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TOWARDS AN INTEGRATIVE FRAMEWORK OF LEADERSHIP DEVELOPMENT IN THE SOUTH AFRICAN BANKING INDUSTRY

by

AJAY MANHUR JIVAN

A thesis submitted to the Faculty of Commerce, Law and Management,
University of the Witwatersrand, Johannesburg, South Africa,
in fulfilment of the requirements for the degree of
Doctor of Philosophy (PhD)

Supervisor: Professor Wendy Ngoma

September 2017

ABSTRACT

The thesis is a qualitative, multi-site case study of leadership development within the South African retail banking sector. It responds to the call for qualitative research to explore and give voice to the South African and other developing contexts within the predominantly Western-centric literature. It poses questions on the day-to-day organisational and lived realities of leadership and its development within this context. It is an enquiry of the forms and realities of aligning, designing and integrating leadership development, which leads to deliberation on the possibility of integrative frameworks. This follows from the thesis drawing together the reviews of the state of leadership and leadership development and how the thematic of alignment and integration is approached therein and within the human resource, management and organisational literature. Through this it develops an argument that the mainstream assumptions and programme-based approach to leadership development, including the remedial attempts to address this, do not provide the space to theoretically and empirically attend to, and engage with, the realities, complexities, contingencies and contestations at the individual, team, organisational, sector, national and global levels.

The thesis explores this within the South African retail banking sector. This is done through qualitative interviews on, and thematic analysis of, the various mandates, purposes, funding and ways of configuring and managing leadership development within the banks' Leadership Development Centres and the Banking Sector Education and Training Authority's (BankSeta) International Executive Development Programme (IEDP) which is hosted at a local Business School.

The thesis explores how leadership development is formalised, shaped, configured and managed as a function, purpose, programme and developmental process within the above sites, and how these are navigated, negotiated, enacted and embodied over time by the various stakeholders. It draws out the thematic of layered journeys; that is, the evolving and ongoing organisational, programmatic, pedagogic, personal and individualised journeys within the banks, BankSeta and

the Business School. The journeys illustrate how leadership development evolves, opens up and differentiates over time at the different sites and levels as well as foregrounds the realities, complexities, contingencies and contestations therein. Through these journeys one appreciates the varied forms, perspectives, basis, sites, agency and spaces for designing and integrating leadership development and how these evolve, including how the standardisation, tailoring and customisation evolves. The deliberate, emergent, contingent and relational nature of designing and integrating, and the journey's thematic, point to the limits of the mainstream assumptions and programme-based approach to leadership development.

The thesis suggests a critical theoretical stance as an alternative as it provides space to critically attend to, engage with, and undertake the journey, task and process of aligning, designing, integrating and managing leadership development. It proposes ways to locate this task and process within the integrative theoretical models of leadership and the fields of instructional design, curriculum design and design of artefacts as well as the literature on the evolving human resources function, the identity work therein, and on space and place. It then suggests an organising model that can serve both as a guide for developing an open, modular platform and an analytical framework. In this way, the thesis contributes to the question and task of integrative frameworks of leadership development.

Keywords: context, post-Apartheid, banking, leadership, leadership development, alignment, design, customisation, integration, pedagogy, journey, programme, function, centre, modular, platform

DECLARATION

I, Ajay Manhur Jivan, declare that this thesis is my own unaided work except as indicated in the references, text and acknowledgements. It is submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.



AM Jivan

Signed at Johannesburg, on the 26th day of September 2017

DEDICATION

To the many who brave to probe, ponder and plod through patiently…

ACKNOWLEDGEMENTS

This certainly has been a wide-ranging and winding journey of wander, wonder and wavering shared with many. It is humbling in many ways. One never ponders, reads, writes and synthesises alone. One is an 'echo' among many. I have more of an appreciation for the reasons many a courageous and well-versed scholar speaks of the provisional nature of their 'bounded authorship, text and product'. The critical task of questioning, probing, deliberating and reviewing with others, in a systematic and reflexive manner, is never-ending.

My sincere appreciation and unbounded gratitude goes to all the participants who shared their lives, voices and experiences for this journey. They were generous in sharing their trajectories, triumphs, trials and tribulations and their thoughts, hopes, doubts and reflections. I hope they continue to thrive in their journeys. I wish them all well and a good life journey onwards.

I would like to thank the delegates for opening up their worlds to me and for sharing their personal journeys and their insights and stories on these.

I would like to thank the Heads of the LDC at the banks, the BankSeta and the Business School faculty for opening their 'organisational doors' to me. They shared generously where they could (given, for example, the limits of intellectual property and competitive position). I cannot thank the past and present Programme Manager of the BankSeta IEDP at the Business School enough for helping me with the opening of doors at the BankSeta and Business School.

I would like to thank my supervisor, *Wendy*, for providing me the opportunity to 'knock on the doors' of the Business School. I cannot thank her enough for this and for her patience, understanding, rigour, and continual reminder of "clarity and simplicity".

My dear wife, *Anersha*, I cannot thank you enough. I tried and tired your patience during the duration of this journey and as I usurped more and more space in our home. Your caring, support and comfort though continued throughout.

To my wife, mum and family who constantly wondered whether there would be a final product and terminal point to this arduous process. My parents started me off and enabled my learning journey in Academia many years ago through their sacrifices. I hope that my journey thus far and this project has been worthy of their sacrifices.

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CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Leadership and leadership development continue to be a critical and urgent priority within organisational agendas and strategies while, as fields of research and practice, these are characterised by richness of methods as well as failure and crisis in its outcomes. The chapter begins with an outline of the fields and landscapes of leadership and leadership development. It opens up the question on the context of leadership and leadership development and the ways of attending to context. More importantly, it opens up the question of how organisations engage with leadership and leadership development and make sense of these within their contexts; and how they configure, design, integrate and manage leadership development as a bounded function, programme and learning and development interventions and process. This leads to an outline of the South African context which helps to situate the present case study on leadership development within the South African retail banking sector. Thereafter, the chapter discusses the problem statement, purpose statement and research questions. The sections on the thesis statement, theoretical stance of the study and the structure of the thesis presents the main argument of the study, how this argument is informed by the theoretical stance and how the argument evolves over the subsequent chapters and case description. The section on the significance of the study outlines the contribution of the study.

