



‘An Exploration of Leadership Development Models in an Organisation’

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Authorship Declaration

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of BA (Hons) in Human Resource Management is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed: *Leanne Inglis*

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ABSTRACT

This thesis examines the issues and theory behind leadership development and learning interventions. There has been growing recognition in the organization of the importance of learning interventions and the continuous professional development of individuals.

As the competitive environment becomes increasingly more aggressive and commercial in outlook, the pressure on individuals and managers ability to perform and succeed in increasing on a daily basic. For an organization to support this, there is a requirement to develop the individual employee and manager.

INTRODUCTION

INTRODUCTION

1.1 Introduction

The phenomena of leadership development and successful leadership development models have become an increasingly important topic for organization both in the public and private industry sectors. Organisations exist for a variety of different reasons, however those in the business sector have perhaps a clearer *raison d'être*, that is maximizing the bottom line and improving shareholder value. Profitability for organizations such as not-for-profit and charities is not the driving concern, but they too have their own performance objectives, such as the supply of a particular product or service under specific ethos and need to achieve certain objectives.

Success means a number of different things at both an individual level and that at organisational level, such as prestige, academic successes, monetary gains, etc. Opportunities will need to identify themselves at either individual or organizational levels to motivate individuals to seize the prospect to develop and succeed. Leadership development and learning interventions can form the basic of success and satisfy both the emotional and physical needs of fulfilment.

Human Resource Management

Individuals are an organisation's greatest assets; without them, everyday business functions could not be completed. Humans and the potential they possess drive an organisation forward. Today's organisations are continuously changing. To maximize organizational effectiveness, human potential, individuals' capabilities, time, and talents must be managed to ensure that they are efficiently and effectively utilized for the organisation. A key function of the Human Resource Management Function is to ensure

that employees are able to meet the organisation's goals and objectives within a certain criteria.

Improving or obtaining new skills is part of another area of Human Resource Management, known as training and development. *Training* focuses on learning/acquiring the skills, knowledge, and diverse attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while *development* activities are not necessarily job related, but concentrate on broadening the employee's horizons" (Nadler and Wiggs, 1986, p. 5).

It is important for human resource professionals to be up to date on the latest trends in staffing, training and development and talent management in order to provide a relevant and value-added resource to the organization. There are two variations to human resource management and these are commonly referred to as the hard and soft version. The hard and soft versions of Human Resources cover a vast array of activities, however they both emphasize that people are the important resources. Keith Sisson (1990) stated that a feature increasingly associated with Human Resource Management is the emphasis on the integration of human resource policies both with one another and with business planning more generally.

1.2 National College of Ireland

The background to this research proposal consists of the desire to research an appropriate Leadership Development model that has concrete theory based on differing views of the subject. There are various schools of thought on the development of appropriate leadership/learning development programmes and these encompass all areas of thinking.

The National College of Ireland is a third level educational provider offering full-time and part-time courses from FETAC Level 4 up to 'Masters through Research' and PhD Level. It was established over 50 years ago, but has developed rapidly over the last ten

year, through a location change to the Irish Financial Services Centre, the level and variety of courses that the College offers, the increase in the level of employees, the number of full-time and part-time students and the different locations from with which it operates.

As a result of the expansion of the core business (educational provider) the level of employee involvement has increased and consequently the management have developed a strategic approach to integrating an effective management system.

The contribution of the individual employee, the development of this talent and the retention of the employee and application of their knowledge have implications for all HR strategies, such as Recruitment and Selection, Performance Management and Employee Development Policies. While there are both innovative and inspiring policies and practices in Talent Management, such as High Performance Work Systems, Competency Based Human Resource Management and Knowledge Management Systems, the further development of policies to attract, develop and empower the employee can be essential to the future success of any business.

The differing meaning of talent in an organisation can be fundamental in the short-term or long-term policies that are adopted to promote and retain the individual employees; however the long term talent pool an organisation holds is the foundation for the future. This long term talent pool needs to be nurtured and developed.

Working within the HR field, I witness at first hand the potential of individuals and the need for that potential to be harnessed, nurtured and developed. The improvement of learning development as a key employee/employer benefit is fundamental in my belief that it not only enhances an individuals performance and motivation, it in-turn benefits the organisation in helping to achieve its' strategic objectives.

1.3 Research Aims and Objectives

The understanding of leadership development models within the topic of Talent Management forms the basic of the research. Over the last ten years “Talent Management” has become one of the hottest topics within the arena of HR Practitioners in regard to recruiting and retaining “The Best” and most suited employees. The tapering of this broader subject into the dimension of leadership development has stemmed from the literature review and the expansion of topic knowledge.

Leadership development systems and theories have different meanings dependant on the fundamental concepts that they are based upon. These concepts cover such theories such as Trait Theory – equivalent to “great man theory”, Behavioural Theories, which are task and relationship related, Situational and Contingency Theory – repertoire of style and leadership within Learning Organisations, leadership as a creative and collective process. To expand on the complex questions that the topic raises, it is important to consider the different approaches to learning development and the theories behind these approaches and models. In relation to the above, it is essential that organisations recognise the concept of learning development for a variety of reasons, such as supporting the business strategy, developing the individual, enhancing succession planning process, improving the business performance and the setting of strategic objectives.

The research objective is to assess, in the order of things, how effective are the different leadership development models within the workplace environment. To qualify the above a number of individual objectives need to be assessed.

1. Explore the views on Leadership Development Models.
2. Explore how Leadership Development Models are managed.
3. Explore observations/reflections related to Leadership Development Models.

1.4 Research Approach

The research stance is as a practitioner-researcher with the researcher being employed within the current organisation. There was no difficulty negotiating access to employees and managers and the methodology approach will be one based on Interpretivism. This methodology reflects the assumption that reality as we view it is subjective to the individual, circumstances and complexities. For this reason, the research involved will be an inductive process. This process basically reflects the assumption that reality as we view it is subjective to the individual, circumstances and complexities.

1.5 Structure of Dissertation

Section One gives a general introduction to the subject matter, organization, rationale behind the research and description of objectives.

Section Two considers the literature and examines the concepts, key elements, perspectives and supporting theories. It also considers the motivational theories and their association with the leadership development models.

Section Three describes the different research methodologies employed and explains the rationale behind them. It also describes protocols, tools and measures of instruments. It expands on the research objectives.

Section Four considers the various findings. These are each brought into context with the literature review, theories and previous readings.

Section Five considers the results in conjunction with the knowledge acquired of the organization, its procedures and practice, hypothesis and reality.

LITERATURE REVIEW

Literature Review

2.1 Introduction

The area that has been researched in this project is that of Leadership Development Models. The macro-environment in which organisation operates dictates a number of key factors, such as competitive environment, technological factors and political landscape. The macro-environment acts as the external layer and considers the peripheral factors that affect a business. These factors are normally outside the control of the business but can fundamentally affect day to day operations, future ideas and trends. This environment within which an organisation operates can promote and occasionally hinder the development of leaders and employees and as such this cascades through to the development of individuals, departments and managers.

The importance of leadership development and learning interventions linking to the business objectives of the organisation is underlined and reinforced in the literature review. The idea that development of leaders, staff and the development of an organisation go hand in hand.

The literature search focused mainly on studies in the years since 1985 up until 2008. In a constantly evolving workplace environment this was taken as an appropriate time frame. Original theories were referenced and shown to reflect within the developing theories.

There are a number of different schools of thought regarding the approach to leadership development models and each have their own very diverse approach to learning development. Learning development initiatives have stemmed from specific bodies of theories relating back to organisational structure, organisational culture, relationship

enhancement and conflict management. The basic of this literature review is to explain these individual theories, understand their foundations and then assess the concepts and their assumptions. Ultimately there is a requirement to reflect these concepts and theories back into the reality in the workplace and understand the relevance to National College of Ireland.

As stated there are a number of different schools of thought and it is important to develop an understanding of the rudiments involved in each school of thought. For the purpose of this research, three different approaches were initially researched and observed.

The research commenced by first reviewing the literature on the characteristics, qualities and skills associated with effective and efficient leadership practices. Each model was then discussed in terms of the extent to which it focused on these well-established skills and qualities, thereby enabling leaders to identify successful models of leadership development and learning interventions.

2.2. Shefy and Sadler-Smith Holistic Theory Approach to Learning and Development

The first approach that was researched was that developed by Shefy and Sadler-Smith (2006) and is focused on a holistic approach to learning. Their theory is based on an approach to learning and development that focuses on relationships, balance and harmony within the workplace and amongst colleagues and then attempts to avoid conflict of opposites. To expand on this, they suggest within their theory that there are six different characteristics to a holistic approach to leadership development and learning and development and these characteristics include:

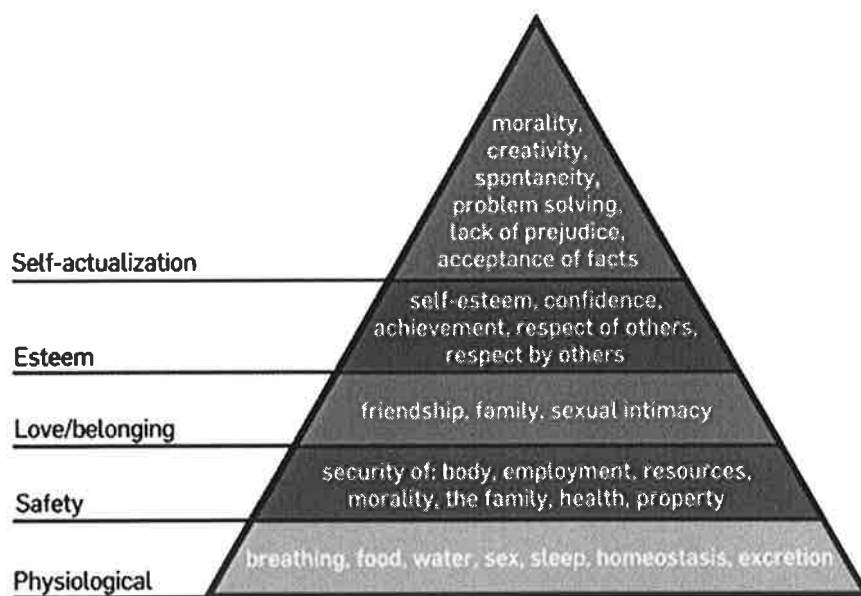
- **Quieting the Mind** – As a prerequisite, managers are encouraged to reduce tension and doubt and focus on the bigger picture within the external and internal environments. This will enable managers to develop greater insight, to be more

effective within their roles and to rely on their intuition. Within a complex working environment where various operational and organisational issues compound the learning environment, it has become increasingly more difficult for managers to adapt this approach, due to the internal pressures to perform and meet organisational goals and objectives.

