

	Towards an integrative framework of leadership development
	A doctoral thesis by Ajay Jivan

	Design, integration & management of leadership development
1	Framing the research problem, questions, methodology and design → Chapters 1, 2 and 3 of doctoral thesis
2	Locating, contextualising and unfolding leadership development in the retail banking sector: organisational and personal journeys → Chapters 4, 5 and 6
3	Exploring the pedagogic space, design, configuration and delivery → Chapter 7
4	A model of the design, integration and management of the leadership development function, centre and programmes → Chapter 8
Annexure	Illustrative tables and figures cited in sections 1 to 4 → visual illustration of proposed model on pages 24-25 below







1. Framing the research problem, questions, methodology and design

CHAPTERS	1	<ul style="list-style-type: none"> ▪ Sets out the research problem and questions <ul style="list-style-type: none"> ❖ takes up the argument for shifting and broadening the research focus from developmental <i>methods</i> and <i>individual</i> developmental <i>experiences</i> ❖ explores the purpose, design, integration and management of leadership development within organisations ❖ and the question of contextualisation and context <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 10px; margin: 10px 0;"> <p>“The research asks how do the stakeholders in the retail banking sector engage with leadership development and take up the task, work and process of designing, structuring, integrating and managing leadership development; and of the plausibility of an integrative framework as they take up this task, work and process.”</p> </div> <ul style="list-style-type: none"> ▪ Outlines the South African research context and theoretical and philosophical stance of the thesis
	2	<ul style="list-style-type: none"> ▪ Discusses the theoretical and conceptual contestations and issues regarding defining and locating leadership and leadership development: <ul style="list-style-type: none"> ❖ in the mainstream literature (see table 1.1 in Annexure below) ❖ within the post-Apartheid South African and post-colonial contexts ▪ Differentiates leader development, leadership development and levels thereof (see, for example, 1.3.1 below) ▪ Surveys the theme of alignment within organisations – strategic, organisational and programmatic (see 1.2 below) ▪ Explores the theme of integration – from an integrative ontology to integrated planning (see 1.3 and 1.3.1 below)
	3	<ul style="list-style-type: none"> ▪ Sets out the research methodology and design <ul style="list-style-type: none"> ❖ Outlines paradigm and methodology ❖ Debates quality, rigour and use of mixed methods research ❖ Describes pilot study and implications ❖ Outlines the resultant case study design

2. Locating, contextualising and unfolding leadership development in the retail banking sector: organisational and personal journeys

CHAPTERS	4	<ul style="list-style-type: none"> ▪ Locates and contextualises leadership development in the retail banking sector <ul style="list-style-type: none"> ❖ Describes the post-Apartheid retail banking sector and national skills development landscape (see figure 2.1 below) ❖ Discusses how the BankSeta, Business School hosting the BankSeta IEDP and Bank participants differentiate and position themselves (see 2.2 and 2.3 below) in terms of: <ul style="list-style-type: none"> ➤ <i>their institutional perspectives and spaces; and for the banks it also concerns how strategic and culture alignment takes form</i> ➤ <i>their access, ways of partnering and current partnerships</i> ➤ <i>how they and their stakeholders frame their institutional contexts and that of leadership and learning and development</i> ❖ This provides the background to illustrate how customisation, the capabilities for customisation, pedagogy and developmental focus evolves and differentiates over time. On customisation, consider: <ul style="list-style-type: none"> ➤ <i>the dynamic between different perspectives, “points of view” and spaces internally and externally; and negotiating between alignment, “best practice” and working from a “blank page” given the “appetite” and “levels of maturity” of, and “resistance” from, stakeholders</i> ➤ <i>the institutional policies, practices, systems and structures</i> ➤ <i>and the related learning and development process and spaces; and need to negotiate and navigate organisational boundaries for “right-on-time” and “on-the-job” development</i> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>One finds customisation “used in reference or relation to “content”, “module[s]”, “themes”, “process”, “learning style”, “structure” and “creative modalities”. There appears to be the continuous movement and shifting of focus between the elements of a programme and the programme or sets of programmes as a whole; between the nature, constitution, or structure of the elements to the structure and organisation of the programme as a whole, including the sequencing of simultaneous and parallel processes within the programme. There also seems to be the shifts in focus from the individual delegate-learner, the organisation to the programme as a whole (“[tying] everything together end to end and [...] hand pick certain things to tie into the overall journey”).”</p> </div> <ul style="list-style-type: none"> ❖ As they differentiate themselves one also finds the themes of nuance, “humility” and of the “many levers” and “interplay between all of us”; and similar thematic threads with the BankSeta IEDP delegates ❖ Thus, one finds the blending of standardisation, tailoring and customisation as well as improvisation
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CHAPTERS	4	<ul style="list-style-type: none"> ❖ Given the above discussion on differentiation, positioning and the themes of nuance and “humility”, the chapter then explores the themes of design and integration: <ul style="list-style-type: none"> ➤ designing and design as deliberate, emergent, dialogical, relational, contingent and learning processes <ul style="list-style-type: none"> ✚ beginning with the end in mind – taking a perspective ✚ working in the here-and-now ✚ designing and design as an “ongoing process” ✚ negotiating and navigating the practicalities of implementing the design-on-paper ➤ integration taking different forms and from different points, “perspectives”, levels, “spaces” and agency <ul style="list-style-type: none"> ✚ sectoral perspective ✚ business perspective ✚ business school and third party perspectives ✚ individual perspective ✚ programme and developmental process perspective ✚ theoretic perspective
	5	<ul style="list-style-type: none"> ▪ Delves into the organisational journeys in framing, formalising and institutionalising leadership development <ul style="list-style-type: none"> ❖ Explores the evolving BankSeta IEDP (see figure 2.2 below) <ul style="list-style-type: none"> ➤ sectoral and transformation perspective of the BankSeta as client ➤ developmental, pedagogic and programmatic perspective of the Business School hosting BankSeta IEDP ❖ Explores the banks’ leadership development function, centre and programmes (see 2.3 below) <ul style="list-style-type: none"> ➤ evolving purposes and positions <ul style="list-style-type: none"> ✚ focus on forms of strategic alignment ✚ focus on present business challenges ✚ focus on the individual manager/leader development <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>leadership and leadership development is not an “HR thing” or “function”; nor is it just “individual development” or divorced from the “global financial crisis” and leadership failure</p> </div> <ul style="list-style-type: none"> ➤ internal differentiation – layers of journeys of and within the leadership development function and centre: <ul style="list-style-type: none"> ✚ operational ✚ programmatic ✚ strategic ✚ design ➤ external differentiation – evolving relationships and partnerships with Business Schools and third parties <ul style="list-style-type: none"> ✚ client-centric and strategic partner role ✚ knowledge producer role ✚ different integrator roles ➤ alignment between internal and external differentiation

CHAPTERS	6	<ul style="list-style-type: none"> ▪ Delves into the individual journeys, voices and lenses <ul style="list-style-type: none"> ❖ Business School and Bank participants' individual and personalised journeys in leadership <ul style="list-style-type: none"> ➤ <i>taking up and straddling positions – from the developmental guide, critical-reflective professional to the pragmatic practitioner (see 2.4 below)</i> ❖ BankSeta IEDP delegates individual and personalised journeys <ul style="list-style-type: none"> ➤ <i>their leadership story, agency and being “forced” to pause, interrupt, inflect and reflect (see 2.4 below)</i> ➤ <i>'knowing, doing and being' triad</i> ❖ different lenses on the changing landscapes of leadership and leadership development <ul style="list-style-type: none"> ➤ <i>from global dynamics and locating African and South African leadership to navigating and negotiating development for continuity and change</i> ➤ <i>mediating between opening up and democratising leadership development and their respective institution's talent management and differential investment in the leadership-management hierarchy and pipeline</i> ➤ <i>mediating different “paradigms” of leadership and its development (from individual-centric to distributed conceptualisations)</i> <ul style="list-style-type: none">  <i>global lens – western standard and locating Africa and African leadership</i>  <i>national lens – the South African and broader African project and the industry lens</i>  <i>organisational lens</i>  <i>developmental lens</i>  <i>team lens</i>  <i>individual lens</i>
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3. Exploring the pedagogic space, design, configuration and delivery