1.1.1 The fields and landscapes of leadership and leadership development: of richness, failure and crisis

Globally, leadership remains a “perennial issue” (Dongrie, Haims, Lamoureux, Tauber, van Loon & Wang, 2015, p17) for organisations, as a “critical talent problem” (ibid) and pressing “leadership capability gap” (p18). Thus, one finds in

various global surveys and those that sample mostly Western countries, by McKinsey, Deloitte and other consultancies, that "leadership development [continues to remain] both a current and a future priority" (Gurdjian, Halbeisen, & Lane, 2014, p121) for organisations (Bersin, 2014; Borderless Research, 2016; Dongrie et al, 2015; Gurdjian et al, 2014; Loew, 2015; Korn Ferry Institute, 2015). This means the continuing and increasing investment in these specific learning and development interventions within organisations; "both in absolute terms and as a proportion of overall L&D [learning and development] spending" (CEB, 2014). For example, within the United States the scale of investment continued to increase annually at an average of fourteen percent over the past three years. The survey-based estimate of the annual spend in 2013 was above fourteen billion dollars (Dongrie et al, 2015; Gurdjian et al, 2014) and that of "customized leadership development offerings from top business schools [at most costing] $150,000 a person (Gurdjian et al, 2014, p121).

With this continuing and increasing investment of more than four decades, one finds the continuing "proliferation of leadership development *methods*" (italics added, Hernez-Broome and Hughes, 2004, p25) within the leadership development industry (Dongrie et al, 2015; Loew, 2015; Henley Business School, 2015; Korn Ferry Institute, 2015). The range of methods include formal curriculum, development or training programmes; corporate universities (such as those in-house facilities of General Electric, 3M and Motorola); coaching; mentoring; job assignments; on-the-job learning and development; 360-degree feedback; action learning; workshops; case studies; simulations; and behavioural and personal growth interventions (Collins, 2002; Day, 2001; Day et al, 2001; Erasmus et al, 2007; Fulmer, 1997; Hartley et al, 2003; Hernez-Broome et al, 2004; Lim et al, 2005; Yukl, 2006).

This "proliferation" (Hernez-Broome et al, 2004, p25) seems to provide a rich repertoire of methods for leadership development. In their 2004 review, Hernez-Broome et al stated that "[o]ne clear trend over the past 20 years has been the increasing use and recognition of the *potency* of a *variety* of developmental

experiences" (italics added, p25). One also finds, though, the predominance of certain development methods and "learning delivery mechanisms" (Loew, 2015, p33) over the years. For example, coaching and "on-the-job development" (p11) has emerged recently as the preferred method along with the increasing investment in "e-learning", "webinars", "mobile learning delivery" (p33), and other technology-based mechanisms (Henley Business School, 2015).

In spite of the scale of investment in leadership development and the repertoire of methods, one finds the continuing theme of the "failure" (Gurdjian et al, 2014, p121) of leadership development in the above surveys and reviews with C-Suite executives, HR executives and staff, and other stakeholders (Ready & Conger, 2003). This is the failure of leadership development as a learning and development intervention as these stakeholders assert that a significant proportion of their organisations' "leaders are not ready to lead" (Loew, 2015, p5), not leading "effectively" (Gurdjian et al, 2014, p121), or failing to lead. The failure is attributed in part to the lack of contextualisation. This refers to "the assumption that one size fits all and that the same group of skills or style of leadership is appropriate regardless of strategy, organizational culture, or CEO mandate" (Gurdjian et al, 2014, p121). It also refers to the disconnect between learning and development and the context of the workplace. One can locate this argument of a disconnect within the historical debate on whether Business Schools should focus on their relevance to business or academic rigour (Mintzberg, 2005; Paton, Chia & Burt, 2014; Petrigieli & Petrigieli, 2015). The Business Schools are criticised for being focused on rigour at the expense of relevance.

Scholars from a critical theoretical stance similarly point to the need to attend to context in leadership development (Mabey & Morrel, 2011; Probert & Turnball James, 2011; Spoelstra, Butler, & Delaney2016) although they differ in the way they attend to context, leadership and leadership development. They do not delimit their deliberation to individual behaviour, skills and style. Probert et al (2011), for example, argue that "leadership development theories and practices have, for the most part, considered neither the circumstances in which leadership

is enacted nor the context[s] in which its development occurs" (Probert et al, 2011, p138). The scholars locate the failure of leadership development within the "crisis" (Mabey et al, 2011, p105) within *leadership*, *organisations*, and consequently *leadership development*. For example, the theme of the "2009 8th International Conference on Studying Leadership (ICSL)" (Mabey et al, 2011, p105) was on "Leadership in Crisis" (ibid). This given the "high-profile political scandals, financial fiascos, military face-offs and environmental catastrophes reverberating across the globe" (ibid), including the "Enron, WorldCom, Lehmann Brothers, and other examples of *organizational* failure" (italics added, Mabey, Egri & Parry, 2015, p535) at large-scale organisations. These provide exemplars of "failure of leadership in institutional life" (ibid), not just that of leadership development.

It is argued that the crisis within leadership, organisations, and leadership development stems from the continuing predominance of acontextual, "individualistic conceptions of leadership" (Mabey et al, 2011, p107) and individual-based "'heroic' leadership theories" (ibid). The present form of this is the use of "competency framework[s]" (Probert, 2011, p139) for defining and managing leadership and leadership development within organisations. It leads to a lack of substantive attention to the changing realities and contexts of leadership and organisations; and the "complexities" (ibid), "dynamics" (ibid), "dilemmas" (Collinson, 2014, p6), "tensions" (ibid), and ethics thereof. It results in the organisational assumptions of leadership, leadership development and the enactment of leadership being incongruent with these realities and contexts, or limiting how these realities and contexts may be addressed or dealt with.