- Harmony and Balance – The development of a managed approach to the workplace, through facilitating both the managers' and employees a degree of harmony within the workplace. This arises through the development of self-motivational skills and skills to motivate others. This is further enhanced through innovative approaches to workplace practices and flexibility.
- Relinquish the Desire to Control – Managers must understand that it is not always possible to manipulate, control or predict a situation, and that by empowering others, it will help to get the employee motivated.
- Transcend the Ego – The ability to increase self-awareness, will in-turn enhance the nature of the manager to the employee. It states that the awareness of strengths and weaknesses will improve the ability to oversee individuals and in-turn will transcend the ego when dealing with individuals.
- Tenderness – The requirement for a manager to hold and display such recognisable values such as honesty and integrity is key to providing a frame of reference for behaviour during a difficult and pressurised work period. This provides a greater sense of self-confidence and presence.
- The Power of Softness – the holistic approach suggests that an organisation holds such principles as openness, softness and flexibility. This approach promotes that managers who hold these attributes will be more effective.

In researching the above theory to leadership development and learning, it is clear that Shefy and Sadler-Smith (2006) based their characteristics on the concept of hierarchy of the development of needs, Abraham Maslow (1943). These needs imply that individuals have a number of basic needs that require fulfilment before satisfying the subsequent need.

To explain this hypothesis we shall display an individual's needs within a pyramid setting, noting that the lowest levels of the pyramid relate to an individual's most basic needs, while becoming more intricate nearing the top of the pyramid.



There are five different levels in Maslow's hierarchy of needs:

Physiological Needs

These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep, the fundamentals of life.

Security Needs

These needs include the need for safety and security. Security needs are important for survival, but they are not as significant as the physiological needs. Examples of security needs include a desire for steady employment and shelter from the environment.

Social Needs

These needs include the need for belonging, love and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships and families can help fulfil the need for companionship and acceptance, also included in these needs would be the need for inclusion in social, community or religious groups.

Esteem Needs

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, ego and recognition of accomplishments.

Self-actualizing Needs

These are the highest level of Maslow's hierarchy of needs. These people are self-aware, ambitious for personal growth, less concerned with the opinions of others and focused on reaching their full potential.

As we examine the characteristics that Shefy and Sadler-Smith (2006) based on their holistic approach, we can distinguish that many of the facets relate to the personal fulfilment and motivation of the individual as previously established by Maslow.

2.3 Burgoyne and Reynolds (1997)

This theory is based on a number of different characteristics which basically state that leadership development and learning intervention theory has conflicting purposes, perspectives and values. This theory is based on six key features:-

- The organisation recognises differences that between stakeholders are discussed, challenged, settled and reorganised.
- It is possible for stakeholders in the organisation to be aware of key differences between and why they occur.
- The organisation is accessible in that employees can become participants in particular issues that they want to be involved in.
- Employees take on different part and scripts which in themselves influence how conflict is manifested and sorted out within an organisation.
- The timing of the activities, play a central role in how they are resolved within the organisation.
- The organisation can be managed, through the airing of differences and ensuring that the prospect for cooperation and synergy are not lost.

The theory is based on the pluralist model (in which an organisation is perceived to be composed of powerful and divergent sub-groups, each with their own set of objectives, however management works on the basis of persuasion and co-ordination) of management. By understanding the arena in which an organisation operates both external and internal, it can provide insight into the success and failure of different

learning interventions. According to Burgoyne and Reynolds (1997), the arena thesis defines a set of beliefs that drive institutional processes, therefore the mechanism acts as an influence on the different stakeholders within the learning development intervention initiatives.

Burgoyne and Reynolds within the context of this theory attempt to integrate it with practice. The topic of leadership development has a strong action orientation. The theory in-captures managerial education, incidental and informal learning and situated learning. The pluralist viewpoint implies that management learning is oversimplified when political sensitivities and diverse interests are ignored in organisations.

2.4 Bolman and Deal Four Frame Approach (1984)

Bolman and Deal identified four different frames that enable the analysis of leadership development and learning interventions within an organisation. These frames represent the path under which managers adopt one, two or possibly a mixture of the four frames as these may be more appropriate in their approach to leadership development and learning intervention and expanding management thinking and development in an organisation. The four frames form the nucleus of the model and they include the:-

2.4.1 Structural Frame – this structure is concerned with the overall objectives of an organisation to ensure that it becomes more efficient and profitable. Accordingly there is a need to build the capabilities of employees to achieve this goal. Training needs are identified by building the capabilities of employees to achieve the objectives and this tends to be done on a more structural and formal nature that focuses on the long-term objectives of the organisation. As a consequence

the learning tends to be orchestrated to suit these objectives. This frame is the most identifiable of all, but can be criticised as it does not acknowledge that other dynamics that exist within organisations.

This frame is often referred to as the skeletal framework under which it either determines or influences an organisations' approach to learning interventions. The structural frame includes an analysis of policies and processes, as well as the consistency and fairness of this application. The structural framework can evolve with an organisation and changes made can become tangible benchmarks for an organisation.

The structural frame is most common within a stable environment that harnesses a simple hierarchy of layers and is rule oriented. This design outline enables organisations to place individuals in the correct roles, which in turn enhances the ability of individuals to achieve both their individual goals and the goals of the organisation.

Underpinning this particular theory are the six assumptions for the structural framework.

1. Organisations exist for the realisation of established goals and objectives
2. Unique products and proper allotment of employees enables organisations to increase efficiency and enhance performance.
3. Process controls and procedures make certain that efforts of department and employees engage together.

4. Personal agendas and external pressures must not detract from the core business of the organisation. Personal ambition and career objectives can work in-line with organisations goals.
5. Structures must be designed to fit an organisation's current circumstances.
6. Structural deficiencies lead to problems within an organisation, which can be only be resolved through analysis and restructuring.

The structural framework is linked to work of the theorist Frederick W. Taylor (1911) who established the time and motion studies, which broadly linked the application of scientific methods of management of workers, which could improve productivity. Taylor's work highlighted the link between work flows and productivity. These theories were further developed by Urwick (1937), who placed additional focus on the areas of task specialisation, control and delegation of responsibility and scientific management principles around productivity. Estimates of the learning rate, however, vary substantially across industries, products, and time (Dutton & Thomas 1984).

Crucial elements that affect the structural frame revolve around a number of different features, such as the size and age of an organisation. Organisations that are larger and older tend to be more complex in nature and more procedural based. The core processes or technologies must dovetail with the structure of the organisation. As stated earlier a stable environment harnesses the simple hierarchy of layers, while clarity of specific goals and objectives ensures appropriate structural frames. However, the major factor is that of the nature and culture of the workforce forms the basis for the level of autonomy for each individual role within an organisation.

Ultimately the structural frame of an organisation within the context of leadership development, learning interventions and initiatives are facilitated when formal policies and standards limit individual discretion. These policies ensure an element of predictability and consistency in relation to leadership development and learning interventions across the organisation.

2.4.2 Human Resource Frame - this frame is concerned with the differences between the managers' skill-set and what an organisation requires. It focuses on the individual and through the tool of learning and development its aim is to maintain employee motivation and satisfaction, whilst tapping into the talent of the individual for the aspirations of the organisation. This frame ensures that the organisation remains in control of the learning process by ensuring that all learning serves the organisation's purposes. The human resource frame asserts that there exists a link between the needs of the employee, the alignment of individual and organisation needs, interpersonal and group dynamics, and management approaches. This is based primarily on the theory that it is directly related to the motivation of the individual and the individual's commitment.

Human Needs

The study of human needs is a controversial one and this is due to the lack of empirical analysis needed for support. Some researchers describe the human need component as simply being part of a team. Managers usually state that wages, security, and good working conditions motivate employees. Younger workers and those with limited income do rate these factors highly when

surveyed. Money is definitely a motivator of those who have little or none of it. Skopec (1990) suggests that each employee has individual wants and needs and it is crucial for management to understand what motivates each individual.

As previously covered Abraham Maslow (1911) described motivation as a series of five categories of basic needs. According to Maslow, these five categories account for different types of human behaviour.

Maddock and Fulton (1998) suggest that motivation occurs in what is known as the silent side of the human mind. Within this compartment of the mind lies the motives, emotions, and passions that are hidden from the individual and peers. Learning interventions should be concerned with this silent side. This area of the mind is where almost all decisions are made.

Studies do indicate however that when an employee has little control over a situation, distraction can occur. This phenomenon is evident even to the highly motivated employee. Studies further acknowledge that upset and distraction impair performance (Orpen, 1994).

Eric Skopec (1990) suggests that there must be an alignment between the individual's goals and the organization's goals. A mixture of employee motives organisational mission, and the employee's opportunity to achieve frame this theory.

The human resource frame emphasises the relationship between the individual and the organisation. However, people at work relate mostly to other people either individually or in group settings.

A study by researchers at the University of Sheffield in England concluded that no distinguishable advantages or benefits exist from the use of teams (Daniels, 1989). This is partly due to the organizing and motivating required to accomplish tasks. “Social loafing” also has been evident in groups where individual identity is lost (Latane, Williams, & Harkins, 1979). Social loafing can be explained as the phenomenon of individuals making less effort to achieve a goal when they work as part of a group or on their own.

Another motivational theory is the Expectancy Theory of Motivation, which can be understood by examining the relationship between the attitudes of the employees, their perception regarding the ability to achieve the targets and the rewards they hope to receive as a consequence of elevated performance.

It's evident, that in order to be motivated, a person needs to perceive the reward as an attractive incentive. A person who values money will be motivated to work towards a goal that would ensure him/her of a better compensation. A person who values peace of mind will do almost anything to shy away from work and responsibilities if one perceives that these will not go hand in hand with peace of mind.

Expectancy is a person's comprehension regarding their own ability to attain specific goals. An employee should believe that the effort he or she apply in the workplace would yield the required results. It is ultimately a question of how confident one feels about oneself and, if the effort produces the work output, the “reward” will follow. An employee, who feels that the efforts will not yield the desired results in terms of achieving the set targets, will have a low probability of expectancy. The degree of confidence can have a direct bearing on the employee’s level of motivation.

The final motivation theory that is relevant for this particular frame is the Goal Setting Theory. In Locke's research on goal setting and motivation in the late 1970s, suggested that employees were motivated by clear goals and appropriate feedback. Locke went on to say that working towards a goal provided the source of motivation in actually reaching the specific goal which, in turn, worked towards improving performance.