CHAPTERS	7	<ul style="list-style-type: none"> ▪ Explores how the stakeholders frame and delimit the pedagogic space, developmental programmes and management thereof <ul style="list-style-type: none"> ❖ unfolding the pedagogic space <ul style="list-style-type: none"> ➤ perspective of the individual <ul style="list-style-type: none"> ✚ <i>customising, individualising and personalising the individual's "ongoing" journey</i> ✚ <i>immersive, on-the-job, on-the-go and continuing learning and development; multi-modal and multi-sensorial learning and developmental experiences</i> ✚ <i>interruption, "dislodgement" and uprooting of the individual delegate through their journey</i> ✚ <i>lack of post-programme 'platform'</i> ➤ perspective of the organisation <ul style="list-style-type: none"> ✚ <i>incorporating the client perspectives, themes and spaces to co-creating and co-designing</i> ✚ <i>navigating continuity and change as well as the opening up of leadership development</i> ✚ <i>changing landscape and modularising design and delivery – proposing a decentred and open architecture (see 3.1 below) and the constraints and contingencies that impact its full realisation</i> ✚ <i>managing partnerships, spaces, platforms and organisational boundaries – linkages between the supply and demand-side</i> ➤ above opens up the question of the forms and spaces of integration ❖ drawing out the pedagogic implications of positioning management, leadership and executive development <ul style="list-style-type: none"> ➤ emerging organising model (see 3.2 below) ➤ the practice and reality of "managerial leadership" ❖ examining competency as the conceptual basis for administrating, managing and realising leadership development in organisations
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4. A model of the design, integration and management of the leadership development function, centre and programmes

CHAPTERS	8	<ul style="list-style-type: none"> ▪ Drawing conclusions of the study and proposing contributions and recommendations <ul style="list-style-type: none"> ❖ discusses conclusions on the research questions <ul style="list-style-type: none"> ➤ framing, designing, structuring, integrating and managing leadership development ➤ context and contextualisation ➤ plausibility of integrative frameworks ❖ points out empirical and theoretical contribution <ul style="list-style-type: none"> ➤ critical understanding of the many layers of journeys within which the design, integration and management of leadership evolves in the retail banking sector ➤ critical understanding of the different fields of design and integration – beyond ‘design thinking’ and appreciating how design of artefacts, curriculum and instruction is evolving (see 4.1 below) ➤ critical understanding of management of leadership development – HR journeys, HRM architectures and the identity-work entailed therein ➤ critical understanding of space, place and time (see 4.2 below) ❖ proposes recommendations for the retail banking sector and beyond <ul style="list-style-type: none"> ➤ managing continuity and change – deliberately managing incremental, pivotal, fundamental and disruptive change in how leadership development is configured and constituted ➤ proposing an organising model comprising a modular organising platform (see 4.3 and 4.4 below) ➤ extrapolating to other sectors and contexts ❖ discusses limitations and recommendations on future research
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1.1 Organising the theories on leadership

Leader-centred	Trait and behavioural theories: posit and explore underlying attributes or behaviours of leaders that differentiate them from followers
	Contingency and situational theories: posit and explore the relations between (1) the leader's traits and/or behaviours and (2) particular situations or contexts as operationalised and measurable variables
	Relational and dyadic theories: explore the interactions between leaders and followers/teams
	Transformational and charismatic theories: posit and explore the attributes of transformational or charismatic leaders who are 'visionary' and 'inspiring' change agents
Follower or other-centred	<p>Servant leader theory and stewardship leadership: shifts focus and emphasis to the <i>leader's</i> "ethical responsibilities to followers, stakeholders, and society" (Van Wart, 2003, p14) or being "<i>stewards</i> of both resources and values that enhances the common good" (italics added, April et al, 2007, p223) respectively.</p> <p>Follower-centred theories: reverse the leader-centred focus and "explore how followers influence leader attitudes, behaviors (sic), and outcomes" (Uhl-Bien, 2014, p89). It contrasts with the followership theories, which "see <i>followership</i> and <i>leadership</i> as <i>co-constructed</i> in social and relational interactions between people" (ibid). Followership theories can be located in the below category of situated social, organisational and relational processes.</p>
Shared and distributed	Shared and distributed leadership theories: posit leadership as emergent and adaptive processes within teams, groups and organisation. It decentres leadership.
As attributions	Attribution and romance of leadership theories: explore leadership as attributions and the "romanticization (sic) of leadership" (Meindl and Ehrlich, 1987, p93) within organisations
As situated social, organisational and relational processes	Critical Leadership Studies, constitutive approaches and social and relational constructionist theories: "explores leadership as negotiated and contested social process[es]" (Jivan, 2007, p24)

1.2 Theme of alignment

Strategic and organisational alignment	Debate on dyadic and triadic relations between leadership, culture and performance
	Reconciling internal, organisational, strategic and environmental fit
Human capital alignment	Critical reviews on the use of competency frameworks within organisations
Programmatic and developmental alignment	Debate on the alignment of management, leadership and executive programmes and development