The above criticism of a decontextualised, individualistic and reductionistic conception and leader-centric theories of leadership is not new. There has been the continuing and "everburning" (Mabey et al, 2011, p105) refrain over time within the leadership literature of this, and of its implications; and the development of alternative conceptions and theories of leadership that suggest the possibility of a rich and diverse field. Hunt and Dodge (2001) in their previous review

characterised the leadership literature as one of "déjà vu" (p435) and "amnesia" (ibid). Mabey et al (2011) state that in "the wake of thousands of years of writing on leadership in various guises, the same basic human flaws seem regularly to rear their heads" (p105). It appears that the terrain and loci of leadership is contested (Avolio, Walumba & Weber, 2009a; Caroll & Levy, 2010; Caroll, Levy, & Richmond, 2008; Day, 2001; Fairhurst & Grant, 2010; Fendt and Endrissat, 2007; Grint, 1997; Hosking, 2002, 2005; Iszatt-White, 2011; Jivan, 2007; Kellerman, 2004; Mabey et al, 2011; Probert et al, 2011; Raelin, 2011; Uhl Bien, 2006; Van Wart, 2003; Williams, 2003; Yukl, 2006).

It seems that the continuing challenge is how one theorises and conceptualises leadership and the development thereof at different levels of analysis, which includes the individual, dyad, team, group, and organisational levels (Daft, 2002; Hunt, 1999; Hunt et al, 2001; Mabey et al, 2011; Yukl, 2006). Day and Halpin (2001) in their seminal review, and authors thereafter, argue for the differentiation of *leader* and *leadership* development to help tease out the different levels and forms of interventions (Day, 2001; Day and Halpin, 2001; Day & Harrison, 2007; Day and Sin, 2011; Parker and Caroll; 2009; Probert et al, 2011). For them the sole focus on the individual level of analysis and hypothesised attributes of those individuals designated as leaders is leader development, a subset of the broader concept of leadership development. Here, one could also consider how leader and leadership development is located in relation to management and executive development (Bolden, 2004a, 2004b; Day, 2001; Caroll et al, 2008; Iles et al, 2003; Mintzberg, 2003; Suutari &Viitala, 2008; Yukl, 2006).

The above discussion of the "proliferation of leadership development *methods*" (italics added, Hernez-Broome et al, 2004, p25), of failure and continuing crisis in the survey evaluations and reviews, along with the *theoretical* call to attend to context and levels of analysis and the *practice* call to attend to context, opens up the question of the day-to-day organisational and lived realities of leadership and leadership development. This is a question of how leadership and leadership development is configured within organisations and made organisable, designable,

manageable, and deliverable, as it seems to present these organisations with many challenges, complexities, dilemmas and opportunities (Bolden, 2004a, 2004b; Burgoyne, J., Hirsh, W. & Williams, 2004; Caroll et al, 2010; Collins, 2001; Conger, 2004; Day, 2001; Day et al, 2001; Day et al, 2007; Day et al, 2011; Erasmus, Leodolff & Mda, 2007; Fairhurst and Grant, 2011; Fulmer, 1997; Hartley & Hinksman, 2003; Hernez-Broome et al, 2004; Kanter, 2005; Mintzberg, 2004a; Pinnington, 2011; Raelin, 2011; Riggio, 2008; Yukl, 2006). Clarke and Higgs (2014) argues that limited theoretical and empirical attention is paid to leadership development as a function and purpose, as it is framed and configured within and by organisations. They add that "there remains a limited understanding of the factors that shape how organizations configure their leadership training and development" (p1); to which one could add how they frame failure and performance and what informs this.

For the purpose of the present study it is a question of how South African organisations, within the retail banking sector, grapple with defining leadership, leadership development and the context thereof; develop an appropriate and cohesive design, programmes and learning and development experiences; invest and commit resources to the selected leadership development programme; and invest in it aspirations of the present and the envisioned organisation sought or a desired future state. Thus, Dongrie et al (2015) state that with the range of methods and the "many models and approaches – from large firms to business schools to boutiques – it is hard for many companies to *architect* the *tailored* yet *integrated experiences* they need" (italics added, p19). Compounding this is the different integrative leadership models and approaches one finds in the literature. Hernez-Broome et al (2004) similarly state that it is "critical to *integrate* various developmental *experiences* to each other as well as to both *developmental* and *business objectives*" (italics added, p27). It poses the question of how organisations architect, design (including tailor and customise), align, integrate and manage leadership development, and of the experiences of the different stakeholders therein.

1.1.2 The South African context

One can identify two main markers that punctuate the contemporary South African context: the Apartheid state and the post-Apartheid democratic state (Dalgish, 2009; Munslow & McClennan, 2009; Nkomo & Kriek, 2011). The post-Apartheid state is itself punctuated by the presidencies and national policies of the presidencies. These policies aim to address and redress the Apartheid legacy. This transformational agenda is inclusive of all spheres, sectors and areas of the country, since Apartheid was ubiquitous in its effects through all aspects of the country from economic structure to education and social structures. The transformation agenda is thus relevant to, for example, organisations (private, public, and non-profit), industries, social communities and national institutions. It is also relevant to individual level identities and relational patterns and dynamics.