According to Locke there are five key principles associated with goal setting and motivation.

Clarity

That the goals are clear, measurable. If a goal is clear and specific, with a definite time set for completion and a means of knowing whether one has achieved or not, it leads to less misunderstanding about what behaviours will be rewarded. When a goal is vague it has limited motivational value.

Challenge

The setting of goals should include a level of challenge, which the employee believes he or she can meet. People are motivated by achievement, and judge a goal based on the significance of the accomplishment.

Commitment

Goals must be understood and agreed upon if they are to be effective.

Feedback

An effective goal program must also include feedback which give the opportunity to clarify expectations, difficulties and recognition

Task Complexity

The last factor in goal setting theory is to ensure that sufficient time and is warranted to achieve the goal and that the individual is given specific resources to learn what is expected to achieve the goal.

An important feature of group dynamics is the development of cohesiveness (Pinder, 1984). Blocks to motivate teams include ownership, responsibility, communication, involvement, reward, and recognition. Managers (or leaders) must understand the goals and objective of their employees.

Management and leadership in dealing with employee motivation is a major part of doing business. Furthermore, employee motivation is a major factor in corporate success or failure.

The Human Resources frame acknowledges the motivational theories and seeks to have the management to empower and invest in their employees, therefore enabling the organization to achieve it's goals and objectives directly through innovative human resources policies relating to learning interventions.

2.4.2 Political Frame - this structure is concerned with the area that recognises political agendas and coalitions of interest within an organisation and the development of managers is related directly to that of power coalitions within an organisation. The power distribution within an organisation can influence the learning development of particular managers and employees as certain groups and individuals vie for power. It is primarily viewed as that through the acquisition of knowledge and skills that it can increase influence/power within an organisation. Bolman and Deal discuss how the political frame plays a major role in the decision making and development of an organisation. Various examples can be given where political interest out-weighs good judgment. Politics is simply, "the realistic process of making decisions and allocating resources in a context of scarcity and divergent interests" (pg. 181). The Political frame is many ways can be describe as the making of decisions while

steering through the different issues, with as little disturbance as possible, with a view to maximizing the best interests of the individual, and interests of the organization.

The Political frame turns the attention to power within an organisation and also to the strand that coalitions form. There are many different forms of power and authorities and individuals with organisations struggle to establish their power. A competitive atmosphere exists within the workplace environment and this atmosphere assists to identify the best qualified and most ambitious individuals. Within the context of the political frame, it needs to be acknowledged that each organisation exerts degrees of power/political coalitions over employees. The manager and employee as participants must exercise numerous amounts of political strategies, as this type of positioning power can frame agendas and drive certain initiatives.

Organisations are ultimately resources that can be a powerful resource in society. Dependant on who has control over them and what the agenda they may have, the Political Frame demonstrate how the template assists to provides competitive, collaborative and interdependent organisations with a greater impact on society through the recognition of development interventions for employees.

Organisations need to address the potentially long-term liability of the short-run asset of power. While power allows organisations to change its environment, the organisation often fails to learn to adapt in an exogenous environment.

Organisations who impose their policies and strategies to strengthen their market positions, may not survive in the long-term, due to the myopia of the management team can lead that organisation to waste away due to its inability to respond to the environment Deutsch (1966:111).

2.4.3 Symbolic Frame This is a vantage point that looks at both individual and organisational culture, rituals, beliefs and works towards cultivating shared values and meaning in order to create a sense of meaningful work. The structure of this frame is concerned with reinforcing organisational values. The learning and development process itself is used as a cultural mechanism which aim is to increase its legitimacy as is understood by both the internal and external stakeholders. It can help explain the different learning and development interventions encounter success or failure through the explanation of cultural norms.

Symbolic decisions those related to resource allocation, internal promotions, job assignments and project management and often office allocation. These decisions ultimately impact on staff morale and performance and can be the un-intentional message conveyed by the organisation.

Symbolic actions such as spending time with individuals at both a personal and professional level demonstrates concern for individual and recognises both the individual and team contributions to be valued by the organisation and immediate manager. Within the structure of the Symbolic Frame the actions help to cement behaviour patterns and ensure that culture within the organisation is fostered through a degree of consistency of actions and common purpose.

Symbolic stories within an organisation provide for influential effects on an organisations' culture. While these stories can be testimonials, internal newsletters etc, what is of paramount importance is the message contained within. The story should reinforce the organisation's values, ethos and also convey realistic accounts of how both individuals and groups have contributed towards the organisations vision. The ideology behind this is to reinforce positive behaviour within the organisation thereby generating openness to further leader development and learning initiatives.

2.5 Research Objective

The research objective is to assess in the order of things how much more effective are the different leadership development models within the workplace environment. To qualify the above a number of individual objectives need to be assessed.

1. Explore how Leadership Development Models are managed.
2. Explore observations related to Leadership Development Models.

Leadership methods can be divided according to where the learning takes place and one of the most significant advances within the field of leadership development has been the in-context methods, Boud & Garrik (1999) which is driven by the organisations ensuring that structures are in place to transfer the learning from the classroom or mentor, back into the organisation, ensuring tangible returns for the investment. The structural and human resource frameworks lean towards structure and development of the individual and recognise that a balance of programmes relevant with the need for organisations and participants, cultivates a culture of dual recognition of both the rewards and advantages of leadership development. In line with the above two models Conger & Toegel (2003) enhance the theory that for an organisation to gain full perspective of the development process the picture of the organisation in its entirety must be assessed.

In the changing business environment the stability of a firm's performance is enhanced by the ability of its employees to learn new skills and sustain the competitive advantage Burgelman (1990), Senge (1990). The learning and development can be facilitated through the structural framework in learning from experience. Repetition improvements in production and manufacturing outlets have been documented to reveal studies on the learning curves Yelle (1979). This experience can be carried over from one activity to another, however there are limitations to this method of learning, as experience is not always the most effective form of learning and is often short-sighted in its approach to improving organisational performance. There are three problems associated with this and they are: tendency to ignore the long run picture of the organisation, tendency to ignore the larger picture and finally tendency to overlook failures.

The structural frame prime consideration is that of organisational performance. Within the framework of Human Resource Development activities there has been a growing link between a firm's performance that is central to the structural frame Fitz-enz (2000). The structural frame emphasises the requirement to design structures of learning and development that fit into an organisation's environment.

The Human Resource Frame considers the organisations needs and what an individual has to offer. The framework is based primarily of social psychological theories which encompass and individual's needs, feelings, skills and capacity for learning Rogers (1986). The focus is on three different stages: Learner Autonomy, where the individual has freedom of choice over content of learning, Organisation Learning the connection between individual's ability to learn and develop and the organisations' ability to recognise and understand this development. Finally Informal Learning, this involves the

requirement for informal and incidental learning and the requirement by an organisation for continuous learning in the workplace. The Human Resource frame identifies an organisations needs and facilitates learning activity around these requirements.

The Political Frame highlights the divergent interests of particular groups or individuals within an organisation. It does this through questioning assumptions with reference to social political and historical in nature and how these relate to the power relations within an organisation. Kemmis (1985) Decisions and development interventions are lined to the historical, economic and social forces operating within an organisation. Evidence to track the effect of actors and political agendas in Human Resource Development is rare Pettigrew, Hendry & Sparrow (1988), however the political frame is widely recognised as a framework rooted in resource dependence theory. Jackson and Schuler (1995)

The Symbolic Frame focuses on practices in organisations and these practices influence the Human Resource Development practices. The Symbolic Frame implies that organisational development can be linked to history, fad or fashions. Brunsson & Olsen (1993). The role of symbols within an organisation and the role of actors dictate the direction adopted by an organisation.

According to Bolman and Deal the four frames represent the different ways in which leaders perceive organisational situations, and in turn shape how these respective situations are defined and the manners in which they can be managed most effectively. The structural and human resource frames are related to managerial effectiveness, while the political and symbolic frames are related to leadership effectiveness. Bolman and Deal's theory further assumes that a leader possessing leadership orientations applicable to all four frames will yield the most effective leadership style. In addition, the authors assert that an increasingly complex and turbulent organisational world demands greater cognitive complexity and therefore, effective leaders are required to understand multiple frames and know how to use them in practice if they are to be fully effective.

The above characteristics enable organisations to understand the concepts under which leadership development programmes and learning interventions are supported or rejected. Is the learning development legitimate and of added value to the organisation.

2.6 Conclusion

There are numerous approaches to leadership development and learning interventions, and the above three models represent a small number of academic models developed on the subject, however there can be little agreement regarding the best strategies for developing learning interventions.

The entire components within the leadership/learning development arena places different emphasis on the acquisition of skills, knowledge, education and management for the specific reason of enhancing an individual's performance within the overall context of an organisation. These skills can be task specific or relate to a perceived deficit in competency at certain levels. Leadership/learning development models place emphasis on the development of the individual or group of individual, with the ultimate aim of enhancing the organisations' performance through the integration of different individual's ability to develop key skills and competencies to deal with both the challenges of today and anticipate future challenges.

No one of these four conceptual frames is adequate alone. But each offers insight, so that when considered as a whole, organizational change can be better understood and we have a better idea of the mechanisms at our disposal. A single perspective can limit one's vision and ability to deal with the complexities of organizations. By broadening our thinking on how organizations function, we can expand the tools available to us for change. We must use creativity to help shape Extension so it will be flexible and adaptable, while preserving its inner stability.

THE METHODOLOGY

METHODOLOGY

3.1 Introduction

The researcher is employed as a practitioner with the organization and as such had open access to policies and did not encounter difficulties gaining access to interviewees.

The topic of leadership development is fundamental to the growth of an organization, and the varied forms of investigating the phenomena form the basic of the methodology section.

The researchers' experience of conducting this research is one that encompasses contrasts, tensions, apathy and motivation within the organisation.

The research approach involved the inductive method, in which data was collected and a theory subsequently derived from the data analysis. The research approach was largely inductive, and initial questionnaire survey was dismissed and was followed by semi-structured interviews.

The research had to meet a tight time schedule. The scope of the research was developed by the researcher, taking into account knowledge acquired, volume and extent of literature on the subject and initial advice from my supervisor Mr Fabian Armendariz.

3.2 Choice of Paradigm

The methodology has taken on a number of different approaches and much of this has cascaded and merged into the analysis of the report. The method used details the practices and procedures used in the study of the research, providing set working methods and specifies the broad principles in the formation of knowledge and analysis.