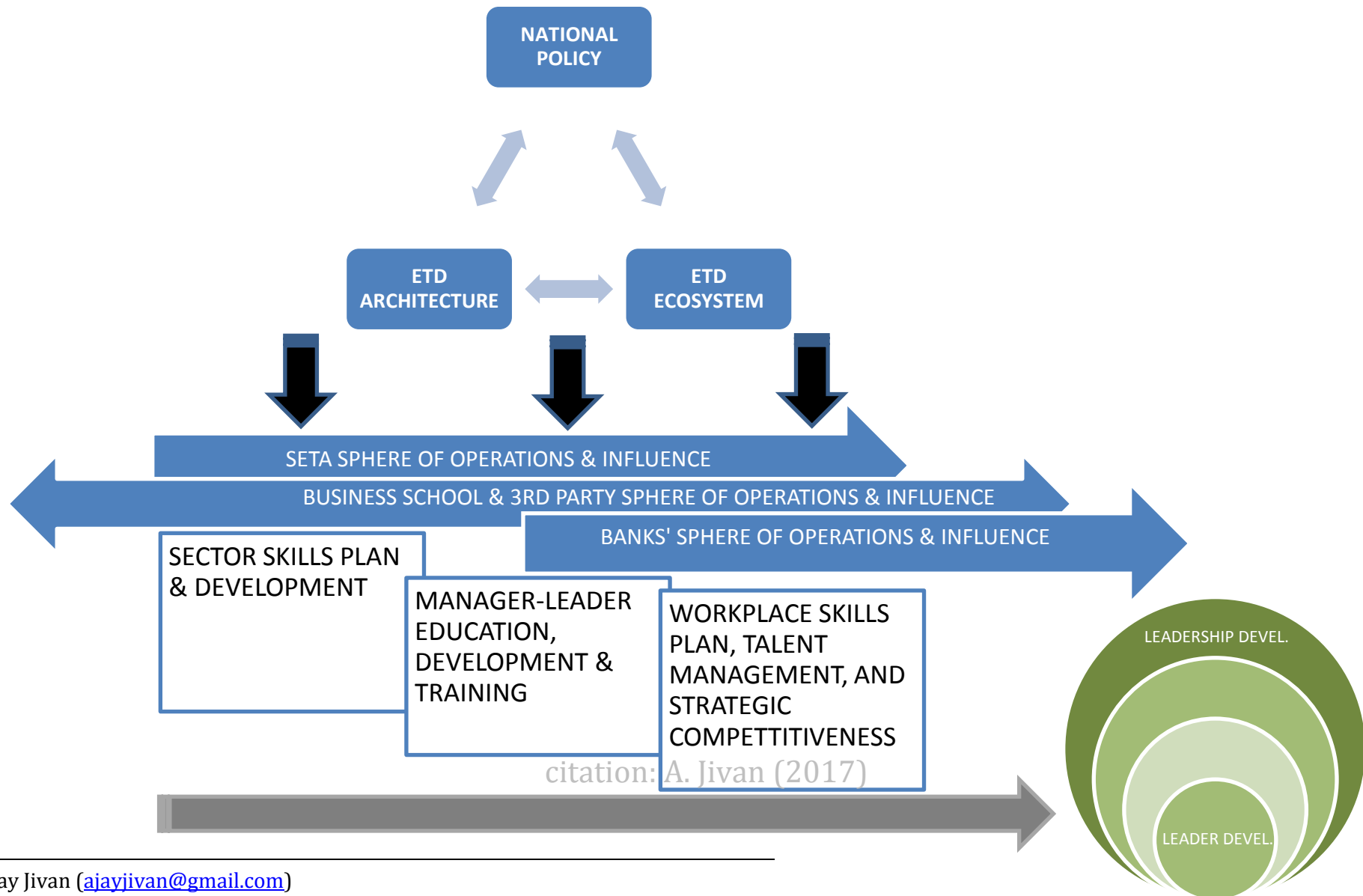
1.3 Theme of integration

Different levels of integration	<u>An “integrative ontology” of leadership</u> → that allows exploration of how leadership outcomes of direction, alignment and commitment are produced in different ways and at different levels of an organisation
	<u>A multilevel, identity-based integrative approach</u> → that integrates leader and leadership development by aligning the development of levels of leadership concepts and identities with the levels of leadership development focus and outcomes (as illustrated in the table below)
	<u>An integrated planning model</u> → that is similar to generic training models that differentiate phases of training and instructional development, from the needs analysis to implementation and how the phases speak to each other
	<u>Multi-disciplinary or inter-disciplinary team-teaching and curriculum</u> → suggestions from team teaching, capstone courses to an integrated curriculum

1.3.1 Multilevel, identity-based integrative approach (adapted from Day et al, 2007)

LEADERSHIP CONCEPTS		LEVEL OF ANALYSIS	LEADERSHIP DEVELOPMENT FOCUS	LEADERSHIP IDENTITY
LEVEL OF COMPLEXITY AND INCLUSIVENESS	DEFINITION			
Basic level and least complex and inclusive	Leadership as role-based authority	Individual	Individual skill development	Individual self-concept
Mid level	Leadership as influence process	Dyad	Individual skill development and relationship building	Individual and relational self-concept
Advanced level and most complex and inclusive	Leadership as shared property of social system with interdependencies among individuals, teams and organisation as whole	Multi-level (individual, team & organisational level) and includes contextual and organisational factors	Individual skill development, relationship building, empowerment, collaboration and working across functional and geographic boundaries	Individual, relational and collective self-concept

2.1 Post-Apartheid policy, architecture, ecosystem, stakeholders and roles



2.2 BankSeta IEDP

2.2.1 Evolving BankSeta IEDP

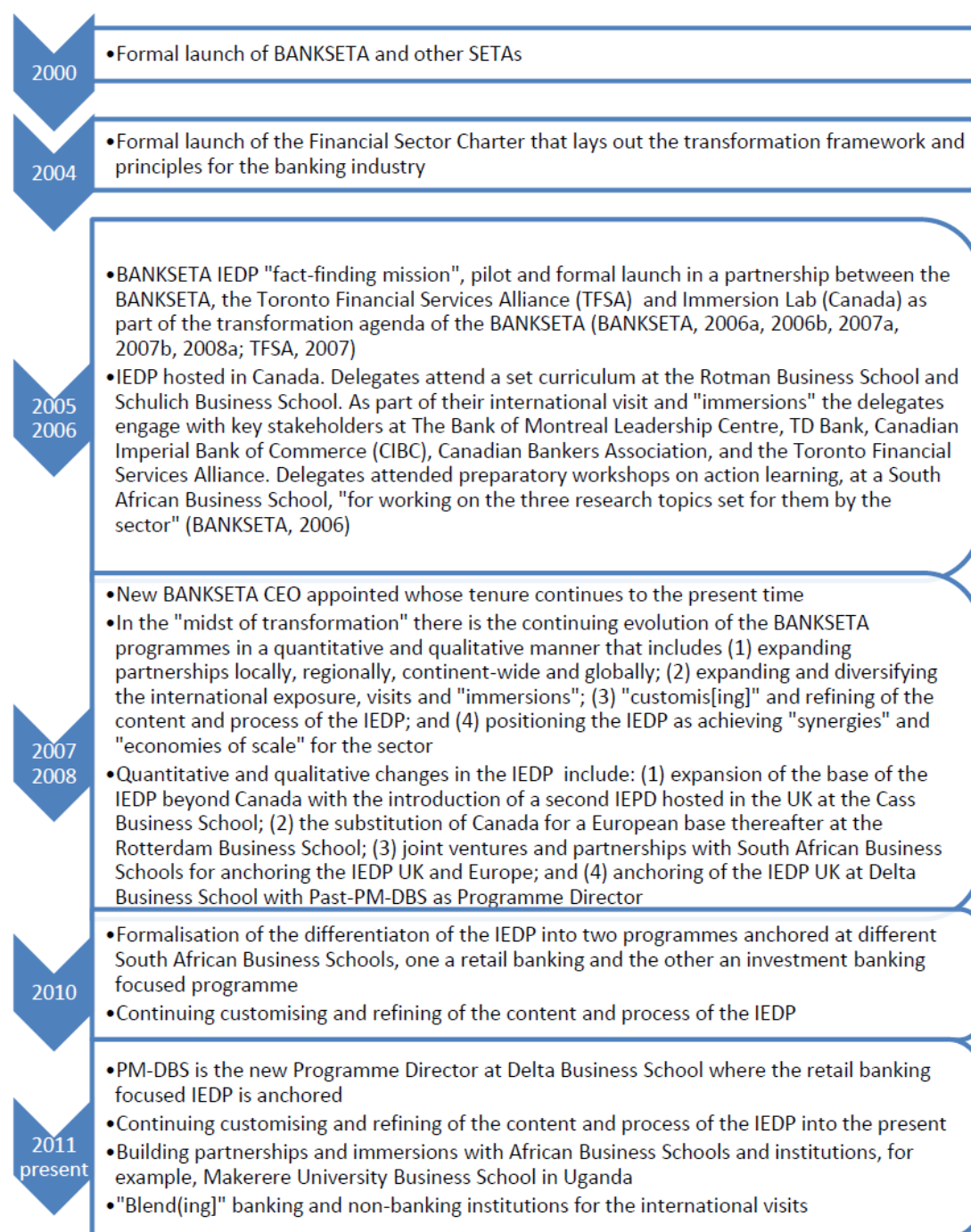
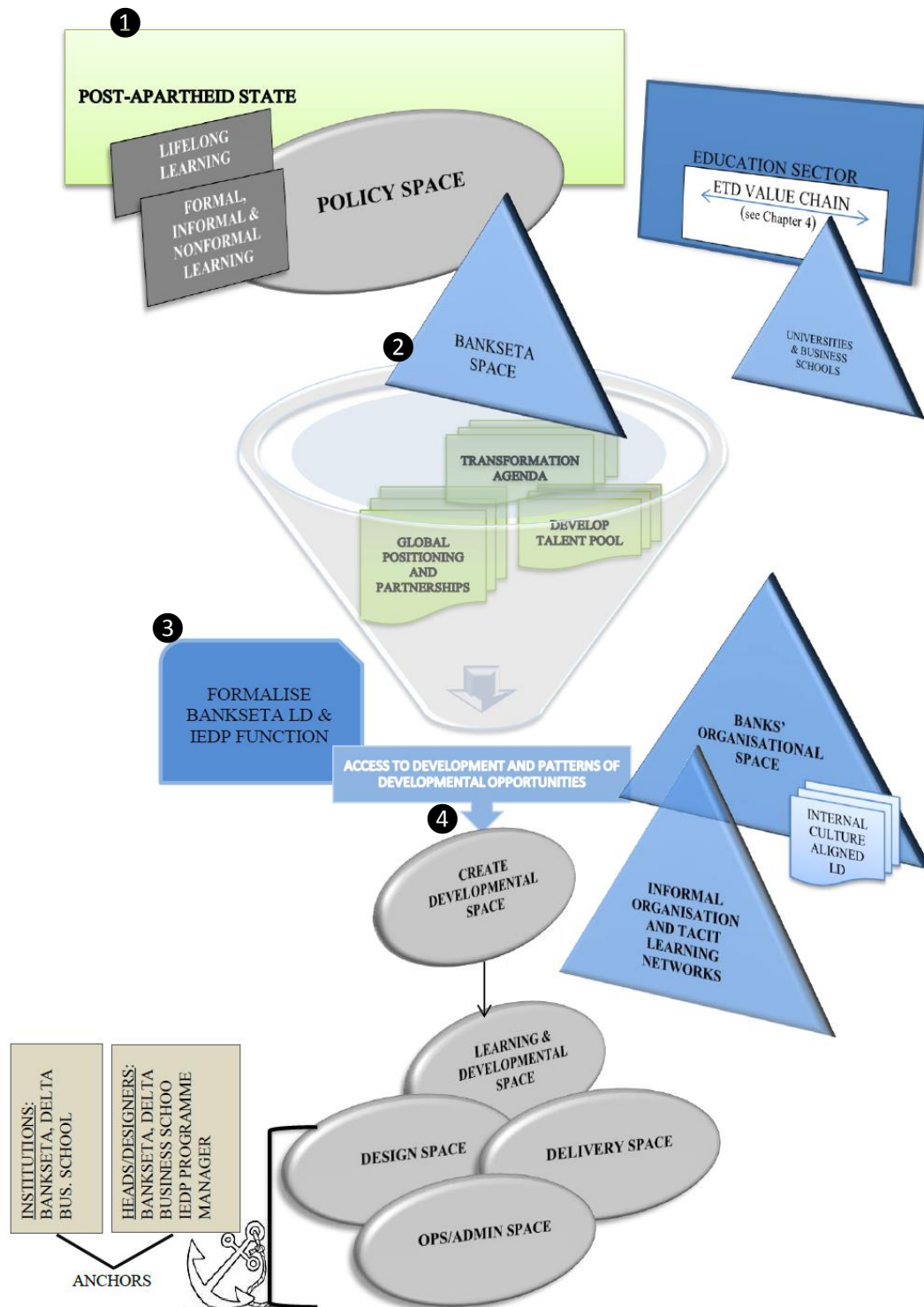