Management and leadership within the South African context is characterised as being informed by Western practices and discourse (Kriek, Beaty, & Nkomo, 2009; Nkomo & Cook, 2006; Nkomo et al, 2011; Walumba, Avolio, & Aryee, 2011). Nkomo et al (2006) and Nkomo et al (2011) suggest that there is a reliance on Western approaches and theoretical frames and models for research on, and practice of, leadership. They add that both management education and leadership development appear to be reliant on Western practices, approaches and content. Kriek et al (2011) points out that North American scholars mostly conduct and inform *international* management research. In their study they characterise the South African scholarship as having a similar "epistemological preference for traditional positivist approaches" (p133) as mainstream, Western research. They call for South African scholars to develop theory and conduct qualitative research relevant to the South African context.

This call for theory and research relevant to the South African context is important given the argued for challenges South African organisations face with managing the transformation of themselves in the post-Apartheid state and in developing and sustaining business and competitiveness within the global context

(Kriek et al, 2009; Munslow et al, 2009; Ngoma, 2009; Nkomo et al, 2006; Nkomo et al, 2011). As Nkomo et al (2011) observe, the "practice of leading change is based on Western experiences and theories developed by studying large-scale change by leaders in primarily European and American organisations" (p454). For South African organisations, there appears to be a dynamic between the local and global contexts that they need to contend with whilst engaging in the transformation agenda. There are various and multi-layered complexities and challenges with transforming organisations in the South African context, including resistance to transformation (Ngoma, 2009; Nkomo et al, 2011; Munslow et al, 2009).

As with the broader social patterns, there is the suggestion of fragmentation and closed networks within organisations along the Apartheid-era race-based fault-lines. Nkomo et al (2011) argue that executives engaging in change leadership not only attempt to meet the demand of large-scale restructuring and transformation of their organisations, but also the transformation of identities anchored in Apartheid. Ngoma (2009), examining the education sector, observes the difficulties the executive and management experience with "transla[ting] the transformation project into a meaningful exercise" (p224). Nkomo et al (2011) examine how executive identities inform their openness and approach to change leadership and how they draw on their life histories. This reinforces the point of the transformation at all levels: individual, dyad, team, group, organisation, community and social institutions.

When reflecting on and engaging with the transformation agenda one needs to also contend with the similar examples of leadership and organisational failures and crisis within Apartheid and post-Apartheid South Africa as in the Western countries (as described in previous section). The most recent South African examples being (1) the citation by the statutory body, the Competition Commission, of collusion within various industries including the banking industry and (2) the success, failure and the need for curatorship of African Bank (Brown, 2016; Constantatos, 2015; Destiny, 2014; Fin24, 2017; Nicolson, 2017; Paine,

2016). Here, as a counter example, one can point to Andreasson's (2011) argument on the evolving "hybridization [and resulting] hybrid"[1] (p647) "South African" (ibid) and "African" (ibid) governance model. He cites the "reports on corporate governance" (p655) of the South African "King Committee on Corporate Governance" (p656) and suggests that it draws on the local country's histories, transformation agenda and challenges while also locating itself in relation to the differing "stakeholder model[s of] Germany and Japan" (p649) and forms of the "Anglo-American shareholder" (p648) governance norms, systems and institutions.

As with other African countries one needs to locate and contextualise the above failures and crisis within the colonial and post-colonial histories of the African continent and Western countries (Jivan, 2003; Nkomo, 2011). One needs to navigate and negotiate the contestations between the "Afro-optimists and the Afro-pessimists" (Mbeki, 2006, p234); and the tensions and dynamics between 'decolonisation'[2], 'Africanisation' and 'cosmopolitinism' and between nationalism, pan-Africanism, transnationalism and globalisation (Bhambra, 2014; Gikandi, 2001; Habib, 2015a, 2015b, 2017; Kalua, 2009, 2017; Mbembe, 2016; Mondal, 2003, 2012; Samuel, 2017). One needs to acknowledge the examples of

[1] A critical conceptualisation of, and perspective on, hybridity is dicussed in section 2.4.2.

[2] 'Decolonisation' has become a highly debated and contested term within the South African public, media and protests of late (which was during the finalisation and submission of the thesis) (Habib, 2015a, 2015b, 2017; Kalua, 2009, 2017; Mbembe, 2016). The discussion in section 2.4.2, on differentiating the deficiency and emancipatory discourses and on the concept of hybridity, may help to tease out the nuances, complexities and contestations that shape the term 'decolonisation' and debates on it. These concern the tensions and dynamics between 'Anglo-American-centrism', 'Eurocentrism' and 'Afrocentrism' in the present. This includes the conceptions of a singular, homogenous 'Africa', a "pure African identity" (Kalua, 2009, p25) and the 'decolonising' and 'recovering' thereof and how they are problematised; as well as conceptions of a singular, homogenous 'West' and a 'pure Western identity', community, nation, culture, geography/space, history and teleogy and the ways these are problematised.

Kalua, Gikandi (1989, 2000) and Lovesey (2002), for example, point out how the above complexities, tensions and contestations play out in the literary and theoretical work of Chinua Achebe and Ngu˜gı˜ wa Thiong'o in their writings on decolonisation, transformation, Afrocentrism, culture and identity. Kalua (2009) states:

> "It is important to note that the quest for a primordial and unique African cultural and political identity has always derived its energy from, first, the geographical reality[, "colonial construct" (ibid) and related "Pan-Africanism" (ibid) mobilised by the struggles for independence] that constitutes the continent of Africa as a unitary entity, and secondly, from the debate about the black people being the majority race and sharing similar, in some cases identical, cultures and traditions" (p26) as well as struggles against colonialism.

xenophobia, ethnic nationalism and genocide in African countries (Mbembe, 2016) along with that of "poor leadership, corruption and bad governance" (NEPAD, 2001, p5). Here, one can cite the dictatorship of Idi Amin[3] and the 1994 Rwandan genocide (Waldorf, 2009) whilst not forgetting the history of dictatorships and the Holocaust in the 'West'.