Primarily the research commenced through the specific paradigm of Interpretivism. This basically reflects the assumption that reality as the researcher view it is subject to the individual, circumstances and complexities. This approach emphasizes the importance of multiple measures and observations, each of which possess different types of error and the need to us triangulation across these multiple sources to get a better understanding of the reality of the situation. For that reason, the research involved is an inductive process of which philosophical assumptions underpin.

For the basis of this research project, the followings assumptions relate directly to Interpretivism:-

- Reality is subjective and affected by different complexities.
- Biases are present in the research and it is value-laden.
- Categories are identified during the process.
- Findings are reliable through verification.

As we examine the typology of assumption on a continuum of paradigms that reflect directly the methodology of this research the researcher find themselves making the following assumptions:-

- **Ontological Assumption** concerned with the nature of the world and human beings within the social context. Reality is an extension of social construction and is subjective in nature. The ontological assumption can determine the way things are and can often reveal the cause effect relation behind social reality.
- **Epistemological Assumption** concerned with how the social world is investigated as a natural science and what the researcher accept as bona fide facts. Interpretive research emphasizes that social phenomena have different

meanings and that factors determine the change in social context. To understand how social reality is created. The researcher and the subject of investigation are independent from each other. Research influence can be anticipated, detected and controlled.

- **Methodological Assumption** focused on the method of analysis used for obtaining the data within the process of research. Therefore a number of different research methods will be employed to obtain different awareness of the phenomena and an exploration of patterns and subjectivity will take place. The most used method, enabling the phenomena which is operationalised by determining the variables that can be accurately measured.

There are other dynamics that also need to be taken into account in the formation of this research and these include:

- **Rigor** – that the research in all its multiplicity is completed with a degree of exactitude.
- **Precision** – that the findings of the research resemble the closeness of findings to ‘reality’ based on a sample.
- **Generalizability** – that the scope of applicability of the research findings in one organizational setting to other settings. It can amount to making predictions based on a recurring experience.
- **Parsimony** – simplicity in explaining phenomenon or problems that occur and in generating solutions for the problems, is always preferred to complex research frameworks that consider an unmanageable number of factors.

3.3 Choice of Methodology

The choice of methodology is dependant of the philosophical framework and as this has been assigned to the paradigm of interpretivism, the research will employ a multitude of methods which will support an inductive process and enable the development of theories.

To develop the research a number of different research methods have been employed; such as Ethnography, Case Studies and Grounded Theory.

Ethnography is a methodology in which the researcher acquires social and shared knowledge in a bid to understand patterns and types of behaviour. This has taken place over an extended period of time in which the dynamics associated with learning environment within the workplace have been observed. Direct observation has aided the understanding of learning initiatives taken by the organization and interpretation of the phenomena.

Case Studies which are used to examine a particular case within its natural setting and the use of a number of different procedures and rules will be followed, commencing with setting of project objectives and auspices, exploring the relevant readings on the topic and expanding the issues presented by the actual case study. The setting of field objectives, inclusive of presentation of credentials, sources of data and procedural reminders.

Grounded Theory Approach, consists of a set of steps whose careful execution is thought to "guarantee" a good theory as the outcome. The quality of a theory can be evaluated by the process by which a theory is constructed. The basic idea of the

approach is to read (a textual database (such as a corpus of field notes) and "discover" or label variables (called categories, concepts and properties) and their interrelationships. In grounded theory, data collection starts without the formation of a theoretical framework. Constant reference to the data to develop and test theory leads Hussey and Hussey (1997) to call grounded theory an inductive/deductive approach, theory being grounded in such continual reference to the data.

Triangulation, refers to the use of a number of different approaches in the investigation of the research question. Triangulation enhances the confidence of the findings through the use of multiple methods. For the purpose of the research question two forms of triangulation which will be adopted, Theoretical Triangulation which involves using more than one theoretical position in interpreting data and methodological triangulation which uses more than one method for gathering data. Triangulation is referred to when two or more methods of research are employed.

The various research methods compliment each other, as the quantitative methods advanced developed findings and provided for a richness or detail that would not be available by assuming one method alone and works towards a blended view of the situation.

3.4 Research

The primary research methods encompassed the case study methodology approach to include interviews, critical incident technique, observation, diary methods to gather data and develop the grounded theory.

The aim of the research is to:

- Study and evaluate leaning intervention approaches.
- To develop a preliminary theory of best practice.
- To test this theory by reference to other enterprises
- To develop the theory into managerial guidelines.

Initial Stage of Research

The philosophical basis for the research commenced with a literature survey. This refers to the existing body of knowledge on the specific subject of learning interventions and in particular the specific frames surrounding Bolman and Deal's (1984) Theory. In reviewing the literature, other intervention models were initially researched. However for the basic of this project the theoretical methods adopted through the four frames approach formed the basis of this study.

The literature review involved all sources of secondary data on the theme and this was determined through implementing a systematic approach to the literature. This approach consisted of a defined scope for the research; timelines and geographical deliberations were taken into account, literature from the last 10 years and worldwide publications were researched.

The literature concentrated on the most recently published articles. However it also involved the sourcing of original background theories to validate the conclusions.

Alongside the academic literature review, commenced the research into current policies and strategies adopted by the organization. These guiding principles embraced by the organization assist in formulating the findings.

Case Study

The case study research has been commenced with the goal of achieving a better understanding to the four frames approach to learning interventions and how they can assist an organization and individual to achieve their goals and objectives. The intention is to avail of a real-life, full picture approach, which provides a complete representation of the position within the organization. The combination of the different factors illustrates patterns of influence, relationships and political issues within the context of learning interventions.

In the context of case study methodology is must be conducted within specific protocol that defines the research objectives and schedules.

Objectives of the Research

The main objective of the case study research is to obtain evidence as to how individuals develop and how best a specific organization can approach learning interventions within the workplace environment. This will be achieved through the use of a series of structured interviews which will allow the interviewees the opportunity to supply information relating to learning interventions in the workplace. The interviewees will be allowed as much freedom in the interviews as possible, they will be conducted in an informal manner, to ensure that the researcher does not prejudge the evidence collated.

Interviews

Interviews were carried out over a two month period. The interviews took place each Friday and involved a total of four managers out of a possible of 15 and four administrators out of a possible of 25. Each interviewee had a minimum of one year's continuous service with the College. Each was asked a standard set of questions regarding the levels of learning interventions and the culture towards learning intervention in the College. This has particular relevance to the literature review. The results are rated against each other to establish the relevant theme.

A specific protocol was developed around the conducting of the interviews. The interviews consisted of a one-to-one interaction between the researcher and the participant. Interviews were conducted face to face and lasted between thirty minutes and an hour, depending on the depth of generated discussion. The answer to each of the questions led to follow up questions and discussion. The interviews were used for gathering information about perceptions, attitudes and the application of learning within the College. Welch et al (2002) argues that the weight of an interview with a "corporate elite" has gotten little or no scholarly attention. The challenges to the methodology in the openness of the interviews and the differences in professional values and seniority across the interviews needs to be highlighted. The interviews had predetermined questions, set out in a particular order. Powney & Walts 1987:271 are of the opinion that this allows the interviewer to remain in control of each question and enables the examination of a particular aspect.

Interview Protocol

- Brief explanation to share the purpose of the interview with the interviewee.
- Interviews were conducted on a Friday morning.
- Set listing of questions to be asked. (Appendix 1)
- The interviewer adopted an informal approach.

- All interviews were recorded. (Appendix 2)
- The interviewer to ensure that they do not get involved in leading the question or pushing their viewpoint on the subject matter.
- Interviews to be conducted in a face to face interaction.

The participants interviewed for this process form the following description:-

- Employed in NCI for a period of three years, no staff to manage.
- Employed in NCI for a period of six years, managing three departments of 15 employees.
- Employed in NCI for a period of 14 years, managing an administrative department of 12 employees.
- Employed in NCI for a period of 22 years, managing a service department of 9 employees.

The interviews were transcribed verbatim and filed according to various categories identified. The material was typically in the form of paragraphs that were cross-classified into several categories. Each statement was filed and comparisons with the previous statements were made. In addition, notes in respect to the content of the category were kept. As the categories evolved, some disappeared and merged under more general titles. Certain categories became parts of matched pairs in which would typically be filed in each constituent category. This helped to reveal connections between categories.

Surveys

A survey was developed to encompass a number of the frameworks relating to learning interventions. This survey was piloted amongst a group of five employees, however as the methodology and study of the literature review developed, it was considered an inappropriate method of research in relation to this project. (Appendix 3)

Ethnography

Engage as many members of staff as possible, in general conversation about the organization. Review previously activities and interventions implemented by the organization and align the strategic goals for the organization, back to the interventions and planned actions.

Observation of learning interventions through employee development plans, training plans for the organization, strategic documentation and direct observation of behaviours, attitudes and culture towards learning interventions.

Grounded Theory

Grounded theory takes a case rather than erratic perspective. This means in part that the researcher takes different cases to be wholes, in which the variables interact as a unit to produce certain outcomes. A case-oriented perspective tends to assume that variables interact in complex ways.

The grounded theory approach, consists of a set of steps whose execution is thought to "guarantee" a good theory as the outcome. The quality of a theory can be evaluated by the process by which a theory is constructed.

Methods

The basic idea of the grounded theory approach is to read a textual database and "discover" or label variables. For the purpose of this research project, patterns will be addresses and assessed through Axial Coding. This is where the process of relating codes (categories and patterns) to each other through a grouping of inductive and deductive thinking.

The frame that we used will consist of the following elements:

Element	Description
Phenomenon	This is what might be called the name of the frame. It is the concept that holds the bits together. In grounded theory it is sometimes the subject.
Causal conditions	These are the variables that lead to the development of the phenomenon. It is a set of causes and their properties.
Context	Distinguish from the causal conditions. A set of conditions influencing the action/strategy.
Action strategies	The purposeful, goal-oriented activities that perform in response to the phenomenon and intervening conditions.
Consequences	These are the consequences of the action strategies, intended and unintended.

Bias in Research

It is important within the context of the methodology to recognize that there is an element of bias on both the behalf of the researcher and the informant. Within the case study protocol, one of the functions is to minimize the levels of bias through the use of multiple sources of evidence that works on cementing the validity and reliability of the research.

There are a number of obstacles in obtaining unbiased testimonials and these include the inhibitions individuals have regarding revealing important feelings, suspicions that individuals have regarding information that might reflect poorly on them or their colleagues and finally difficulties individuals have in being able to accurately remember

situations. To work around these issues the research needs to recognize that the bias whether it is conscious or unconscious cannot be totally eliminated however through the use of multiple sources of evidence and triangulation, the levels of bias in the study can be reduced.

