leaders--those of problem solving.

Process involved in finding a solution to a problem. Many animals routinely solve problems of locomotion, food finding, and shelter through trial and error, initiative and creative thinking. As Smith and Peters (1997) stated...

...leaders of out current and future business climate need not be highly charismatic individuals who create followers through personal magnetism. They are people who have developed the skills of thinking and acting "outside the box", who can confront and challenge old patterns, and spearhead new ones, at any level in the organisation. The problem is that we seem to know how to develop managerial skills but not these kinds of leadership skills....

Formal training, through colleges and universities, provides graduates with a lot of the tangible knowledge and skills required. However, acquiring the intangible 'soft-skills' is more difficult. Many of the soft-skills are related to specific industries and organisations, and may well be tied to the strategy, structure, values and culture of an organisation. Others are acquired through experience. The required balance of 'hard' and 'soft' skills has encouraged organisations to look beyond the traditional approach to developing their future leaders. Future Leaders is a UK schools-led charitable organisation that aims to widen the pool of talented leaders especially for urban challenging secondary schools. It was founded in March 2006 by Nat Wei, a former founder of Teach First. Managers.

By adopting a cross-disciplinary view of management/leadership education and development, organisations are able to take advantage of the strengths of various approaches, and see how these can be integrated to build a collection of programmes that better suit their needs (see Figure 1). To identify and develop the skills needed by their future managers/leaders, organisations have recognised the need to look seriously at developing an in-house programme that transmits and develops the knowledge and expectations seen as essential for their success. The re-emergence of mentoring as a popular development approach, the growth of workplace learning strategies and vocational education and training is a reflection of this search.
3. DEVELOPING MANAGERS THROUGH EDUCATION

In acknowledging the complex requirements of management/leadership in the twenty-first century it seems obvious that no simple approach will provide the solution to the perceived shortage of effective leader/managers. But is this really true? Are a series of complex, formal education programmes what is needed? To educate (6) leader/managers, and develop in them the qualities that organisations are seeking requires more individually tailored approaches, which consider both the organisation’s characteristics and those of the individual. To this end it is suggested that the broader conceptual approaches of workplace learning, mentoring and vocational education and training have a significant contribution to make, which may in fact be able to address the current lack of 'soft skills' in graduates. Each of these conceptual approaches will be addressed individually and their potential contribution to management/leadership development examined.

3.1 Workplace Learning and Management Development

Despite the relatively recent emergence of workplace learning as an important trend, and a concern of organisations, it is not a new idea. Various forms of workplace learning have existed since the beginning of formal and informal work patterns. The focus or emphasis of the learning may have changed, along with the name used; but some form of learning was taking place.

Numerous definitions of workplace learning exist (Marsick, 1987 as quoted in NBEET National Board of Employment Education and Training (Australia) , 1994; Holliday, 1994; Judith Tuvim Known as "Judy." 1922-1965, 1994; Holliday Hol·li·day, Judith Tuvim Known as "Judy." 1922-1965, 1994; Rylatt, 1994), all of which place emphasis on the importance of interpersonal in·ter·per·son·al adj.
1. Of or relating to the interactions between individuals: interpersonal skills.

2. and contextual influences, individual learning, reasons for learning, and how people respond to change. However, for the purposes of this discussion the following definition is used:

Workplace learning involves the process of reasoned learning towards desirable outcomes for the individual and the organisation. These outcomes should foster the sustained development of both the individual and the organisation, within the present and future context of the organisational goals and the individual career development. (Mathews, 1999b: 19).

The principal argument within this definition is that any workplace learning should produce desirable outcomes for the individual and the organisation, and assist development.

For workplace learning to achieve its stated objectives certain learning opportunities and conditions need to be evident within the workplace. Any attempts to improve the organisations efficiency, productivity, profit, or quality must begin by closely examining the workplace; ensuring goal clarity, evaluation of learning outcomes, effective group relations, improved collaboration Working together on a project. See collaborative software. All of which affect what type of learning takes place and how (adapted from Rosenholtz, 1989; as cited in NBEET, 1994:14).