Thus, one needs to be mindful of the evolving histories of, and discources on, 'identity', 'community', 'nation' and 'nation state' as well as 'culture' and 'diversity'; and how identity and difference is navigated and negotiated as well as shaped and mobilised. This includes the dynamics of inclusion, exclusion and the framing of 'majority', 'minority'and 'other' within specific spaces, geographies and forms of socio-economic stratification (April & April, 2007; April, Ephraim & Peters, 2012; Habib, 2015a, 2015b, 2017; Kalua, 2009, 2017; Mbembe, 2016; Samuel, 2017). That is, being attentive to the dynamics *within* and *across* levels of analysis that goes beyond 'multi-culturalism' and essentialist assumptions on identity, community, culture, and nation as well as race, ethnicity, diversity, geographies and boundaries (Al Ariss, Ozbilgin, Tatli & April, 2014; Bhabha, 1990, 1994; Gupta & Ferguson, 1992; Mondal, 2003).

1.2 PROBLEM STATEMENT, PURPOSE STATEMENT, AND RESEARCH QUESTIONS

1.2.1 Problem statement

The question of how organisations architect, design (including tailor and customise), align, integrate and manage leadership development and the experiences thereof cannot be adequately addressed by the prevalent *methods focus* in the field and practice of leadership development (Bolden, 2007; Hollenbeck & McCall, 2006, 2003; McCall, 2010; McCall & Hollenbeck, 2010; Pinnington et al, 2011). Each method appears to command its own corpus of literature and empirical research and seems to provide one insight on it as a

[3] Mazrui (2007) describes Idi Amin as a "paradox of heroic evil [..] at once a hero [of the "resistance" to colonialism] and villain" (p44) to the victims of his "tyranny[,] brutality" (ibid) and branding as 'enemies' and 'other'.

technique of development, but as if it is a self-contained or decontextualized individual process. The above question requires one to explore how organisations make sense of, utilise and deploy the surfeit of methods, models and practices as well as the contexts within which this is undertaken and the assumptions on leadership and development therein (Bolden, 2004a, 2004b; Burgoyne et al, 2004; Collins, 2001; Day, 2001; Day et al, 2001; Erasmus et al, 2007; Fulmer, 1997; Hartley et al, 2003; Hernez-Broome et al, 2004; Lim et al, 2005; Mabey, 2011; Pinnington, 2011). It speaks to the theoretical and empirical call to explore leadership development within organisations beyond the level of methods, and to the critical debates on the contested terrain and loci of leadership.

Bolden (2007), for example, in his criticism of the methods focus and leader-centric theories, argues that the range of methods and practices "may encourage practitioners and researchers to suggest that, firstly, leadership development constitutes *any understanding* that develops *individual*(s), and secondly that *all* development activities are *equally useful*/*effective*" (italics in original, p6). Pinnington (2011) draws further attention to the assumptions on leadership and development informing the methods focus. He argues that "[m]ainstream leadership development consists of a *diverse range of practices* which have been debated and implemented using somewhat *standardized approaches* to leadership and its development" (italics added, p336). He points to the need to interrogate the "Western" (ibid) context of these "approaches" (ibid), the assumptions thereof, and its appropriateness in the "different national, sector and organizational contexts" (ibid):

> "Primarily *Western* countries' approaches to leadership development continue to be *implemented globally*, and consequently, a comparatively small set of leadership theories and development practices are widely *applied across many different national*, *sector and organizational contexts*" (italics added, ibid).

For Pinnington (2011), the attention to context means interrogating the "*contextual relevance* of these [presumed] *universal* ["Western"] *theories* and

practices as well as the limitations inherent in their persistent *generic application*" (italics added, ibid). He calls for "[n]ew theories and approaches" (ibid) that one could suggest are "appropriate to differences" (ibid) at different levels of analysis, including the sectors and industries the organisations operate within. This means that conceptualising and understanding "customization" (p338) of leadership development by organisations at the level of methods, as techniques of leadership development, does *not* adequately address the above theoretical call.

The criticism of the Western context and the development of theory and research on leadership and leadership development therein has been a continuing theme within the literature (Daft, 2002; Grint, 1997; Kellerman, 2004; Kriek et al, 2009; Nkomo et al, 2006; Nkomo and Kriek, 2011; Van Wart, 2003; Walumba et al, 2011; Yukl, 2006). As noted, within the South African context one finds the call for theory and research on, and of relevance to, the South African context, given, for example, the challenges South African organisations face with managing the transformation of themselves in the post-Apartheid state and developing sustaining businesses and competitiveness within the global context (Kriek et al, 2009; Munslow et al, 2009; Ngoma, 2009; Nkomo et al, 2006; Nkomo et al, 2011).

While Bolden (2007) and Pinnington (2011), for example, address the methods focus and the "["Western"] standardized approach" (p336), Hollenbeck et al (2003, 2006), McCall (2010) and McCall et al (2010) provide an example of the attempt to peer into, and provoke questions on, how leadership development is organised and managed within organisations, including the consequences thereof. They draw attention to leadership development as an organisational purpose and function, as also suggested by Clarke and Higgs (2014). In their review of the "studies of global executive [and "leadership"] development" (p102) and their "discussions" (ibid) with executives and those responsible for development in organisations they intend to "observe" (ibid) and "critique" (ibid) from the "*perspectives of organizations and* [*these*] *individuals*" (italics added, ibid). They

note the theme of the failure of leadership development and attribute this failure to the Human Resource (HR) function and management within organisations.

They criticise the "HR" "program (sic) mindset" (p103), aligned "competency model" (ibid) for "HR management" (p104) and "HR practice" (ibid), and the "supply-driven" (p109) leadership development. That is, the "mindset" (p103) of configuring, organising and managing leadership development within organisations as the development of the required individual leadership "competencies" (ibid) by the available supply of programmes within the Business Schools and other providers. This suggests then that the failure of leadership development stems from *within* the organisation in how it is organised, managed, and delivered, and from the *nature of the programmes* provided by Business Schools and other providers.