3.5 Conclusion

The number of different research methods enabled the researcher to advance the research objective and qualify particular views of Leadership Development Models. The methods employed also looked at both the management and observations of individuals of Leadership Development Models.

Leadership development and learning interventions are a fluid concept. They vary with the maximum of conditions under which they operate and which shape the relationships between the internal and external forces. These forces such as individuals, beliefs, values, skills, resources, circumstances, power, organisational structure, organisational culture and the existence of change determine the possibilities available.

FINDINGS

FINDINGS

4.1 Introduction

As outlined in the Methodology (see Chapter 3) a series of semi-structured interviews were conducted in order to investigate further the theory behind Bolman and Deal's Four Frame Approach to Leadership Development. Each individual was asked a series of questions and a number of themes were developed from the results. These themes were further broken down into the four frames developed by Bolman and Deal. This chapter presents the main findings of the interviews and is further enhanced by organizational observations.

4.2 Organisational Culture

Working for an organization as most employees do, can be seen as a threat by the employee to individual freedom, autonomy and identity (Hingley & Cooper, 1986). The research findings indicated that employees' perceptions and descriptions of the organization revolved around three distinct aspects of organizational culture: the organization as a task environment, as a problem-solving environment and as a development environment (Cox & Howarth, 1990; Cox & Leiter, 1992). The evidence collected suggests that the organisation is perceived to be poor in respect of the development environment. The evidence further shows that the different management styles and approaches by senior management have an impact on the employee's

perception on development opportunities. This was further supported by the following comments from the interviewees:-

The College's HR department has been lead and instructed directly by the President of the College. The staff expected this to change with the last President, but this didn't happen and they continued their predecessor's actions in hampering the department's ability to perform.

I think that whoever is flavor of the month gets whatever they want. That is from a resources point and a training point.

I have been here fourteen years and offered only two development courses. One of the courses I requested recently, however I would say that the interest in my development would be limited or not at all. My line manager would take no interest in either my actions, job or development.

4.3 Career Development

There is an ambiguity in the area of career development in the organization and in particular between career development and further leadership development skills. Those interviewed believe that there is a status of incongruity in the form of under or over-promotion of individuals and further frustration at having reaching a career ceiling. This was highlighted by a number of interviewees who commented that:

I can't see any promotion prospects for me, basically because I am at the top of my scale and there is nowhere to go, having said that learning courses are essential to the job that I do and you can't keep the job without going on courses.

I have never been encouraged to go on and further study in the College, ever. Never been asked, but not encouraged either, and one think I have been looking for, for years is an executive management training programme, a good one to do, but it has never happened. I don't see any promotional possibilities for me, I am at the top of my scale, top of my department, with little further possibilities open to me.

4.4 Decision Making Structure

The research findings indicated a lack of employee participation in aspects of decision making in regard to matters affecting their work and development of both themselves and their staff members. The organization operates on a non-participative style of decision making. Earlier research shows that decision-making structures are important issues in job design and work organization (Karasek & Theorell, 1990) The above was highlighted by the following comments from the interviewees:-

A learning interventions survey was recently undertaken by the College. The results went to Executive Board and they then went on to decide what courses should be rolled out to staff members, without consultation with Line Managers. Quite incredible.

Decisions are made at the top, with little regard for the further ramifications within the organization.

4.5 Uncertainty

The research findings indicated that there is a certain degree of uncertainty in work, in the form of lack of feedback on performance and in particular the failure of the performance management system. This uncertainty is expressed in other ways other than lack of performance feedback. There are certain levels of role ambiguity in the organization and more recently in relation to the potential of redundancy. This is highlighted in interviewees comments:

I would believe that within my team performance management is very important and I would develop individuals and I think that this is key to their development, but I don't think the College recognizes this. The performance management system is archaic and merely a task completion process rather than a comprehensive review of an individual.

We talk about learning development in the organization, but we now are faced with the prospect of potential redundancies and a freeze on recruitment. Some individuals are operating at cross purposes in departments and this causes conflict at both an individual and departmental level.

Structural Frame

The structural frame's prime consideration is that of organisational performance. The structural frame emphasises the requirement to design structures of learning and development that fit into an organisation's environment. These options were reinforced throughout the interviews in a number of different manners. Firstly in response to the question regarding the critique of learning development within the organization, all respondents replied as follows:

Enhancing the capability of employees to achieve the strategic objectives of the organization.

This underpins Bolman and Deal's theory that organizations exist for the realization of established goals and objectives.

Interviewees also responded favourably towards which framework they considered were most appropriate in an organisation and which framework governed the development of individuals in organisations. A strong number of interviewees cited the Structural Framework as the most relevant frame.

The structural one. I say that because the second one is pre-empting that a staff member would have problems and if you know the structure of your organisation, you would be very clear on a role and you should be picking the right person for a job.

Definitely the structural one. There are clear processes in place and it enables a win-win situation for both the employee and the organisation and it not only develops an individual, that individual will then be able to operate at the desired level for the organisation.

Yes, definitely, you can see the clear link between the two.

There was a certain amount of doubt regarding the structural frame and whether it operated at a level enhanced by some of the other frames or if in fact there were definite structures in place but that these were not actually adhered to by different managers, as there appears to be an inconsistent approach adopted in the organisation.

It depends on the manager and the department. In my department there is structure there and clear guidelines, but I think there is a problem in the institution as it is inconsistencies across the departments.

Human Resources Frame

The Human Resources Frame focuses on the individual and through the tool of learning and development its aim is to maintain employee motivation and satisfaction, whilst tapping into the talent of the individual for the aspirations of the organisation. This frame ensures that the organisation remains in control of the learning process by ensuring that all learning serves the organisation's purposes.

There is a genuine believe showing through the research that the organisation is moving to a stance more in-line with the human resources frame. This is captured from the following interviews:

I think that HRM is the way forward.

There is clear evidence of changes happening, what with the learning interventions survey and the proposal for different bespoke courses for staff members. It is beginning to look like the HR Department are progressing towards a training and development agenda.

Some excellent work being carried out at present. In the past it has been very poor, with no attention paid to the whole context of learning development, however there does appear to be a change in direction and I believe this will be welcomed whole-heartily by management and staff.

The findings show that there is a lean towards a human resources approach, however it is one that has not been adopted by the organisation previously and one in which a number of the interviewees perceived would only work in tandem with some of Bolman and Deal's other frames.

Political Frame this structure is concerned with the area that recognises political agendas and coalitions of interest within an organisation. The power distribution within an organisation can influence the learning development of particular managers and employees as certain groups and individuals vie for power. It is primarily viewed as that through the acquisition of knowledge and skills that it can increase influence/power within an organisation.

The researcher found the findings quite controversial, in the fact that all interviewees either acknowledged or recognised that there was either in the past and to some degree at

present, a considerable amount political influence within the organisation. This can be highlighted in the following comments:

I think political definitely plays an important role within this organisation and after that I think it is structural.

The College's HR department was lead by the President of the College and the department has been hampered in its ability to perform.

Totally I think whoever is flavour of the month gets whatever they want. That is from a resources point and a training point.

The Symbolic Frame structure is concerned with reinforcing organisational values. The learning and development process itself is used as a cultural mechanism which aim is to increase its legitimacy as is understood by both the internal and external stakeholders.

Within the organisation many of the interviewees found it difficult to relate to the concept of the symbolic frame, however one particular interviewee was adamant about the positive affect this frame would have on the organisation.

4.6 Policies and Procedures

The researcher has examined a number of different polices within the organisation, within the context of Bolman and Deal's four frame approach. As the researcher had access to human resources departmental information both past and present, it helped the researcher gain the means to evaluating both the underlying philosophy towards leadership development and learning interventions in the organisations and how these philosophies relate to any of the particular frames.

Performance Management System. It can be said that performance management systems stem from Taylor's time and motion study in relation to productivity, however another description is that it is a simple method of income justification. This system evaluates the

employees' performance and there are a number of different elements to the system, dependent of the function and level of the employee. Whilst there are different elements to the system, the fundamentals of the system remain the same for each employee. The system employed by the organisation, is that of a traditional appraisal system and each employee is given the opportunity to complete an appraisal form. This forms the basic of the appraisal and the employee's direct line manager complements the process by including their comments and by conducting a formal meeting. The system was originally designed with a dual purpose; evaluating employees' performance and planning the employees' development in the organisation. Through the process of time, i.e. over the last seven years the final dimension of the system, that of developing the employee has not been central to the performance management system and has now become redundant to the process. This is evident through the interviewees comments and also through general observations of employees attitude to the process and their assessment of the policy.

Employee Development Policy

In tandem with the Performance Management System existed an employee development form/plan, in which both line manager and employee agree key development needs for the forthcoming period. This function has been made redundant in the organisation over the last number of year and this is authentic though the interviewees comments in relation to management steering the human resources department.

Over the last three years there has been greater attention paid to the development of leaders and individuals within the organisation and this represents itself in the first instance with a number of initiatives taken by the Human Resources Department. These initiatives are based around the Continuous Professional Development of each individual. The initiatives included seminars and workshops aimed at a specific group of employees, in relation to a specific area of learning and teaching, whilst these interventions are welcomed additions it excluded a number of different employees.

Learning and Development Policy has been developed and from analysing this document it is evident that the organisation is moving to a human resources frame in the approach to leadership development and learning interventions. The main aims of the policy are:

- Enhance the potential and personal effectiveness of all staff through the acquisition of appropriate qualifications, skills, knowledge and understanding and experience.
- Develop new skills for current and future roles to foster and support continuous development and improvement.
- Encourage proactive self-management of your future.

This policy is further supported by the Learning, Teaching and Assessment Strategy developed by the organisation over the last two years. This strategy document supports the underlying mission of the organisation to widen participation, support lifelong learning and the fulfilment of potential and improved progression within the educational sector. The document promotes excellence in teaching and prioritises its importance through the recommendation of introducing the concept of Teaching Fellows (a full member of academia, who has shown excellence in teaching) to the organisation.

Conclusion

The research findings presented some challenging assumptions from the interviewees to the researcher. There was a genuine interest in the subject and whilst some underlying bias were revealed during the interview process, the understanding of the requirement for appropriate leadership development and learning interventions in the organisation was unanimous.

It is evident from the actions of the organisation that a framework adopting the Human Resource Frame is the desired approach in seeking to develop individual and this in-line with the Structural Frame which cements the importance of the organisations aims and objectives.