Of particular importance are the conditions under which learning takes place. Holliday (1994:2) argued that there must be "... states of being, thinking or acting that promote, through their presence, processes of learning". Workplace learning can be formal, informal or incidental Contingent upon or pertaining to something that is more important; that which is necessary, appertaining to, or depending upon another known as the principal.
Under Workers' Compensation statutes, a risk is deemed incidental to employment when it is related to whatever a Resnick Resnick is a surname, and may refer to:

- Adam Resnick, American comedy writer
- Alice Robie Resnick, Ohio Supreme Court Justice
- Charlie Resnick
- Faye Resnick
- Josh Resnick
- Lauren Resnick
- Mike Resnick, science fiction author

(1987) and Scribner (1986) (as cited in NBEET, 1994:11) argued that learning within the workplace has a number of features that distinguish it from other types of learning. It is task focused, occurs in a social context characterised by status differences, is collaborative, and often experience--or problem focused and is cognitively different from learning in schools (NBEET, 1994:11). Workplace learning also requires a change (behavioural Adj. 1. behavioural - of or relating to behavior; "behavioral sciences" behavioral or attitudinal) on the part of the individual and /or the organisation in response to learning or experience (Estes 1975:9; as quoted in Watkins Watkins may refer to:

- The town of Watkins, Colorado
- The city of Watkins, Minnesota
- Watkins Incorporated, a manufacturer of cosmetics, health remedies and baking products
- Watkins Electric Music, a manufacturer of musical instruments


Due to the constant change in an increasingly complex business environment learning in the workplace is a crucial part of any organisations planning and development strategies (Boswell, 1995 and Howell How‘ell

n. 1. The upper stage of a porcelian furnace. , 1995). Life-long learning, the continuous up dating of skills and qualifications, must become the norm, not the exception. Support for these ideas has been seen in a number of recent policies in Australia Australia (ôstrāl`yə), smallest continent, between the Indian and Pacific oceans. With the island state of Tasmania to the south, the continent makes up the Commonwealth of Australia, a federal parliamentary state (2005 est. pop., designed to improve the skills of the workforce and decrease the growing skills gap; particularly the Mayer Report (1992) into the development of key competencies and competency COMPETENCY, evidence. The legal fitness or ability of a witness to be heard on the trial of a cause. This term is also applied to written or other evidence which may be legally given on such trial, as, depositions, letters, account-books, and the like.

2. based training. If organisations are seriously "interested in developing the true capacity of its people" (Rylatt, 1994:15) they must be prepared to closely examine their existing policies, systems and activities to determine whether they are supporting or inhibiting in·hib·it

tr.v. in-hib·it·ed, in-hib·it·ing, in-hib·its
1. To hold back; restrain. See Synonyms at restrain.

2. To prohibit; forbid.

3. workplace learning. Any industry/workplace wishing to introduce a new attitude to learning in the workplace will face an enormous challenge in convincing individuals, teams, and organisations of the
importance of workplace learning for their future, and gaining their true commitment.

A variety of models of workplace learning have been proposed, which draw together many of the ideas presented in the literature. Of particular importance is the individual and organisational perception of workplace learning, as this will direct every aspect of its application in the workplace. The model in Figure 2 presents workplace learning from a more holistic perspective. A practice of medicine that focuses on the whole patient, and addresses the social, emotional, and spiritual needs of a patient as well as their physical treatment.

Mentioned in: Aromatherapy, Stress Reduction, Traditional Chinese Medicine view incorporating consideration of a broad range of factors. In this model emphasis is given to the importance of factors both internal and external to the organisation, as no organisation operates in a vacuum and an internal organisational climate, which supports the philosophy of learning—providing both resources and encouragement, is necessary.