Hollenbeck et al (2003, 2006) and McCall et al (2010) have consistently argued that underpinning the organisation's competency approach to leadership development is an underlying "engineering" (Hollenbeck et al, 2003, p105) or "piece parts model" (ibid) of leadership; that an "effective executive [or leader] is the sum of a set of pieces or competencies" (ibid). The attendant "development assumption is that if we develop these competencies one after another, then an effective executive [or leader] will emerge eventually" (ibid). This is exacerbated by their observation that "development is not integrated into the organization" (p109); nor is it "tied to the organization's operating and business planning" (ibid). This means that the "[e]fforts at self-development (the values, motives, interests, and passions of the executive) that are the essential basis of leadership, have had the *unintended consequence* of *shifting focus* to *self-development per se* rather than as a *means* to an *end*" (italics added, p109). Compounding this lack of integration or tie-in is their observation of the realities of developmental and business cycles; that "[*d*]*evelopment time*, measured in years (10-20 years by most estimates), runs into the reality of *business time* ("web quarters" and 24/7) and fast cycle business" (italics in original, ibid).

Hollenbeck et al (2003, 2006) and McCall et al's (2010) literature review and "discussions" (p102) with executives and those responsible for development in organisations provide a glimpse into the layered organisational realities, complexities and dynamics within which leadership development is defined and delimited to be organisable, manageable and deliverable. It illustrates the value of exploring how leadership development is shaped and configured within organisations. Together with the previous discussion, it reiterates the need to explore how organisations make sense of their internal and external contexts and how they architect, design (tailor and customise), align, integrate and manage leadership development therein. With regard to theory and methodology, it poses the question of "how to conduct ontologically diverse research which nevertheless promotes dialogue with less favoured and familiar discourses" (Mabey and Morrell, 2011, p105).

1.2.2 Purpose statement

The purpose of the research is to explore and develop a qualitative case study of leadership development within South African organisations in a single sector, that is, the retail banking sector. It explores how the legislated Banking Sector Education and Training Authority (BankSeta) and the individual retail banks within the sector engage and grapple with leadership and the development thereof; and how the tasks and work of managing, designing, delivering and integrating leadership development are taken up and configured. This provides a case study of the managing, designing, shaping and integrating of leadership development at the *sectoral*, *organisational*, and *individual* levels. It also provides a case study of (1) an evolving leadership and executive development *programme*, the BankSeta International Executive Development Programme (IEDP), which is based within a South African Business School; and (2) of the evolving leadership development *functions* and *centres* within the banks. In this way it explores leadership development within the academic and business or practice contexts and the BankSeta IEDP delegates' experiences of leadership development within and across these contexts.

1.2.3 Research questions

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. It explores this through the below sub-questions:

1.2.3.1 How do the BankSeta, Delta[4] Business School and banks engage with leadership development?

How do the stakeholders engage with and frame leadership development?

How do the stakeholders engage with the debate on differentiating management, executive and leadership development?

What leadership models or perspectives do the stakeholders espouse?

1.2.3.2 How do the organisations attempt to structure and integrate leadership development?

1.2.3.3 Given the complexities of leadership and leadership development is an integrative framework plausible?

1.2.3.4 Are there differences between the academic and practice contexts?

1.2.3.5 In what ways do the stakeholders reflect on the South African context in relation to leadership development?

1.3 THESIS STATEMENT

The case study explores leadership development as a continuously evolving, complex, and many layered organisational phenomenon and process, that is an

[4] The pseudonym, 'Delta Business School', is used to maintain the confidentiality of the Business School. Similarly, pseudonyms are utilised for the banks and the various participants. Chapter three discusses the issue of confidentiality and the limits of confidentiality for the participants.

organisational phenomenon and process that is context and time-bound. This means exploring leadership development as it emerges, evolves, takes form, differentiates, and is shaped at the different levels of the organisation. It entails a process of discovery of how the different organisational stakeholders navigate, negotiate and manage leadership development as a task, forms of work, process, and spaces as well as a bounded function, sets of programmes, a single programme, and learning and developmental interventions. It is also a process of discovery of how leadership development over time comes to embody the dynamics and different perspectives and demands within the organisation and outside of it; and how these are experienced, held, engaged with, and negotiated by those responsible for leadership development within the organisation, the delegate/learners and other stakeholders. These then frame, delimit and shape the learning and development or pedagogic space of leadership development.

The study argues that leadership development is framed, situated and shaped by the different levels of evolving and continuing journeys within the South African retail banking and education sector. It draws out the organisational and personal journeys of the evolving BankSeta International Executive Development *Programme*, which is based within a South African Business School in the city of Johannesburg, and of the evolving leadership development *functions* and *centres* within the retail banks in the city of Johannesburg (which includes Rosebank, Sandton and surrounding metropolitan areas). It explores the journeys of how they evolve the different niches, spaces, and purposes of their respective organisation's leadership development. It is within these journeys that the formalisation, centralisation, standardisation and customisation of leadership development is navigated and negotiated within the individual organisations. It is also within these journeys that the different forms of designing, integrating and managing leadership development emerges, evolves, opens up and differentiates. Through these journeys the stakeholders and their respective organisations locate, situate, frame and understand leadership and leadership development within their sector, national, regional, continental, global, South African, African, and Western contexts.

The study explores the personal journeys in leadership and leadership development of the designers, faculty and the delegates/learners of the BankSeta IEDP and retail banks' leadership development. It explores how they shape their personal journeys and how it is shaped within the organisation as shared spaces and interiorised and individualised spaces. It argues that the designers, faculty and the delegates/learners engage and grapple with "leadership" as a phenomenon, object of study and development, and as experienced, enacted and embodied by them and others within their respective organisations.