During the course of this research project the organisation introduced a new position within the Human Resources Department and this role of that of Employee Development Manager. This role involves leading and managing the academic and professional development of all employees in the College. An Employee Training Needs Assessment Survey was disseminated to staff and results collated in order to develop diverse a suite of training courses aimed at all employees.

Authors Comments

The researcher was on maternity leave while the Employee Development Manager was employed and therefore unaware of specific initiatives being taken in the workplace. The initiatives support the findings of the literature review; however this situation is incidental to the research project.

CONCLUSION

CONCLUSION

5.1 Introduction

There are a number of different models to leadership development and learning interventions, each emphasizing different aspects of each phenomenon. Leadership development can be broadly defined as an activity that improves the quality of leadership within an individual or organisation. Traditionally this focus has been on developing abilities and attitudes of individuals. Leadership development can encompass interpersonal relationships, social influencing, team dynamics and organisational climate. Learning interventions can be broadly defined as a set of initiatives designed to improve the ability or skill set of an individual.

5.2 Macroenvironment

The working environment has changed significantly in the last ten years and this in itself brings new pressures and issues to deal with for an organisation. It is important for an organisation to start to understand first how people respond to different leadership development models and then recognises how the individual feels about the process. Recognition of effective business leadership and development as a step towards organisational success and growth has resulted in an array of diverse approaches and theory models to leadership development and learning interventions. The literature is enormous for organisations seeking to improve leadership development and learning interventions in an organisation.

5.3 Models of Leadership Development and Learning Interventions

There is a widespread unambiguous belief that leadership development and successful learning interventions provide organisational deliverables that are fundamental to its success.

This is linked to the changing context within which it is viewed and theories have greater relevance dependent on a number of different factors, such as age of the organisation, size of the organisation, culture on the organization.

The gap in evidence remains which is the most appropriate model for an organisation. Bolman and Deal's model focuses on four different frames and each of this frames, a mixture of the frames or all working together can enable an organisation to form the background structure that in turn supports leadership development and learning interventions in tandem with the strategic goals and objectives of an organisation. Leadership studies have focused on organisational psychology regarding group behaviour, outcomes, followed by task focus versus people orientation. The development of the science of strategic management has brought further attention on models of leadership and learning interventions.

The fundamental problem that remains in leadership development and learning intervention events is that the activities are seen as 'doing' rather than 'knowing' and that there is a bias towards activity-focused encounters. There has been a shift from traditional instructor-centered teaching to a learner-centered paradigm of personal transformation. (Story, J 2004)

Author's Comment

The researcher sought to promote a new understanding of leadership development and learning interventions by advancing the notion of the four frames approach to development in an organisation. The frames were explored in the different ways in which they affected leadership, learning, culture of the organisation and relationships. The main principles that underpin the model are that learning structures provide the necessary avenue for the individual of self-learning and learning. This learning cannot be enforced it is only open to the individual who is willing to learn, and through this embracement of learning the possibilities of benefits increases and expands for the individual and organisation.

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APPENDIX 1
INTERVIEW QUESTIONS

1. During your employment have you been offered training/coaching or further education?

2. Do you consider the training to be:-
 - a) Formal training/developed in structure
 - b) Natural or incidental learning in the workplace
 - c) Organised and systemic process of learning

3. Would you consider that training offered to you is on the understanding that:-
 - a) It benefits you personally
 - b) It benefits you personally and professionally
 - c) It benefits the organisation

4. In your opinion does learning/development play a role in performance management/talent management function within the organisation?

5. What critique towards learning development do you favour?
 - a) Enhancing the capability of employees to achieve the strategic objectives of the organisation.
 - b) Focus directly on the learning needs and priorities of the individual
 - c) Focus directly on the needs and interests of certain groups.

6. There are different approaches to learning and leadership development in an organisation and under this approach there are four different frames:-

Structural – the overall objective of the organisation are concerned to ensure that it becomes more efficient and profitable, therefore there is a need to build the capabilities of employees to achieve this goal.

HRM – differences between employee's skill set and what the organisation requires. Focuses on the individual and uses learning and development as a tool of motivation.

Political – this recognises that political agendas and coalitions of interest within organisations and that the development of staff and managers is directly related to the political power within an organisation.

Symbolic – reinforces organisational values. Learning and development is used as a cultural tool who's aim is to increase its standing to both the internal and external stakeholder.

7. Different frames governing the development of individuals in organisations: do you consider that they could be related to the four frames discussed?
8. In your experience which frame is most applicable to your organisation?
9. In your opinion which frame holds greater prospect of success?
10. Is HRM more effective where it is linked to a process of organisational learning and that the individual manager perceives themselves to have an important stake in their development activities?

11. To what extent are the outcomes of HRD activities shaped and altered by informal unwritten political processes within an organisation?

12. Is there evidence in your opinion to suggest that HRD achieves it's goals through it's activities i.e. the story that is told within the organisation?

13. When aligned to organisational goals HRD can make a positive contribution to the performance of an organisation. Does this happen and if so, how?

14. In your opinion, do you consider learning and development to be a tool best driven by:
 - a) HR
 - b) Line Manager
 - c) Individual

15. In your opinion, link the importance to learning interventions to your ability to do your job and the prospects of promotion.

APPENDIX 2
INTERVIEW NOTES

LI Basically I am just going to ask you a number of questions and just answer them as you will, am I am recording this as it is a much more accurate manner to retain records. All answers will be treated highly confidential and there is nothing bizarre or unfortold in the line of questioning.

During your employment, have you been offered training, coaching or further education in NCI. These are difficult questions, so take you time to answer, there is no pressure here.

I would have said that over the years, I would have been quite pro-active myself, in saying what I needed.

LI OK.

Rather than the other way around.

LI Has the organisation delivered anything to you.

M, I was on years ago, and I am here fourteen years, a people management course, that I sourced myself, that was when I started have more people reporting to me, I also requested a negotiation skills course recently, of which I was on. I would have said that when I became Director of Student Services/Student Life in 2003, I was given extra coaching at the time, a particular coach.

LI Ok.

But I think I met them about twice and I was given a psychometric test, regarding how I managed myself and my time, but it all fizzled out. So that would be it – limited.

LI Limited, ok.

The training that has been offered in NCI, in your experience, not only to yourself, also because you are a Line Manager, so you will have other people, would you believe that the training offered is:

- Formal training/Developed in structure
- Natural or incidental learning in the workplace
- Organised and systemic process of learning

I would have said it is definitely the second one.

LI Natural or incidental learning in the workplace? So it is as you go through your job you tend to pick up

What we do in our department is we tend to cross train each other and that's on the job training it is not formal in any structure.

LI Would you consider then that the training offered to you is on the understanding that it would

Benefit the individual personally

Benefit the individual personally and professionally

Benefit the organisation

Any of those things on offer is in line with the goals of the organisation

LI Grand

In your opinion does learning/development play a role in performance management/talent management function within the organisation

I believe that within my team that that is very important and I would develop individuals and I think it is key to their development, but I don't think the College recognises this

LI And what about your development?

I don't think they come near me at all and that is being very blunt

LI What critique towards learning development do you favour?

- a) Enhancing the capability of employees to achieve the strategic objectives of the organisation.
- b) Focus directly on the learning needs and priorities of the individual
- c) Focus directly on the needs and interests of certain groups.

I would have said the first and the third one definitely I do think that you need to know and understand the strategic direction of the College, but the third one is group based to this department in particular.

LI There are different approaches to learning and leadership development in an organisation and under this approach there are four different frames:-

Structural – the overall objective of the organisation are concerned to ensure that it becomes more efficient and profitable, therefore there is a need to build the capabilities of employees to achieve this goal.

HRM – differences between employee's skill set and what the organisation requires. Focuses on the individual and uses learning and development as a tool of motivation.

Political – this recognises that political agendas and coalitions of interest within organisations and that the development of staff and managers is directly related to the political power within an organisation.

Symbolic – reinforces organisational values. Learning and development is used as a cultural tool who's aim is to increase its standing to both the internal and external stakeholder.

LI Different frames governing the development of individuals in organisations: do you consider that they could be related to the four frames discussed?

The structural one. I say that because the second one is pre-empting that a staff member would have problems and if you know the structure of the organisation, you would be very clear on a role and you should be picking the right person for a job, ok and learning and development is important, but you should be building on the skill of your employee not trying to force them into something because they are not capable.

LI In your experience which frame is most applicable to your organisation?

LI In your opinion which frame holds greater prospect of success?

It depends on the manager and the department. In my department there is structure there and clear guidelines, but I think there is a problem in the institution as it is inconsistent across the departments. The fourth one would be for academics. Definitely, it should be forced it should be part of their job, part of their induction, all of that good stuff, because it is an academic institution that should be there.. My area because it is admin and support the first one there (Structural)

And you as an individual

I would like to be involved in the forth one, I would have said, that there would be more interaction amongst the department and they would understand it better.

LI Is HRM more effective where it is linked to a process of organisational learning and that the individual manager perceives themselves to have an important stake in their development activities?

I think that over the years and because we in a good place at the moment, I would have gone on a conference for two days because that is upskilling me in that area and I would have requested that. It would not have been my line manager who put it forward. So from that point of view, there is scope to go and do these things, but because of the demands on your time, it can be difficult. But it would be me identifying things rather than the College seeking the initiative.

LI To what extent are the outcomes of HRD activities shaped and altered by informal unwritten political processes within an organisation?

I would have said Executive Board is the only area of training and I would say that they are probably not supplied with appropriate training. It is suppose to be fair and progressive, but I don't think there is any formal training for manager here at all, I am here 14 years and I would have gained my knowledge over the years with dealing with people and also outside guidance, but nobody has formally trained me in how to manage people.

LI Is there evidence in your opinion to suggest that HRD achieves it's goals through it's activities i.e. the story that is told within the organisation?

There isn't any human resource development, I would say that the one area that is working away in the background is the Learning and Teaching, but it is not promoted enough. I do think that they are trying very hard to get key speaker in, Friday lunchtime seminars, but he is trying to encourage it, but people don't want to get involved. So I think that is a slow burner, but I don't see any other key developments or good stories going out there.

LI When aligned to organisational goals HRD can make a positive contribution to the performance of an organisation. Does this happen and it so, how?

It don't happen from the HR area at all, to be very honest. From the manager's perspective if the manager wants it and I think that I do and I would be blowing my own trumpet but I do look at development and what can we do to make it better and a key one would be networking outside with their peers to examine what is happening nationally. In terms of HR's involvement they don't and have never had any involvement or interest.