[FIGURE 2 OMITTED]

The needs of organisations feature strongly in workplace learning approaches, however, individual, subjective issues such as attitudes, commitment, motivation and self-image have been included as these are particularly important for any successful learning. People will only adopt new ideas if they are interested in learning, or find some benefit for themselves in doing so. Understanding the relationship between inputs, outputs and outcomes will assist in harnessing the involvement of individuals in the learning process.

Clearly workplace learning can address many of the current and future needs of managers and leaders, and can take many forms—both formal and informal. However, it is not something that can be done overnight; but a long-term commitment by both the organisation and the individual. As organisations begin to see the benefits of workplace learning activities they will become increasingly committed to developing more focused programmes to meet their specific organisational needs, which will help to maintain the momentum.

3.2 Management Development Through Mentoring

A long-standing friendship.

long-standing

Adjective

existing for a long time

method of transferring knowledge and understanding within an organisational setting, that has stood the test of time, is mentoring. The perception of mentoring is as varied as the concept of the mentor in Greek mythology.

Mentor (mĕn′tər, –tôr′), in Greek mythology, friend of Odysseus and tutor of Telemachus. This is a reflection of both concept differences, and participant expectations. Spencer (1996:5) described mentoring as ‘a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process’. More comprehensive definitions have been presented by Carmin (1988) and Appelbaum (2000:19) (see Table 2). These more closely reflect the complex nature of the mentoring process.

Mentoring has been widely recognised as a valuable method for staff development, transmission of corporate culture, and socialisation (Mathews, 2005). A properly designed mentoring programme can be a useful, structured way to communicate, and transfer information related to the expectations of
different management approaches to new and existing employees. Whilst it is only one method of facilitating learning in the workplace, it is designed to make use of guided learning to develop the knowledge and skills required for high performance in the workplace (Tovey Tovey can refer to:

People

- Frank Tovey, singer for avant-garde electronic band Fad Gadget
- Bramwell Tovey, conductor and composer
- Donald Francis Tovey, musical analyst, musicologist

Doreen Tovey, British author, non-fiction cat stories

Mentoring has been used by many organisations to address a variety of issues and problems associated with equal employment opportunity, high turnover, commitment, job satisfaction, and employee diversity to name a few.

Many organisations have recognised that much of the learning and development of employees does not take place within the boundaries of traditional learning situations. Wallis Wallis can stand for:

- One of a number of places:
  - *The German name for the Valais canton of Switzerland
  - *Wallis Island, an island in the French territory Wallis and Futuna
  - *Wallis, Texas

(1998:15) argued that there is a "need for the organisational information, methods and culture to be transferred to other members of the workplace", and this 'learning transfer' could best be addressed through the use of mentoring with its techniques of guided and assisted learning.

This belief is widely reflected in the number of private and public organisations that have introduced formal mentoring programmes over recent years. Spencer, (1996:24-31) reported outcomes from mentoring programmes that include increased motivation, skill, self-confidence and job satisfaction; improved resource utilisation, communication, co-ordination, networking and support between individuals and units; and greater understanding of corporate culture and values. In a recent study, Hansford, Ehrich and Tennent (2003:224) reviewed 151 studies on mentoring and found that over 90% of these reported evidence of positive outcomes. They argued therefore, that the "evidence suggests that implementing a mentoring program can be a productive strategic decision for the business" (p.224). Coca-Cola Foods is a strong supporter of mentoring and has successfully used mentoring for a number of years. Through their mentoring programme Coca-Cola Foods has increased its ability to achieve its competitive advantage through the use of effective human resource management and staff development. The mentoring programme at Coca-Cola Foods has been designed to "strengthen the link between development and business strategy" (Wachtel and Veale, 1998: 903-904).