This manner of exploring, engaging with and understanding leadership development as organisational phenomena, process and journeys is informed by the study's theoretical stance. The study argues that the *Critical Leadership Studies* (Alvesson and Spicer, 2012; Collinson, 2011, 2014; Zoller and Fairhurst, 2007), the *Constitutive Approach* to leadership (Alvesson, 1996; Collinson, 2005; Fairhurst et al, 2010; Fletcher, 2004; Gordan, 2002; Grint, 1997; Hosking, 2002, 2005, 2007; Jivan, 2007; Putnam, Fairhurst and Banghart, 2016; Williams, 2003) and approaches broaching and bringing together *Foucauldian* and *Psychodynamic* analysis (Jivan, 2000, 2007; Peck, Freeman, Six & Dickinson, 2009) provide the theoretical, empirical and reflexive space for this. The Critical Leadership Studies and constitutive approach to leadership similarly provide a space to unfold how leadership and leadership development evolves and is framed, shaped and constituted as definable, administrable, manageable and realisable. The approaches broaching and bringing together Foucauldian and psychodynamic analysis, such as Butler's (1988, 1990, 1993, 1995, 2014) performativity analysis, help to foreground how leadership and leadership development is embodied and enacted within organisations, and to explore the organisational and developmental spaces as shared spaces and interiorised and individualised spaces.

1.4 THEORETICAL STANCE AND ASSUMPTIONS OF THE STUDY

The theoretical stance of the study is informed by the evolving Critical Leadership Studies, constitutive approach, and approaches broaching and bringing together

Foucauldian[5] and psychodynamic[6] analysis such as Butler's (1988, 1990, 1993, 1995, 2014) performativity[7] analysis. As discussed below, it draws on the *similarities* in their philosophical and analytical critique and forms of analysis, while acknowledging the *nuances* and *differences* in emphasis between them. One can identify these similarities as they draw on similar authors, "theoretical perspectives" (Collinson, 2011, p181) or "theoretical traditions" (Putnam et al, 2016, p77). For example, they draw on the work of Michel Foucault (and/or Jacques Derrida) and theoretical perspectives such as post-structuralism, post-modernism, deconstructionism, social constructionism, and at times psychoanalysis, critical realism and post-colonial theory. These theoretical perspectives are themselves characterised by similarities, nuances and differences in theoretical and analytical positions, rather than representing a singular homogenous position.[8] To locate itself the present study utilises Fairhurst et al's

[5] Foucauldian refers to authors and a form of critique or analysis that draws on Michel Foucault's (1977, 1978, 1982, 1991, 1997) critical research on, and conceptualisation of, histories, episteme, discourse, power, subject (as agent, identity and/or entity), subjectivity, ethics, and governmentality. Foucault questions and problematises how knowledge formations, discursive formations, power, the various forms of governing, and attendant 'subjects' and subjectivities evolve *together* over time. For Foucault power is a productive, materialising force and relations, not just "a negating or repressing force" (italics added, Jivan, 2000, p35). Power relations constitute and work through its very 'subjects'. With the critical exploration of power as a productive, materialising force and relations, Foucault explores how knowledge formations, discursive formations, 'subject formations', and subjectivities evolve with and within power relations. This way of conceptualising power, discourse, and subjectivities is taken up within Critical Leadership Studies, the constitutive approach, and Butler's (1988, 1990, 1993, 1995, 2014) performativity analysis (Alvesson et al, 2012; Collinson, 2011, 2014; Fairhurst et al, 2010; Peck et al, 2009; Putnam et al, 2016). This can be seen in the discussions that follow below. It contrasts with the conceptualisation of power in standard textbooks on leadership (Gordon, 2002); for example, as presented within Yukl (2010) and Daft (2002).

[6] The term 'psychodynamic' refers to a theoretical and clinical approach that draws mainly on the various schools of psychoanalysis, from the classical Freudian to post-Freudian Object Relations theories, for example. It draws on these theories to understand the developmental, relational and internal dynamics of individual, family, organisational and social life (De Vries, 1991, 2004, 2007; De Vries, Florent-Treacy, Guillen Ramo snd Korotov, 2008; Gabriel, 1998; Westen, 1998). At times one finds the interchangeable use of the terms, 'psychodynamic' and 'psychoanalytic'.

[7] For Butler performativity means that identities are "performative acts" (Butler, 1988, p521) that entail embodiment, enactment and identification within the relations of power and discourse. Here, Butler draws on Foucault's research and conceptualisation of power and discourse (refer to Footnote 2 above). She argues that one needs to examine critically how we are continually constituted and reiterated as embodied subjects; and how the constituted and embodied subject "confirms [to], affirms, resists, [and/or] dissents" (Jivan, 2000, p36) against the sanctioned and regulated discourses, identities, and performative norms. Here, Butler draws on the psychodynamic or psychoanalytic concept of identification, which is "an internal relationship with our internal representations of others" (Jivan, 2000, p29).

[8] Foucault (2013) questions the categorisation of theoretical perspectives, traditions, movements, problems and his own work as, for example, 'post-structuralism' and 'post-modernity'; including whether there is a clear and final conception and understanding of what is 'modernity'. Foucault

(2010) meta-review where they provide heuristic dimensions to differentiate social and relational constructionism.

One can identify similarities and overlaps between Critical Leadership Studies and the constitutive approach as these categories seem to share or include similar authors, researchers, and critical positions towards the "mainstream leadership research" (Collinson, 2011, p181) and literature. That is, they appear to encompass wide-ranging and varied critical positions against the reductive, essentialist and leader-centred conceptualisation of leadership within the mainstream literature. They similarly argue for an analytical focus on discourse and power in understanding how leadership is constituted and for exploring the attendant identity, relational and organisational dynamics. Here, they are informed in part by Foucault's or Foucauldian conceptualisation of power and discourse. They seem to differ though in emphasis. Critical Leadership Studies appears to focus more on the power dynamics and "dialectics" (p185) within organisations and how these power dynamics and dialectics, "differences and inequalities can take multiple forms" (p189) within organisations. The examples of these forms include "gender, ethnicity, class, age, disability, faith, sexual orientation, national origin" (ibid).