LI In your opinion, do you consider learning and development to be a tool best driven by:
d) HR
e) Line Manager
f) Individual

I think it should be all three. I think HR should be constantly looking at the performance of staff and their development and that identifying that if there is concerns with the Line Manager, what is the best practice out there, what do they believe is a high achiever and to guide the manager into doing that. I think me as a manager of people, that I should be constantly looking at up-skilling and ensure that everybody achieves what they should be doing, promoting high achievers and that the individuals if they are the right fit for the role, especially this department, to be pro-active in going out and saying what they want, within the line of their job.

Do you think that there is support within the organisation to do any of those things you said?

I think that because I am here a long time, I get a lot of autonomy in what I do and I do believe that, but it is only because there isn't a particular interest in what I am doing from anyone else. If someone asked me what I did for my staff development, I don't think they would know.

LI In your opinion, link the importance to learning interventions to your ability to do your job and the prospects of promotion.

Yes, I think that for my job personally, for me to progress up further, I would have to go back and do something else, say a Masters in HRM and when I say progression it would possibly be outside rather than inside the organisation, that you do have to have the extra qualifications. I don't think I have ever been asked if I wanted to do anything in the College, ever. I have never been encouraged to go on and further study in the College, ever. Never been asked, but not encouraged either, and one think I have been looking for, for years is an executive management training programme, a good one to do, it has never happened. But I would really like to see someone saying, where do you want to be, where do you see yourself

I think that development should be more mainstreamed from the top and from the HR Department and more structure and I think that there should be regular meetings with the HR Department and the relevant Line Manager to see how people are getting on and what is their approach.

1. During your employment have you been offered training/coaching or further education?

No I haven't been offered it, but I have known that it was available to me if I did want to take up on something. I would have had to go and instigate it rather than it being offered.

2. Do you consider the training to be:-
 - a) Formal training/developed in structure
 - b) Natural or incidental learning in the workplace
 - c) Organised and systemic process of learning

It has been very lalsped, very few people in my area have been offered training and there would have been a number of things that we would have highlighted that we felt people needed training on, but it just didn't happen.

3. Would you consider that training offered to you is on the understanding that:-
 - a) It benefits you personally
 - b) It benefits you personally and professionally
 - c) It benefits the organisation

I suppose that I believe anything that was offered further training, it was to benefit the organisation

4. In your opinion does learning/development play a role in performance management/talent management function within the organisation?

I don't think it has played a role here on the basic that you can highlight weaknesses in somebody's work performance, Development needs weren't assessed.

5. What critique towards learning development do you favour?
 - a) Enhancing the capability of employees to achieve the strategic objectives of the organisation.
 - b) Focus directly on the learning needs and priorities of the individual
 - c) Focus directly on the needs and interests of certain groups.

I think if you go back to the first one, you achieve everything, you are developing that individual, which is going to have a positive effect on the organisation.

6. There are different approaches to learning and leadership development in an organisation and under this approach there are four different frames:-

Structural – the overall objective of the organisation are concerned to ensure that it becomes more efficient and profitable, therefore there is a need to build the capabilities of employees to achieve this goal.

HRM – differences between employee's skill set and what the organisation requires. Focuses on the individual and uses learning and development as a tool of motivation.

Political – this recognises that political agendas and coalitions of interest within organisations and that the development of staff and managers is directly related to the political power within an organisation.

Symbolic – reinforces organisational values. Learning and development is used as a cultural tool who's aim is to increase its standing to both the internal and external stakeholder.

I would discount the political one straight away, if you need to do if you are developing people you would probably take it from the other three strands. A mixture of all of them. The value has to be with bringing people up through the organisation and therefore everyone wins.

7. Different frames governing the development of individuals in organisations: do you consider that they could be related to the four frames discussed?

8. In your experience which frame is most applicable to your organisation?

I think the structural one is probably the most relevant

9. In your opinion which frame holds greater prospect of success?

I think if you go with the structural you will capture all, if you specifically go after the needs of individuals, their requirements you link into the HR frame and you get the actual results

10. Is HRM more effective where it is linked to a process of organisational learning and that the individual manager perceives themselves to have an important stake in their development activities?

I think it is because if they have no interest in themselves it is very hard for anyone else to promote them. The manager has to be one of the key drivers of success.

11. To what extent are the outcomes of HRD activities shaped and altered by informal unwritten political processes within an organisation?

In the past we have been lapsed to learning and development, and that was driven by the management of the organisation

12. Is there evidence in your opinion to suggest that HRD achieves it's goals through it's activities i.e. the story that is told within the organisation?

If it is implemented it definitely achieves its goals.

13. When aligned to organisational goals HRD can make a positive contribution to the performance of an organisation. Does this happen and if so, how?

It hasn't happened here, but in other organisations I have watched people develop to the next level.

14. In your opinion, do you consider learning and development to be a tool best driven by:

- a) HR
- b) Line Manager
- c) Individual

I think it can't stay with the individual, it has to be a top down approach driven by either the Line Manager or Hr, but they should be working together.

15. In your opinion, link the importance to learning interventions to your ability to do your job and the prospects of promotion.

I think they are linked for staff members and there is a difficulty for lots of people at a more senior level in the College because there are very few places to go.

1. During your employment have you been offered training/coaching or further education?

Yes, I've been given lots of opportunities to go on day courses and also I have completed a CIPD Course in the College and I have been approved to do a Masters at the College.

2. Do you consider the training to be:-
 - a) Formal training/developed in structure
 - b) Natural or incidental learning in the workplace
 - c) Organised and systemic process of learning

I would say that the training I have been offered would be the first two options.

3. Would you consider that training offered to you is on the understanding that:-
 - a) It benefits you personally
 - b) It benefits you personally and professionally
 - c) It benefits the organisation

I think first of all is the gap that people don't get training and obviously that has been identified and they are trying to rectify that, so having looked at the programmes and training that they are coming up with as a result of the survey, I think the message that is being said is that the training is for them, but also enhances the organisation.

4. In your opinion does learning/development play a role in performance management/talent management function within the organisation?

No it doesn't.

5. What critique towards learning development do you favour?
 - a) Enhancing the capability of employees to achieve the strategic objectives of the organisation.
 - b) Focus directly on the learning needs and priorities of the individual
 - c) Focus directly on the needs and interests of certain groups.

I think, really number one is the most important.

6. There are different approaches to learning and leadership development in an organisation and under this approach there are four different frames:-

Structural – the overall objective of the organisation are concerned to ensure that it becomes more efficient and profitable, therefore there is a need to build the capabilities of employees to achieve this goal.

HRM – differences between employee's skill set and what the organisation requires. Focuses on the individual and uses learning and development as a tool of motivation.

Political – this recognises that political agendas and coalitions of interest within organisations and that the development of staff and managers is directly related to the political power within an organisation.

Symbolic – reinforces organisational values. Learning and development is used as a cultural tool who's aim is to increase its standing to both the internal and external stakeholder.

I think that as it stands at the moment, no because the learning and development isn't actually happening, but going forward, I think that the HRM model will be the one used in the organisation. I think that is the goal.

I think that at present the political model is used within the organisation.

7. Different frames governing the development of individuals in organisations: do you consider that they could be related to the four frames discussed?

I think that the HRM approach is the way forward

8. In your experience which frame is most applicable to your organisation?

9. In your opinion which frame holds greater prospect of success?

10. Is HRM more effective where it is linked to a process of organisational learning and that the individual manager perceives themselves to have an important stake in their development activities?

Yes most definitely.

11. To what extent are the outcomes of HRD activities shaped and altered by informal unwritten political processes within an organisation?

I would said that they are shaped by a large extent by it, because of conflict between what management want and what the union want, if that is how you mean. And if you mean what management want and what the ordinary staff member wants, there is always conflict there, but I think that it is largely shaped by the union

12. Is there evidence in your opinion to suggest that HRD achieves it's goals through it's activities i.e. the story that is told within the organisation?

I'm not too sure to be honest

13. When aligned to organisational goals HRD can make a positive contribution to the performance of an organisation. Does this happen and it so, how?

Positive contribution. Yes it does, should do anyway. It should be a positive thing, I think it is really in the next year, when we see if it really will

14. In your opinion, do you consider learning and development to be a tool best driven by:

- a) HR
- b) Line Manager
- c) Individual

Line Manager

15. In your opinion, link the importance to learning interventions to your ability to do your job and the prospects of promotion.

I suppose actually in the current climate it is very important, for example in HR you need to know your employment law, so it is very important for me to know the law to ensure that I do my job accordingly and also I really do need the qualification to progress.

Is there a clear link in the College to achieving educational qualifications and promotion?

No

1. During your employment have you been offered training/coaching or further education?

The only structured course I have ever been offered by the College is for me looking for it myself, was a Management Four Day Course that I did about ten years ago. It was quite a good course and was for managers at a senior level and there were people there from all different organisations and that was quite useful. Anything I done and I have to be fair, the College has funded anything I wanted to do. But for example when I wanted to do one course, I had a real battle but for the fact that my Line Manager supported me.

2. Do you consider the training to be:-
 - a) Formal training/developed in structure
 - b) Natural or incidental learning in the workplace
 - c) Organised and systemic process of learning

Nature or incidental. I know that there are plans to change it.

3. Would you consider that training offered to you is on the understanding that:-
 - a) It benefits you personally
 - b) It benefits you personally and professionally
 - c) It benefits the organisation

The organisation

4. In your opinion does learning/development play a role in performance management/talent management function within the organisation?

No

5. What critique towards learning development do you favour?
 - a) Enhancing the capability of employees to achieve the strategic objectives of the organisation.
 - b) Focus directly on the learning needs and priorities of the individual
 - c) Focus directly on the needs and interests of certain groups.

Three, focus directly on the needs and interests of certain groups.

6. There are different approaches to learning and leadership development in an organisation and under this approach there are four different frames:-

Structural – the overall objective of the organisation are concerned to ensure that it becomes more efficient and profitable, therefore there is a need to build the capabilities of employees to achieve this goal.

HRM – differences between employee's skill set and what the organisation requires. Focuses on the individual and uses learning and development as a tool of motivation.

Political – this recognises that political agendas and coalitions of interest within organisations and that the development of staff and managers is directly related to the political power within an organisation.

Symbolic – reinforces organisational values. Learning and development is used as a cultural tool who's aim is to increase its standing to both the internal and external stakeholder.

7. Different frames governing the development of individuals in organisations: do you consider that they could be related to the four frames discussed?