Figure 4: Evolution and milestones of the BankSeta IEDP (compiled by author)

2.2.2 Evolving BankSeta role, networks and investments



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Figure 5: Mapping the BankSeta IEDP within the national policy, retail banking and leadership development spaces (compiled by author)

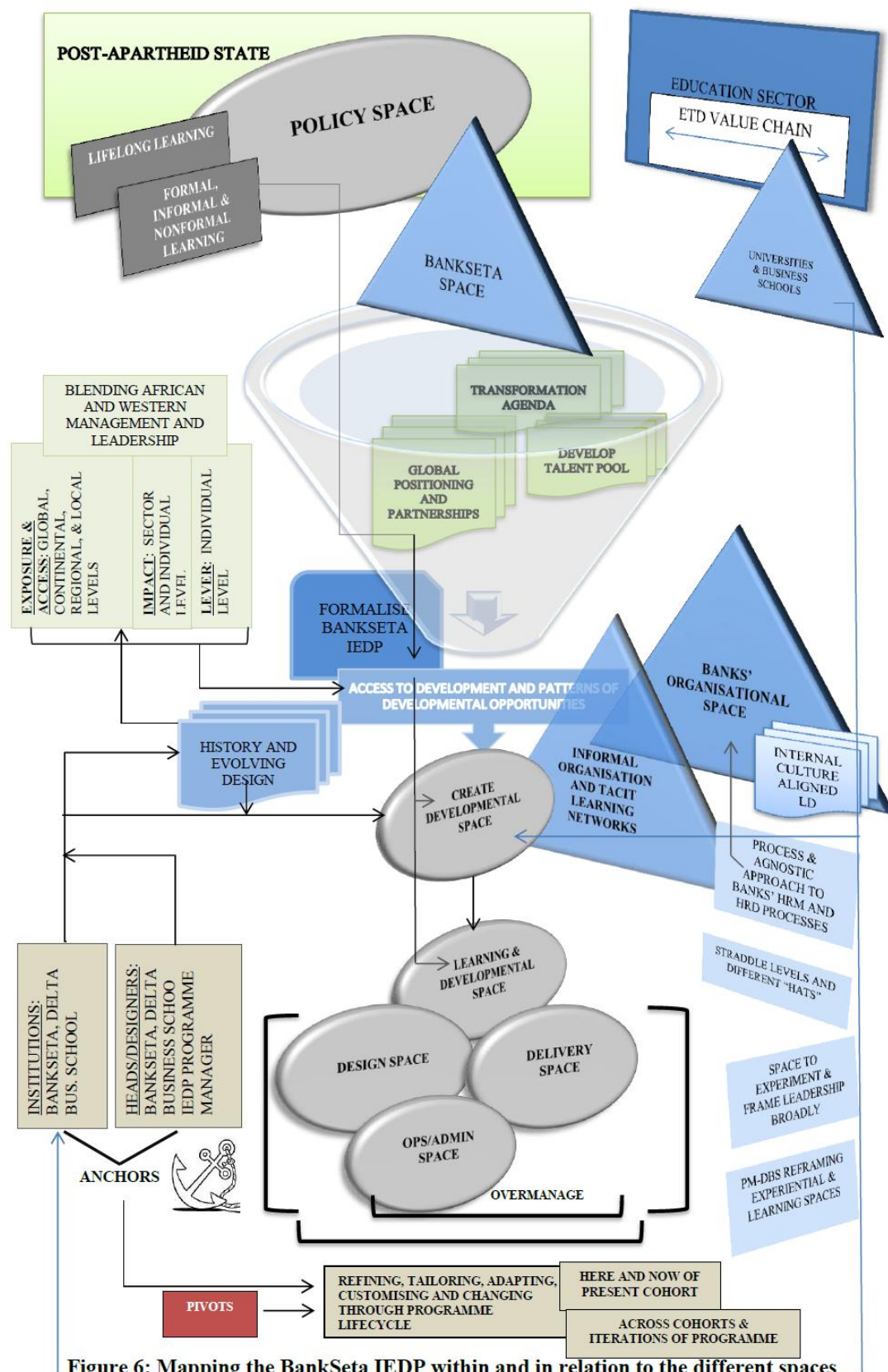


Figure 6: Mapping the BankSeta IEDP within and in relation to the different spaces
(compiled by author)