The benefits to be derived from mentoring are diverse and have both short and long-term impacts on the employee and the organisation (see Table 3). The value of a given outcome and its impact (direct/indirect; short/long-term) will vary, and will be dependent upon the organisation’s strategy. What the organisation must do is determine how to design and structure a mentoring programme to
enhance the achievement of their business strategy and improve their competitiveness. In principle most managers would agree with the logic of this argument. However, achieving this is often a 'hit and miss affair'. In fact, Hansford, et al (2003:224) have argued that "A spontaneous mentoring program risks at least some negative outcomes", such as increased staff turnover, the creation of gender or racial bias, the overburdening of mentors leading to declines in job performance, control difficulties, financial outlay, and the need for continual evaluation.

To avoid this, and improve the likelihood of a mentoring programme being effective designers should consider a number of factors that have the potential to limit or hinder their success. This includes lack of top management support, lack of clarity with regard to aims, roles, rules and expectations, lack of adequate or suitable training for mentors, poor selection and matching of personnel, an unnecessarily complex programme, lack of adequate monitoring and evaluation of the programme, conflicting work schedules of mentor and protege

An effective mentoring programme can clearly develop a number of skills, competencies and abilities that are not able to be addressed through the use of more traditional, formal education programmes. The most valuable contribution that can be made by mentoring is the ability of the mentor to identify inadequacies or gaps in the knowledge, skills, abilities and competencies of their proteges in relation to the perceived needs of the business. This then allows for the updating of knowledge, managerial skills, or industry specific knowledge to be undertaken through various channels. In addition, involvement in a mentoring programme or relationship, introduces leaders/managers to the necessity of maintaining, updating and expanding specific skills to allow them to meet the changing requirements of their current and future positions.

3.3 Developing Managers Through Vocational Education and Training

The success or failure of an organisation is often credited to managers--thus it seems sensible that managers, as good leaders, need to continually upgrade their skills and those of their supervisors and the general workforce (Smith, 1993). However, managers are only one segment of the organisation and it is important to ensure that employees at all levels remain up to date; increasing skills, knowledge, and awareness of current techniques. Managers/leaders also need to have an understanding of the courses staff have attended, and the implications and changes, which may result from this up-skilling. For these reasons the Vocational Education and Training module needs to be seriously considered.
Unlike the two approaches to learning discussed above, Vocational education and training is a more structured and focused method of learning. Vocational education and training (VET) addresses the development and improvement of skills and knowledge for the specific purpose of improvement in an individual's capacity for productive work (Smith & Keating, 2003) and is generally addressed through courses and qualifications. VET, or TVET TVET Technical and Vocational Education and Training as it is known in some countries, is not a new concept, but has actually been around for some time. However, over the last few years there has been continuing change and major reforms addressing a wide range of issues (eg. competency-based training, training packages, user choice, and other contracted programmes) that have resulted in a resurgence re-sur·gence

1. A continuing after interruption; a renewal.

2. A restoration to use, acceptance, activity, or vigor; a revival. of interest in VET programmes.

Smith & Keating (2003) believe that VET in contrast to general or professional education has a much closer association with:

* Industry: improving the capacity of people to do a job providing productivity gains for the company.

* A job or task: VET courses tend to be associated with specific areas of employment or tasks, which is different from courses that have been provided in higher education higher education

Study beyond the level of secondary education. Institutions of higher education include not only colleges and universities but also professional schools in such fields as law, theology, medicine, business, music, and art.

* Learning on and off the job: VET courses often combine elements of learning both on and/or off the job. Some are totally job or work based and others totally college or provide based.

* Skills based: The essential purpose of VET is to improve the individual's capacity to perform specified jobs or tasks (either broad or narrow).

The range of courses offered through VET can result in a better capacity to do a job, and greater personal and professional development. Courses are specifically designed to improve the individual's capacity to perform specific jobs or tasks (ie. particular skills that are needed for a given area of work), and are formalised Adj. 1. formalised - concerned with or characterized by rigorous adherence to recognized forms (especially in religion or art); "highly formalized plays like "Waiting for Godot"

formalistic, formalized into training package qualifications or courses. Apart from training for specific job skills VET also addresses the need for the development of key competencies. A consistent theme in recent key competency research is the need for extensive, ongoing professional development (Moy, 1999) and a range of courses can be used to assist with professional development by broadly preparing employees for future opportunities through the acquisition of new knowledge, skills and attitudes.