I think there is a mixture. I think political definitely plays an important role within this organisation and after that I think it is structural.

8. In your experience which frame is most applicable to your organisation?

Political

9. In your opinion which frame holds greater prospect of success?

Structural or HRM, and I think we have to move to a more HRM approach. For me structural works because that is the only framework that I can operate in.

10. Is HRM more effective where it is linked to a process of organisational learning and that the individual manager perceives themselves to have an important stake in their development activities?

I'm not sure, at the moment there is no support as a senior manager, it is very hard as I have had no support as a senior manager. While I give support to my staff, I get no support, however I am trying to be fair, if I ask to do something, I generally get permission. Not a proactive approach, it is reactive. And even at that it is laid back to the point that it is non-existent.

11. To what extent are the outcomes of HRD activities shaped and altered by informal unwritten political processes within an organisation?

Totally I think whoever is flavour of the month gets whatever they want. That is from a resources point and a training point.

12. Is there evidence in your opinion to suggest that HRD achieves its goals through its activities i.e. the story that is told within the organisation?
Can't answer this. The College's HR department was led by the President of the College and the department has been hampered in its ability to perform.

13. When aligned to organisational goals HRD can make a positive contribution to the performance of an organisation. Does this happen and if so, how?

There is an attempt for this to happen.

14. In your opinion, do you consider learning and development to be a tool best driven by:

- a) HR
- b) Line Manager
- c) Individual

I think a combination of all three. Generally the overall goals should be set by the HR Department and then there should be some freedom for the Line Manager to add to the goals. Finally the employees should be given the option on whether they can do the course this year or the following year.

15. In your opinion, link the importance to learning interventions to your ability to do your job and the prospects of promotion.

I can't see any promotion prospects for me, basically because I am at the top of my scale and there is nowhere to go, having said that learning courses are essential to the job that I do and you can't keep the job without going on courses.

I feel isolated, loads of clicks in the organisation and it has got worse and the union management is appalling so not there is no prospects of promotion.

APPENDIX 3

SURVEY

1. General Section

1. Please click on the Academic School/Department that you are affiliated too:

- Commerical Office
- Finance
- Human Resources
- IT
- Marketing, International Office
- President's Office, Foundation Office, Quality Assurance
- Registrar's Office, Student Services, Library
- School of Business
- School of Community Studies, Early Learning Initiative
- School of Computing

2. Please click on your position

- Administrator
- Executive Board Member
- Faculty
- Manager

3. Please click on the number of years in your current role:

- <1
- 1-3
- 3-5
- 5+

4. Your Gender?

- Female
- Male

5. Your Age?

- 20-25
- 26-35
- 36-45
- 46-55
- 56+

2. Training and Coaching

1. During your employment have you been offered training/coaching/further education?

- No
- Yes
- Unsure

2. Do you consider the training/coaching offered to be:

- Formal training/development in structure
- Natural or incidental learning in the workplace
- Organised and systemic process of learning

3. Has the training/coaching offered to you?

- Been one-dimensional in structure
- Been multi-faceted in nature

4. Would you consider that training offered to you is on the understanding that

- Benefit you personally
- Benefit you personally and professionally
- Benefit the organisation

3. Approach to Learning/Development

1. In your opinion, does learning/development play a role in performance management/talent management function within the organisation?

- Yes
 No
 Don't know

2. Regarding the approach adopted by the College to learning and development, do you consider that it is related to the following:

	Strongly Agree	Agree	Neither	Disagree
Based on perceived gaps in intellectual performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on resources view of the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on particular beliefs and political agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on organisational decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please rate the factors that you consider form the base of the learning and development policies within National College of Ireland

	Strongly Agree	Agree	Neither	Disagree
To maximise employee performance and achieve organisational objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To focus on each individual with the aim to highlight specific aspects of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning/development theme is related to specific interests of particular stakeholders in the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning/development stems from a requirement to refocus organisational values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please rate what you consider the evaluation strategy of the learning and development systems within National College of Ireland

	Strongly Agree	Agree	Neither	Disagree
To analyse the impact on people's performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To analyse the impact on organisational processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To analyse the achievement of power and promotion through learning/development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To analyse the extent that cultural norms have become entrenched within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Approaches to Learning/Development

1. Regarding the purpose of learning/development initiatives do you consider to be:

	Strongly Agree	Agree	Neither	Disagree
Address internal performance gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain employee motivation and satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Means to achieve increase power and influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To communicate the cultural messages of the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Regarding the type of learning/development initiatives, do you consider to be:

	Strongly Agree	Agree	Neither	Disagree
Structured within a formal setting, orchestrated by the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individually focused on both formal and incidental learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal and informal learning, through the communication of cultural messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which critique towards learning development do you favour?

- Enhancing the capability of employees to achieve the strategic objectives of the organisation
- Focus directly on the learning needs and priorities of the individual
- Focus directly on the needs and interests of certain groups

APPENDIX 4
LEARNING AND DEVELOPMENT POLICY

Learning and Development Policy

First and foremost...

You are a key and important resource in the College.

Our continued success depends on the knowledge, skills, attitudes and experiences you apply in your role every day.

To help equip you for your current and future roles, the College is committed to providing you with opportunities to learn, grow and develop on a professional and a personal level.

The aims of this policy, a description of the role of key stakeholders and an outline of the processes and procedures to be followed in relation to learning and development at NCI are described below. This policy should be read in conjunction with the Learning, Teaching and Assessment Strategy, the Quality Assurance policies and procedures and all other relevant NCI policies on the staff portal.

The aims of this policy are to:

- Enhance the potential and personal effectiveness of all staff through the acquisition of appropriate qualifications, skills, knowledge and understanding and experience.
- Develop new skills for current and future roles to foster and support continuous development and improvement.
- Encourage proactive self-management of your future.
- Ensure equality of opportunity and access to learning and development.
- Develop a culture of continuous learning and development.
- To support and enable an effective response to change.
- Support the achievement of NCI's strategic objectives and priorities.

Key Stakeholders

The President & Executive Board are responsible for:

- Ensure that all staff have received (and maintain) the ongoing training they require to undertake all duties and responsibilities associated with their role.
- Fostering and supporting employee development.
- Ensuring that resources are available for employee development including an annual budget set aside for Learning & Development.
- Driving the support of the Learning & Development Policy and ensuring full understanding of same.

Heads of Department, Deans of School, and all those who are in a Managerial role are responsible for:

- Organising 'specialist' learning and development opportunities for staff e.g. library specific skills organised by the Library Manager, accountancy specific skills organised by the Finance Director etc. The Employee Development Manager can provide support with this if required.
- Promoting individual and team development.
- Taking responsibility for team development.
- Holding a development discussion at least once per year with each member of the team.
- Reviewing that development commitments have been met and following-up accordingly.
- Collating and summarising overall Departmental/School learning and development needs.

- Ensuring that all learning and development offerings explicitly meet a Department/School/College need.
- Working with the Employee Development Manager to design appropriate learning and development offerings.
- Evaluating learning and development offerings against agreed learning outcomes.
- Managing Learning and Development budget for own Team/Department/School.

Individuals are responsible for:

- Taking an active role in your own development and learning by reviewing your development needs.
- Sharing responsibility for the review and identification of your development needs with your line manager.
- Helping others learn where appropriate.
- Fully participating in (including attending) mandatory learning and development offerings.
- Incorporating and applying new skills and knowledge into day-to-day work activities.
- Evaluating learning outcomes by reflecting on and asking for feedback on changed behaviour/skills/application of new knowledge on the job.
- Asking for help/guidance/coaching when and where appropriate.
- Engaging in continuous professional development.

HR/Employee Development Manager is responsible for:

- Conducting a high level learning and development needs assessment for all staff.
- Preparing an annual training plan based on learning and development priorities and budget.
- Planning, delivering and evaluating College-wide learning and development offerings.
- Acting as an internal consultant/facilitator for various teams/groups/projects in the College.
- Administering/ managing centrally resourced benefits including: paid study and examination leave, paid/unpaid sabbatical leave, financial support for courses leading to professional and/or academic qualifications, special study and associated leave.

Monitoring and Evaluating the Learning & Development Policy

All key stakeholders are responsible for monitoring and evaluating learning and development in the College. The Employee Development Manager will produce an annual report that will document progress on learning and development interventions that take place in the College every year.

Your Development Pathway at NCI

1. Discuss your learning/development needs with your Manager/Head of Department/Dean of School (link to 'tips on how to')
2. Capture expected learning outcomes and how you will be able to measure your success (link to 'tips on how to')
3. Assess and agree together how best to meet your learning and development needs.
- L&D for which funding and support can be made available:
 - Professional or academic courses leading to an appropriate qualification through attendance at an NCI course
 - NCI academic qualifications (click on: conditions, how to apply)
 - NCI Undergraduate programmes (click on: conditions, how to apply)
 - NCI Post-graduate programmes (click on: conditions, how to apply)
 - NCI Phd (click on: conditions, how to apply)
 - Teaching Fellowship Scheme (click on: conditions, how to apply, link to CRILT)
 - Certification in Teaching and Learning (click on: conditions, how to apply - link to CRILT)
 - Professional or academic courses leading to an appropriate qualification through attendance at a College/University other than NCI (note - only where the NCI does not offer a similar course) (click on: conditions, how to)
 - NCI Professional Development Seminars & Workshops (click on: link to CRILT)
 - Attendance at external conferences/events/seminars (click on: conferences/seminars page)
 - In-house Intra & Interpersonal Skills Programmes (click on: link to calendar of programmes)
 - IT/Systems Skills Development Training (TBD)
 - Health and Safety Training (click on link)
 - Other (link)
 - Other (link)
- Development is wider than attending a formal training programme - you can acquire new knowledge skills, experience through:
 - On the job learning (link to 'tips on how to').
 - Being coached or coaching others (link to 'tips on how to coach and be coached').
 - Being Mentored or Mentoring - staff (link to 'tips on how to mentor and be mentored').
 - Peer observation and review for faculty (link to CRILT page).
 - Networking (link to 'tips on how to').
 - Committee involvement (link to sample showcase).
 - Work-based projects (link to sample showcase).
 - Research and scholarly activity (link to sample showcase).
 - Presenting at external and internal events (link to sample showcase).
 - Acting as an external examiner (requirements, how to, showcase).
 - Contributing to external and community relations (link to sample showcase)
 - Contributing to learned societies and public bodies (link to sample showcase).
 - Job shadowing and secondments (link to sample showcase).
4. Review learning and development you have undertaken (link to 'tips on how to')