2.3 Bank Leadership Development Centre (LDC)

2.3.1 Navigating and straddling the evolving purposes and levels of the organisation

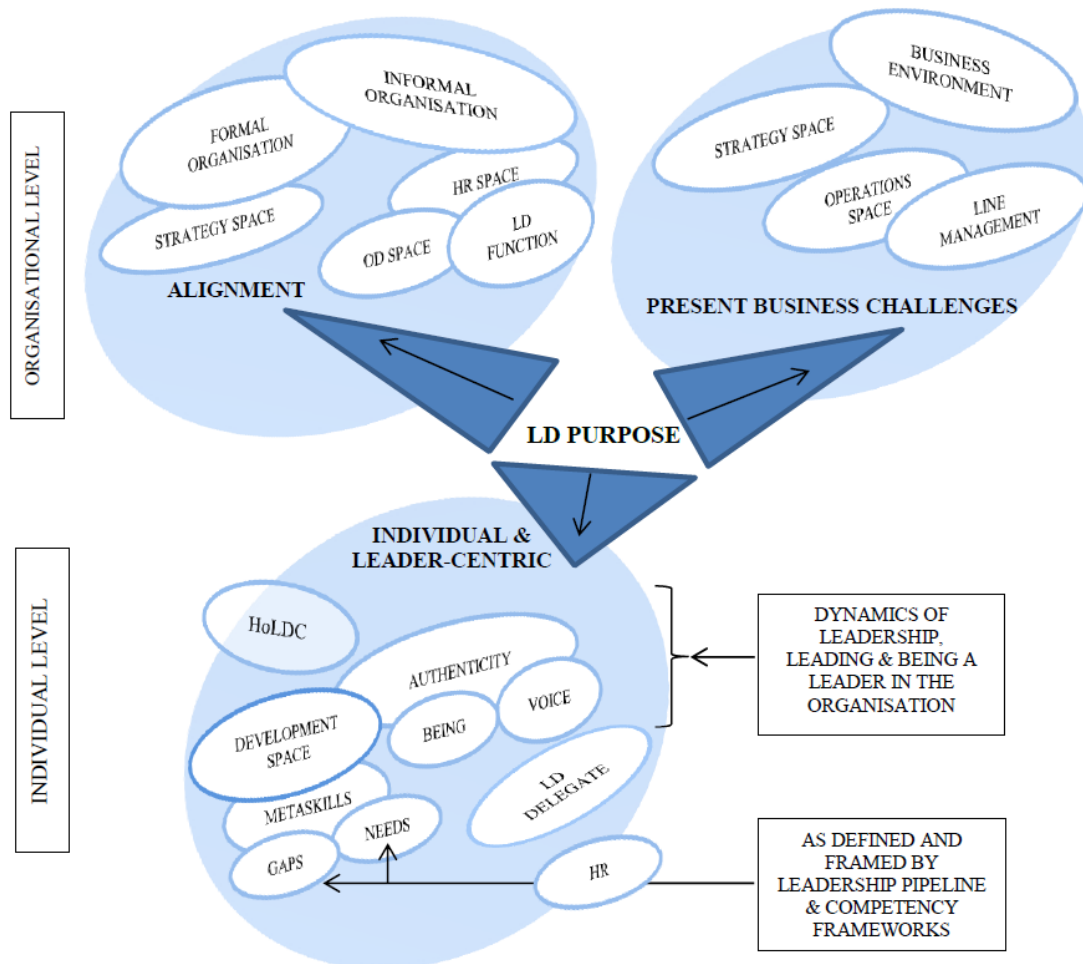


Figure 7: HoLDCs navigating 'centres of gravity' and levels (compiled by author)

2.3.2 Formalising and positioning the Leadership Development Centre

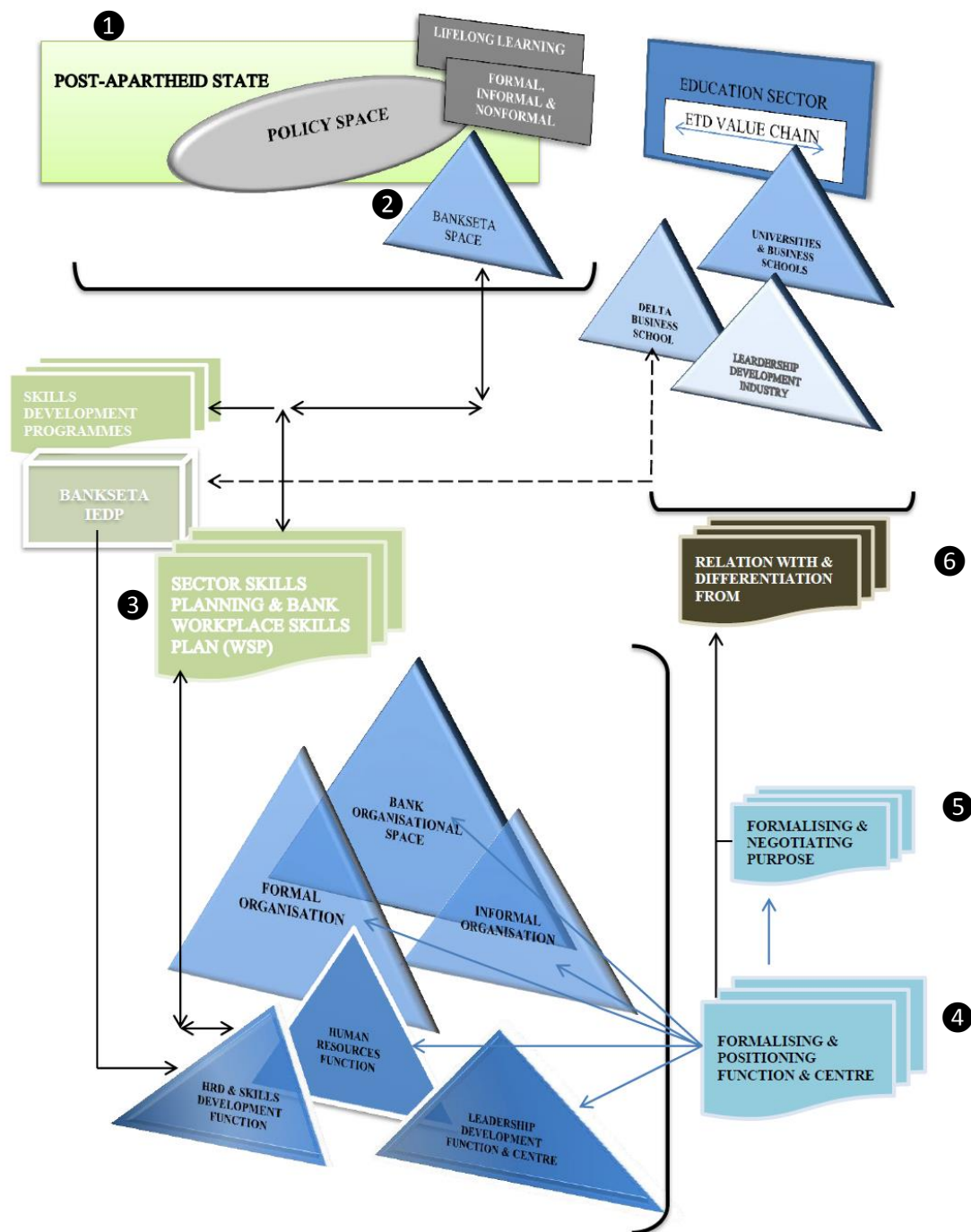
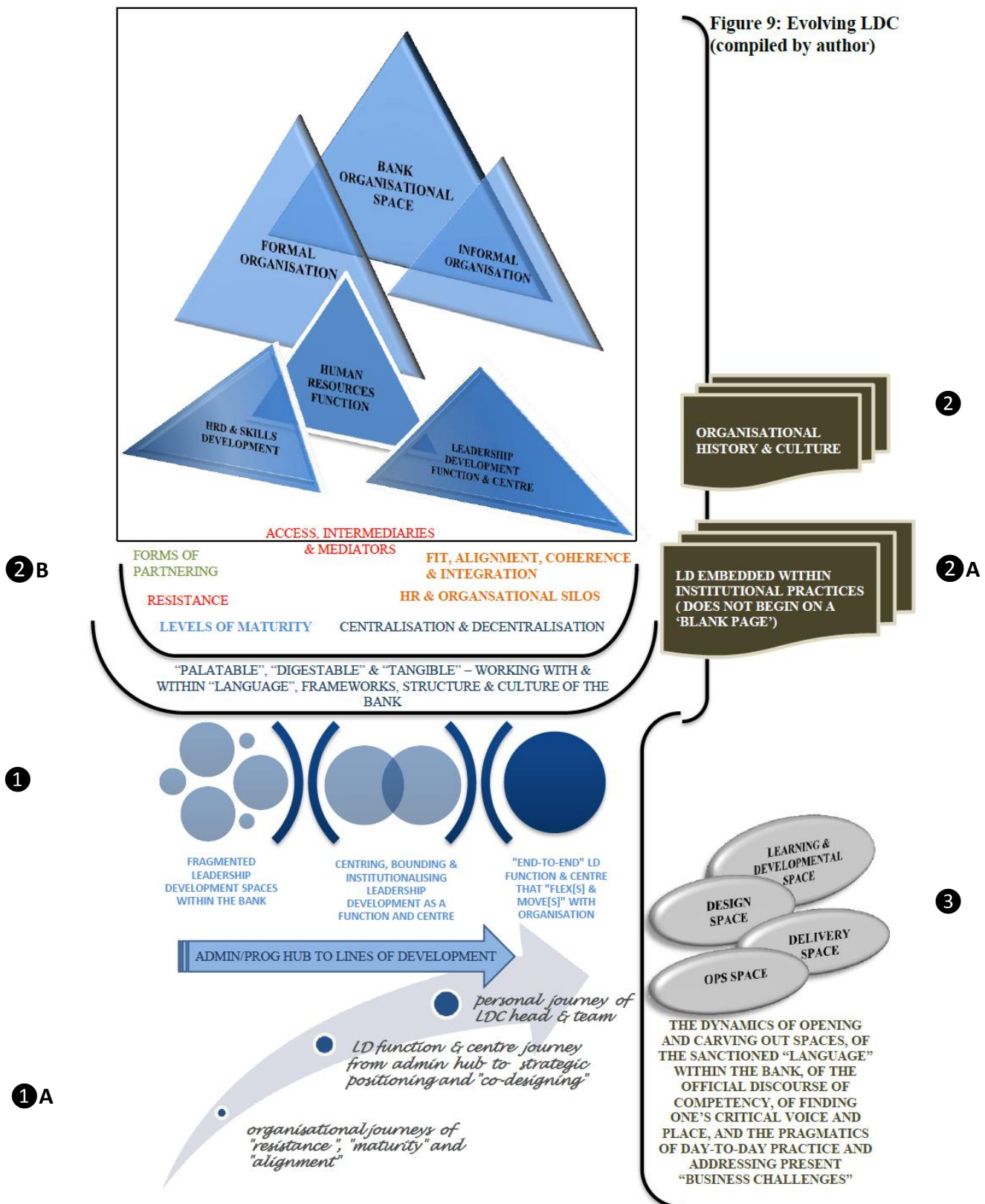