In most countries VET occupies a particular sector of education and training. In Australia for instance, the VET sector is one of three education sectors, ie. VET, higher education and schools (see Table 4) and generally the institutions which provide these programmes are schools, universities, Technical and Further Education (TAFE TAFE (in Australia) Technical and Further Education ) colleges, and other registered training organisations. A registered training organisation (RTO) in Australia, is a vocational education organisation that provides students with training that results in qualifications and statements of attainment that are recognised and accepted by industry and other educational institutions.

In 1996 OECD OECD: see Organization for Economic Cooperation and Development. education ministers adopted the objective of lifelong learning. Lifelong learning is the concept that "It's never too soon or too late for learning", a philosophy that has taken root in a whole host of different organisations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors. and VET is ideal for this as people of all age groups can participate.
According to

1. As stated or indicated by; on the authority of: according to historians.

2. In keeping with; according to instructions.

3. Smith & Keating (2003) research conducted by NCVER National Centre for Vocational Education Research Ltd (Australia) in 2001 confirms that VET is relevant to, and is used by, people from all age groups to upgrade their skills and knowledge throughout their lives and therefore supports the concept of lifelong learning.

The focus of the VET system is to produce people with the skills needed by current and future organisations (such as communication, commitment, team building, and flexibility). To ensure this the skill profiles must be carefully and specifically planned (Smith & Keating, 2003). Interestingly, employers interviewed in a recent research project on employability skills considered the skills listed above as some of the most important and desirable (Smith & Comyn, 2003).

The VET method of learning offers flexibility, consideration of relevant skills needed by the market, and increased focus of on-the-job training, resulting in formal qualifications and an improved capacity to carry out productive work. Car manufacturer Ford Australia for example, believes that their education and training programmes have contributed to the success of the company, measured by positive trends in key performance indicators Key Performance Indicators (KPI) are financial and non-financial metrics used to quantify objectives to reflect strategic performance of an organization. KPIs are used in Business Intelligence to assess the present state of the business and to prescribe a course of action. (KPI KPI Key Performance Indicator)

Whilst the VET system does not claim to have all the answers, it is an important and valuable alternative that providing beneficial training and learning for all levels in the organisation. For example,

* Courses and qualifications for managers and supervisors

Certificate IV Frontline front-line also front line

1. A front or boundary, especially one between military, political, or ideological positions.

2. Basketball See frontcourt.

3. Football The linemen of a team. Management

Certificate of Attainment in Staff Counselling and Discipline

Certificate of Achievement in Team Co-ordination

Certificate IV in Workplace Training

* Courses and upgrading of skills and knowledge for the general workforce

Certificate in Food Handling

Occupational Health and Safety Accredited accredited

recognition by an appropriate authority that the performance of a particular institution has satisfied a prestated set of criteria.
accredited herds
cattle herds which have achieved a low level of reactors to, e.g. course for Workplace Committees

Certificate in Desk Top Publishing

The flexibility offered through VET is also a benefit for many organisations. Training in areas of Occupational Health and safety, Team building, and conflict resolution for example, can be offered as in-house programmes or through TAFE. This makes it a very valuable addition to the other management/leadership development approaches discussed here.

4. BUILDING A MODEL FOR FUTURE MANAGER/LEADER DEVELOPMENT

Within this paper, manager/leader development has been discussed from a broad perspective, and is seen to incorporate a plethora plethora /pleθ-o-ra/ (pleθ ah-rah)

1. an excess of blood.

2. by extension, a red florid complexion. plethor’ic

pleth-o-ra

n.
1. of different qualities; some of which will be more important to organisations and businesses than others. Likewise it has been, argued that manager/leader development can take many different forms. In this section it is intended to draw together the three conceptual approaches to learning that have been discussed above, and to emphasise the importance of developing tailored programmes that meet the specific needs of the organisation.