Figure 8: Mapping the formalising and positioning of the leadership development function and centre (compiled by author)

2.3.3 Evolving LDC journeys, capabilities and programmes



2.4 Stakeholders taking up and straddling positions

Head of Banks' LDCs and Business School participants		BankSeta IEDP delegates	
<u>Developmental guide</u> working with the delegates and navigating their "developmental journey"	<ul style="list-style-type: none"> ▪ Distilling ▪ Navigating, shepherding and "springboard[ing]" ▪ Creating "space" 	<u>Developmental journey</u> BankSeta IEDP delegates' experience of their developmental journey and distilling and "connect[ing]" with leadership	<ul style="list-style-type: none"> ➤ "process" of leadership development: not "see[ing] the wood for the trees" and wandering or "lost at sea" ➤ Distilling, "boil[ing] down", "connect[ing]" with, or the "inflection point" in "leadership"
<u>Critical-reflective professional</u> Professional "critical distance" while working from within organisational "space[s]"	<ul style="list-style-type: none"> ▪ Creating and managing "critical distance" ▪ Ethics of leadership and leadership development ▪ developing a "fully integrated human being": challenging the idealised "hero leader" 	<u>Navigating organisational realities</u> delegates navigating leadership within their respective organisations	<ul style="list-style-type: none"> ➤ "gritty" realities of "managing" and "leading" and unravelling the idealised "hero" ➤ Agency of "leaders" and agency in organisations
<u>Pragmatic practitioner</u> "articulat[ing]", giving form and structure to the organisation's formal "needs" and requirements	<ul style="list-style-type: none"> ▪ Articulating, giving form and speaking the "language" of "business" → a "strategic partner" ▪ Of "balance" and beginning with and on a "blank page" 		