To provide the best, most comprehensive development for managers and leaders it is suggested that organisations consider the development of a comprehensive programme which incorporates a range of different offerings. Managers/leaders would benefit from this broader perspective because they have the opportunity to gain from all three types of development discussed, as they acquire different qualities through each approach. For example, to encourage effective workplace learning a development package might include programmes and activities that are in-house or external and use different approaches, such as Occupational health and safety (in-house), Knowledge of internal policies and procedures Policies and Procedures are a set of documents that describe an organization's policies for operation and the procedures necessary to fulfill the policies. They are often initiated because of some external requirement, such as environmental compliance or other governmental (in-house via mentoring), and Certificate IV in Workplace Training (VET--in-house or external) (see Figure 4).

[FIGURE 4 OMITTED]

In developing the comprehensive programme it is suggested that organisations follow five basic steps to building a management leadership programme specific to their needs. These include:

1. Conduct an environmental analysis--both internal and external

This would involve a full analysis of the organisations operating environment In computing, an operating environment is the environment in which users run programs, whether in a command line interface, such as in MS-DOS or the Unix shell, or in a graphical user interface, such as in the Macintosh operating system. to identify its current position within this environment, its future aims and objectives, and how factors within and outside of the organisation might affect its ability to achieve the stated objectives.

2. Identify key qualities for managers and the organisations future (see Table 1)

From the information collected via the environmental analysis the organisation should be able to extrapolate extrapolate - extrapolation a list of desirable qualities for their current and future managers. This list can be tailored very specifically to the needs of any organisation and can
Shortcomings may also be:

- Shortcomings (SATC episode), an episode of the television series *Sex and the City* in current leader/managers.

3. Analyse/examine best way to develop these qualities by utilising different approaches (workplace learning, mentoring, and vocational education and training)

Having identified a list of desirable qualities it is then necessary to consider the best way of developing these qualities in leader/managers. This might involve the use of a combination of different learning activities or programmes; short term and long term, formal and informal. It is essential at this stage that careful consideration is given to all the options available.

4. Tailor A tailor is a person whose occupation is to sew menswear style jackets and the skirts or trousers that go with them.

Although the term dates to the thirteenth century, tailor package/collection of activities to meet organisational needs

This stage involves the compiling com-pile

*tr.v. com-plied, com- pil-ing, com-piles*  
1. To gather into a single book.  
2. To put together or compose from materials gathered from several sources: of a range of learning and development activities that will assist in the continued development of the organisations leader/managers; ensuring that they address the qualities identified in Step 2. The final package should be flexible enough to accommodate different levels of ability, learning styles and aptitudes.

5. Evaluation of programme

Having spent time, effort and resources on developing a tailored development programme the organisation must evaluate the success of their programme. Have the activities chosen helped to develop those qualities in managers/leaders identified in Step 2? Why? Why not? Were the qualities identified what was actually needed? Have the needs of the organisation changed? In this way the whole programme can be modified to better meet the changing needs of the organisation in relation to its changing environment.

The type of information required to adequately address Steps 1, 2 and 5 would suggest that these be conducted internally. Some of the factors examined through the environmental analysis and identification of desirable manager/leader qualities will be of a sensitive and confidential nature; whilst other factors can only be recognised by a person familiar with the internal workings of the organisation. Likewise, the evaluation of a management/leadership development programme (Step 5) will be more effective if conducted internally. However, examining the best way to develop desired qualities and tailoring an effective management/leader development package (Steps 3 and 4) might benefit from the assistance of a training specialist (internal or external).

To ensure the continued relevance of the manager/leader development programme it is considered essential that all steps be continually reviewed, assessed and amended

*tr.v. a-mend-ed, a-mend-ing, a-mends*  
1. To change for the better; improve: amended the earlier proposal so as to make it more comprehensive.  
2. if necessary.
5. CONCLUSION

The need to maintain the relevance of leader/manager development and meet the current and future needs of business, is a recurring re-cur

intr.v. re-curred, re-cur·ring, re-curs
1. To happen, come up, or show up again or repeatedly.
2. To return to one's attention or memory.
3. To return in thought or discourse. theme in the literature; both past and contemporary. Attention has frequently been paid to the content and design of various management programmes, particularly university degrees, and criticisms have been numerous. Efforts to provide more effective management education have also been focused on the improvement and modification of formal management courses offered through higher education institutions and private colleges; all of which take a similar outlook.

Despite these many changes, answers to effective manager/leader development, that adequately meets the needs of business, and provides manager/leaders with the perceived qualities expected, are still being sought. In this paper three different perspectives of learning and development have been examined and an integrated approach proposed. In the past these learning/training strategies have been used independently to address specific, defined needs. The integration of these approaches will allow the design of organisation specific development programmes that more accurately meet the needs of the business. Through such an approach managers/leaders should be better equipped to meet the challenges of new and fluid business environments.

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n.
One who is skilled in strategy.

Noun 1. strategist - an expert in strategy (especially in warfare)

market strategist - someone skilled in planning marketing campaigns , Vol. 6 (3), 2000, 18-20


Carrell car-rel also car-rell

n.
A partially partitioned nook in or near the stacks in a library, used for private study.
Personnel/Human resource management. Maxwell, New York New York, state, United States New York, Middle Atlantic state of the United States. It is bordered by Vermont, Massachusetts, Connecticut, and the Atlantic Ocean (E), New Jersey and Pennsylvania (S), Lakes Erie and Ontario and the Canadian province of, 1992


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- John Wiley & Sons, publishing company
- John C. Wiley, American ambassador
- John D. Wiley, Chancellor of the University of Wisconsin-Madison
- John M. Wiley (1846–1912), U.S.

John Wiley & Sons Australia Ltd, Milton, Queensland Milton is an inner suburb of Brisbane, Australia, located approximately two kilometres west of Brisbane's central business district. The suburb is a mixture of light industry, warehouses, commercial offices, retail and single and multiple occupancy residences., 219-228

Holliday, R.R., "Teachers as learners: A case study of conditions that promote teachers' professional learning", A thesis submitted for the degree of Doctor of Philosophy, University of New England, Australia The University of New England (UNE) is an Australian public university with approximately 18,000 higher education students. Its original and main campus is located in the city of Armidale in northern New South Wales., 1994

Holliday, R. and Retallick, J., Workplace learning: Module 2--the workplace as a place of learning, Open Learning Institute, Charles Sturt University Charles Sturt University (CSU) is an Australian multi-campus university in New South Wales and the Australian Capital Territory. It has campuses at Bathurst, Albury-Wodonga, Dubbo, Orange and Wagga Wagga. , Wagga Wagga Wagga Wagga (wog’ə wog’ə), city (1991 pop. 40,875), New South Wales, SE Australia, on the Murrumbidgee River. It is the center of an agricultural district with food-processing and rubber-goods plants and foundries., 1995
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Karpin, D., Enterprising en·ter·pris·ing
adj.
Showing initiative and willingness to undertake new projects: The enterprising children opened a lemonade stand. Nation: Renewing Australia's managers to meet the challenges of the Asia-Pacific century, Australian Australian

pertaining to or originating in Australia.

Australian bat lyssavirus disease
see Australian bat lyssavirus disease.