3.1 Modularising design and delivery

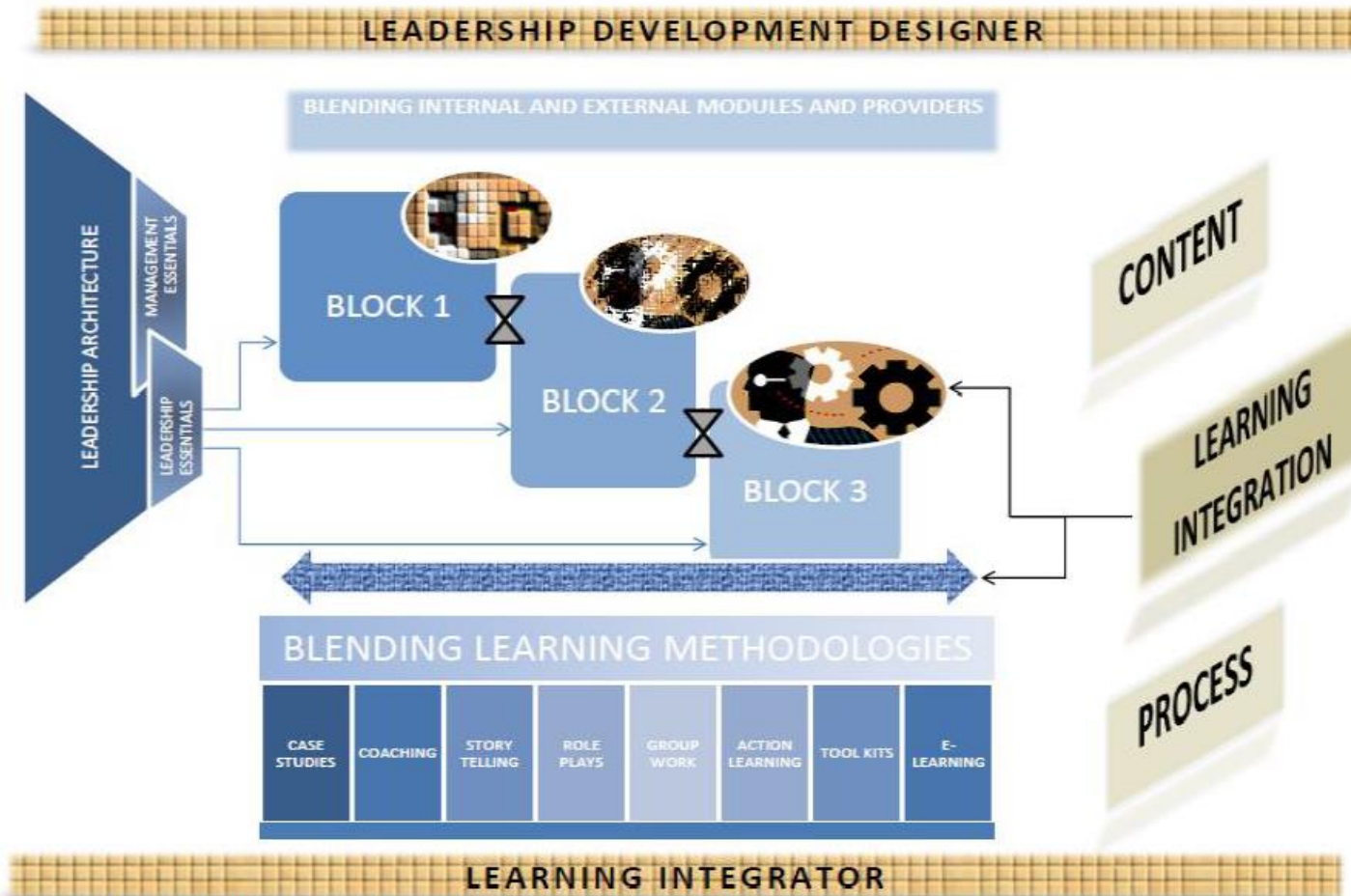


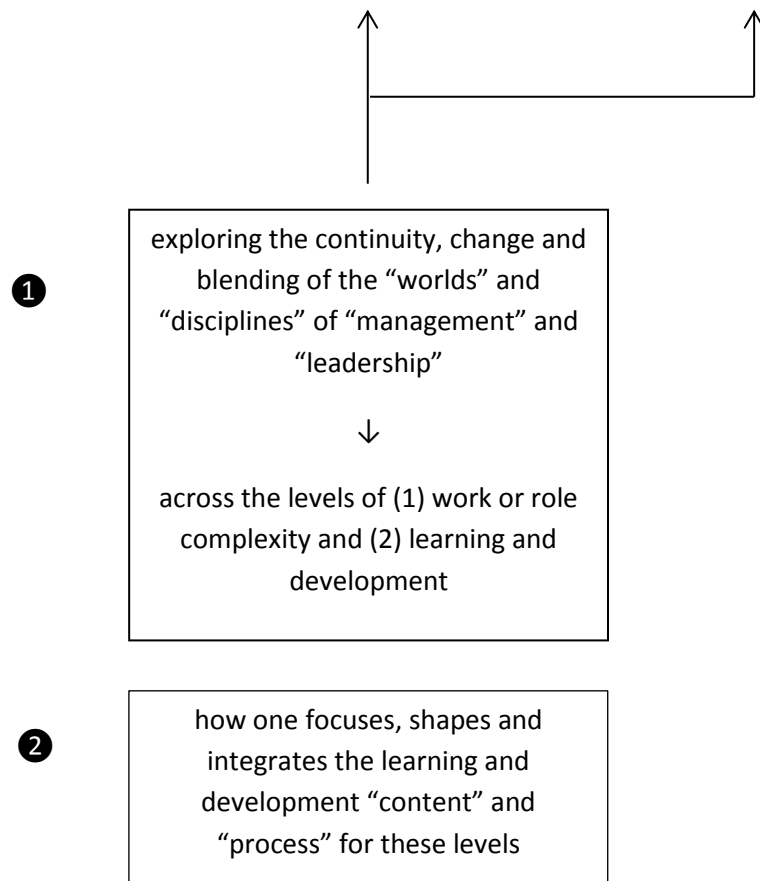
Figure 10: Illustration of the modular design, “just-in-time” delivery and learning, and “learning integration” (adapted from HoLDC-B)

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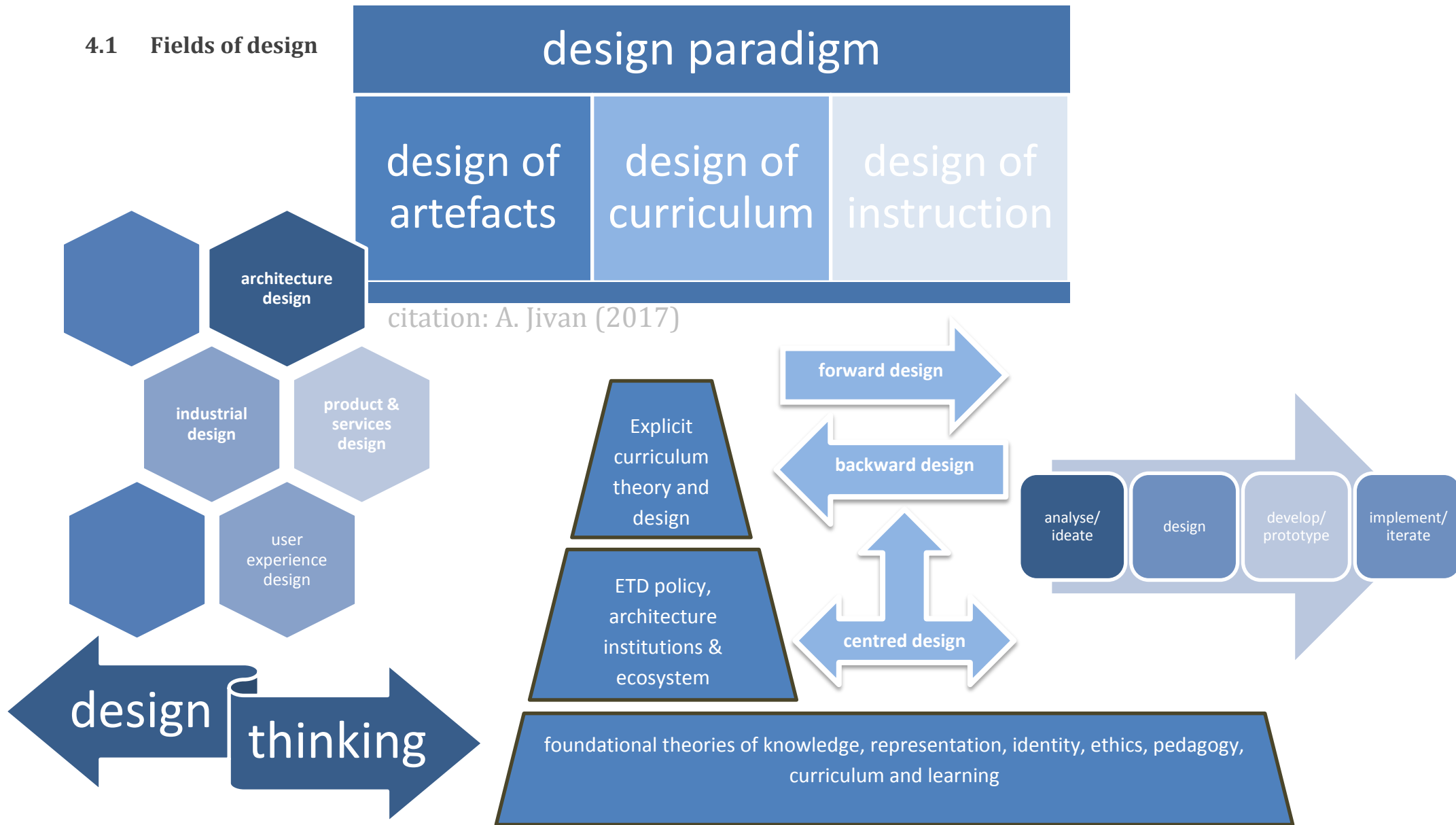
3.2 Organising model of levels of organisational and developmental tasks



Figure 11: Three-dimensional pyramid depicting the organisational task (in blue) and developmental task (in green) (compiled by author)



4.1 Fields of design



4.2 Different levels, spaces, places and times



Figure 12a

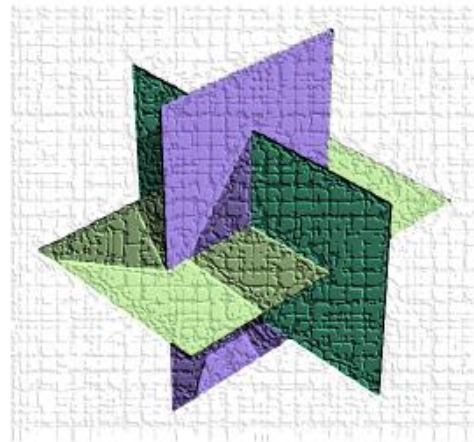


Figure 12b

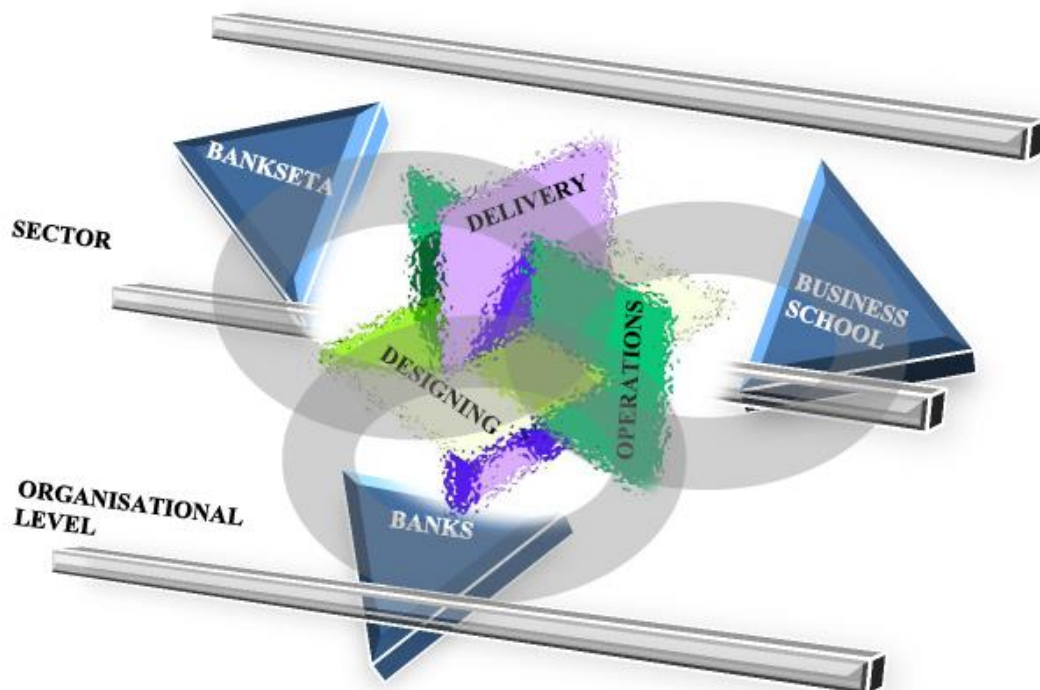
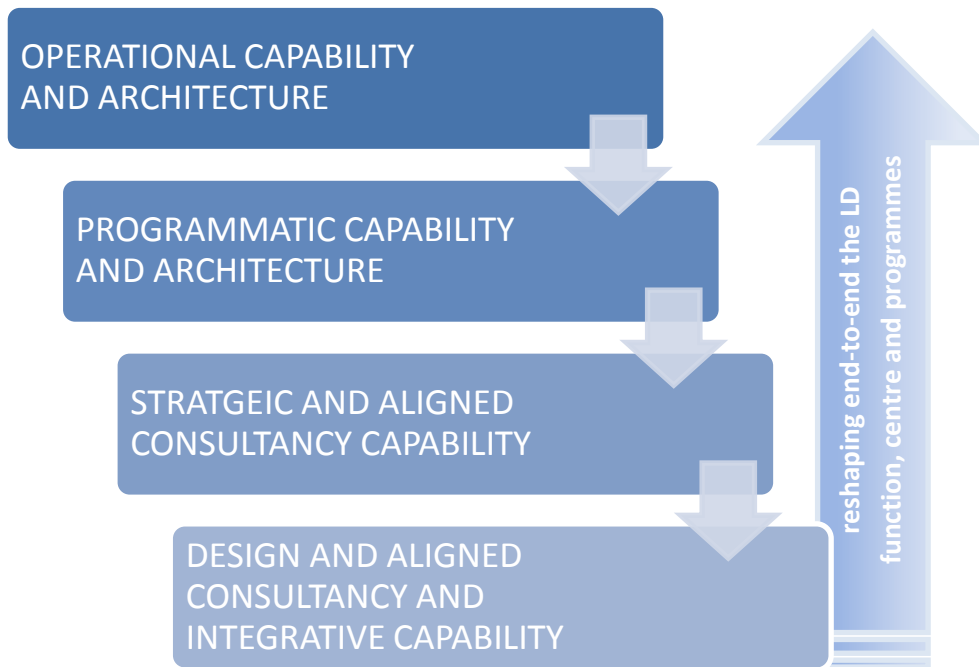


Figure 12c

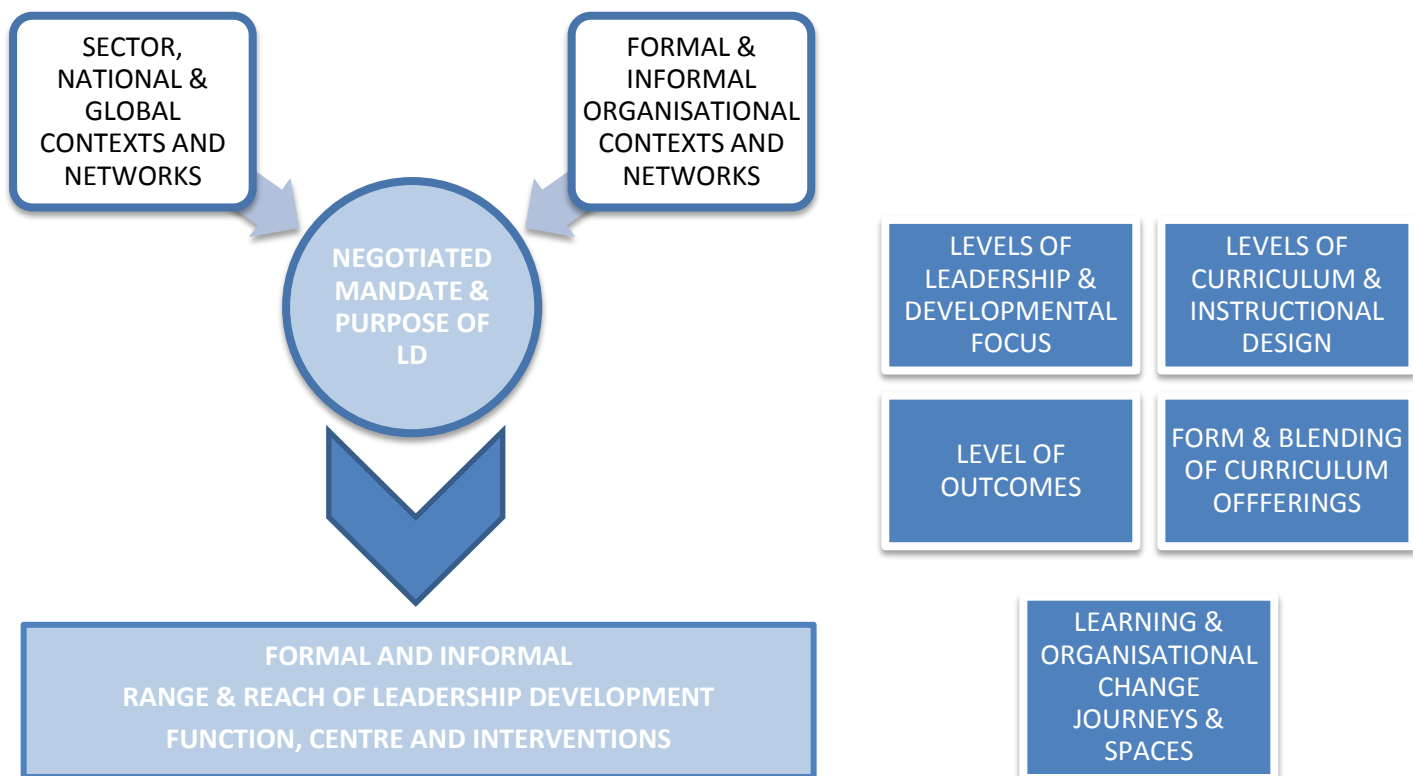
Figure 12: Visualising geometric planes intersecting: as (12a) a smooth surface (adapted from Wikipedia, 2012), (12b) a textured surface three axial planes, and (12c) in relation to bounded organisational spaces (compiled by author)

4.3 Model of the design, integration and management of leadership development function, centre and programmes: modular differentiation and development



citation: A. Jivan (2017)

Working within and negotiating the mandate, function, purposes, structure, and levels



4.4 Contexts, architectures, value chains and cycles