Australian cattle dog


..... Click the link for more information., July-August, 1992, 123-128

Lacey lac·ey
adj.
Variant of lacy. , K., Making mentoring happen: A simple and effective guide to implementing a successful mentoring programme, Business and Professional Publishing, Warriewood, NSW NSW New South Wales

Noun 1. NSW - the agency that provides units to conduct unconventional and counter-guerilla warfare
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Latemore, G., "The heroic he·ro·ic
adj.
Relating to a risky medical procedure that may endanger the patient but also has a possibility of being successful, whereas lesser action would result in failure. archetype archetype (ärˈkĭtĭp′) [Gr. arch=first, typos=mold], term whose earlier meaning, "original model," or "prototype," has been enlarged by C. G. Jung and by several contemporary literary critics. for leaders: Integrating the old


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In 1913, law professor Dr. , Frenchs Forest, 2002


Spencer, C., Mentoring made easy: a practical guide for managers, Office of the Director of Equal Opportunity in Public Employment, New South Wales New South Wales, state (1991 pop. 5,164,549), 309,443 sq mi (801,457 sq km), SE Australia. It is bounded on the E by the Pacific Ocean. Sydney is the capital. The other principal urban centers are Newcastle, Wagga Wagga, Lismore, Wollongong, and Broken Hill. Government Publication, Sydney, Australia, 1996


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The **Australian Defence Force** (ADF) is the military organisation responsible for the defence of Australia. Journal, No. 129, 1998, 31-42

Talbot, C., "Paradoxes This is a list of paradoxes, grouped thematically. Note that many of the listed paradoxes have a clear resolution. — see Quine's Classification of Paradoxes. Logical (except mathematical)

*Main article: Logic*


Tovey, M.D., Mentoring in the workplace: A guide for mentors and managers, Prentice Hall, *Surrey Hills* Surrey Hills may refer to:

- Surrey Hills AONB - an Area of Outstanding Natural Beauty in Surrey, England
- Surry Hills, New South Wales - a suburb of Sydney, Australia
- Surrey Hills, Victoria - a suburb of Melbourne, Australia
- Surrey Hills railway station, Melbourne

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Waterhouse, P. Wilson, B. and Ewer, P., The changing nature and pattern of work and implications for VET, NCVER, Leabrook, South Australia Leabrook is a suburb of Adelaide in the City of Burnside.

It is a primarily residential suburb in eastern Adelaide, and was the site of Coopers' brewery, until its relocation to Regency Park, South Australia., 1999.

Watkins, K., Facilitating learning in the workplace, Deakin University. *R1 refers to Academics’ rankings in tables 3.1 - 3.7 in the report. R2 refers to Articles and Research rankings in tables 5.1 - 5.7. No. refers to the number of institutions compared with Deakin.


(2) A person's range of information, awareness or familiarity gained by experience

(3) expertness, **practised** practised

*Adjective*

expert or skilled because of long experience in a skill or field: the doctor answered with a practised smoothness

**Adj. 1.** ability, facility in action, dexterity or tact

(4) capacity or power, cleverness, talent

(5) perceived as adequately qualified or capable

(6) Give intellectual, moral, and social instruction to a pupil especially as a formal and **prolonged** pro-long

*tr.v.* **pro-longed**, **pro-long-ing**, **pro-longs**

1. To lengthen in duration; protract.

2. To lengthen in extent. process, train or **instruct** in-struct

*v.* **in-struct-ed**, **in-struct-ing**, **in-structs**

*v.tr.*

1. To provide with knowledge, especially in a methodical way. See Synonyms at teach.

2. To give orders to; direct.

*v. for a particular purpose. The Concise concise,*

*n.pr* the brand name for diacrylate resin adhesives used in composite restorations and for bonding orthodontic appliances to the enamel. Oxford Dictionary, Clarendon CLARENDON. The constitutions of Clarendon were certain statutes made in the reign of Henry H., of England, in a parliament holden at Clarendon, by which the king checked the power of the pope and his clergy. 4 Bl. Com. 415. Press, Oxford, 1995.

(7) Mentors are more experienced employees (and often managers) who guide, encourage and support younger or less experienced employees and proteges (Beardwell and Holden, 1994).

Pamela Mathews, Charles Stud stud

1. purebred.

2. a place, usually a farm, at which purebred animals are maintained and reproduced.

**stud animal**

an animal registered in a stud book. University, Wagga Wagga, AUSTRALIA

Dawn Edwards, Charles Sturt University, Wagga Wagga, AUSTRALIA