Collinson (2011) states that Critical Leadership Studies "denote[s] the *broad, diverse* and *heterogeneous perspectives* that share a concern to *critique* the *power relations* and *identity constructions* through which leadership dynamics are often reproduced, frequently rationalized, sometimes resisted and occasionally transformed" (italics added, p181) within organisations. Butler's performativity analysis provides a similar critique of power dynamics and identity constructions, with regard to gender, in broaching and bringing together Foucauldian and psychodynamic analysis. Butler though, in drawing on these forms of analysis, explores how the "*body* is [constituted and] mediated, as *psyche* and *soma*, within

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does not place or position himself within these categories. Derrida and other authors who are similarly categorised, by others, within the 'post-' perspectives, traditions, or movements have also questioned the conceptual usefulness, clarity, boundaries, and robustness of these categories (Caplan, 1989; Hart, 2007; Parker, 1992; Peters, 2003; Pillow, 2000; Sheehan, 2000). It opens up the question of how one reads, engages, locates, cites, and appropriates the work of others.

and through the entwined relations [and processes] of power and discourse" (italics added, Jivan, 2000, p38).

Putnam et al (2016) state that the "constitutive approach grows out of [various] theoretical traditions that emphasize social processes in robust ways" (p77). These include "social constructionism, postmodernism, structuration, and relational dialectics" (ibid). The constitutive approach critically explores how leadership and leadership development is constituted and constructed within social processes; or, as the critical relational constructionist authors state, within "*local* social-*historical* processes" (italics added, Hosking, 2005, p619). As with Critical Leadership Studies, it interrogates, challenges and problematises the reifying and essentialist assumptions, categories, constructs and conceptualisations of leadership and leadership development. This means that leadership and leadership development are not assumed as a given, 'natural' property or irreducible core of organisational reality. Critical Management Studies similarly question and focus analytically on social processes (Cunliff, 2009; Fenwick, 2005).

The Critical Leadership Studies and constitutive approach then embrace diverse theoretical perspectives or "traditions" (Putnam et al, 2016, p77). To locate itself the study will utilise the heuristic dimensions identified by Fairhurst et al (2010) in their meta-review of the social and relational constructionist approaches to leadership. Fairhurst et al argue that social constructionism is itself a differentiated field, given the "variety of definitions […], multiple constructs, and an array of perspectives, approaches and methods" (p171). The common themes within social constructionist approaches to leadership and leadership development is the criticism of the individualist, leader-centric focus of mainstream leadership theories and research and the underlying essentialist assumptions informing leadership theories and leadership development. The key common concepts are discourse and relationality (Caroll et al, 2010; Caroll et al, 2008; Iszatt-White, 2011; Probert et al, 2011).

This means understanding leadership as symbolic and relational phenomena, that is, as discursive constructions embedded within social interactions, relations and contexts. More broadly, meaning, sense-making processes, identity and organisational realities are explored as socially and relationally constructed phenomena. This includes the meanings and sense-making processes informing and emerging from research itself (Sinclair, 2010). Here lies the dilemma and complexity of social and relational constructionism in that it is within the different discourses that we observe and write from. There is no transcendental, external position or vantage point to discourses within the research and research contexts (Mabey et al, 2011), that is, working from "within the logics, grammars and tasks of the practitioners" (Fairhurst et al, 2010, p190) and the logics, grammar and frames of the various academic discourses as well. This requires a continual reflexive process and surfacing of the assumptions, contestations, challenges and ways in which social life is framed.

The divergence in social and relational constructionist approaches stems in part from how the concept, discourse, is delimited (Caroll et al, 2010; Caroll et al, 2008; Fairhurst et al 2010; Iszatt-White, 2011; Probert et al, 2011). Fairhurst et al (2010) and other authors differentiate between "discourse" (p171) and "Discourse" (ibid). The difference in the case of the letter 'd' is meant to differentiate the focus on communication patterns and language use between subjects (discourse) from the broader macro focus on socio-historical and institutional patterns (Discourse) of assumptions, constructs, relations, arrangements, practices and "set of instruments, techniques, procedures" (Foucault, 1977, p215) and disciplinary professions constituting 'subjects' and 'objects' (Discourse)[9]. Fairhurst et al identifies Discourse with Foucault's work, Foucauldian analysis, and analysis and research informed by Foucault.[10] Along somewhat similar lines, authors from the critical relational constructionism

[9] One could use the metaphor of a river and suggest that the socio-historical and institutional patterns are the undercurrents within which the specific organisms (organisations) subsist in a particular time and space. Thus, the present study's focus is on the specific organisations, and not the undercurrents as will be discussed below.

[10] Fairhurst et al (2010) state that "Foucault's discourse will be designated by a capital "D" [Discourse] to distinguish it from that of *talk in interaction* [or communication patterns] designated by a little "d" [discourse]" (p179).

perspective argue that there are 'limits' and "stabilized patterns" (p618) to the continual social process of constituting and negotiating social phenomena given "local social-*historical* processes" (italics added, p619).

With Discourse,[11] social practices and contexts are explored as constitutive of social reality (Fairhurst et al, 2010). This means the need to critically reflect and examine the ontological and epistemological assumptions underpinning social reality as well as academic knowledge and research. Further, it means critically exploring power as a constitutive force, relations, and social practices and how it constitutes the various 'subjects', 'bodies' and 'objects' of discourse. Here, one can cite Butler's performativity analysis as an example of an attempt to understand the constitution of agency, subjectivity, meaning and emotional life within social practices and contexts, which links discourse and Discourse (Peck et al, 2009). Performativity refers to the constitution of 'subjects' and their 'performance', including their embodiment and acts of constructions, within social relations and contexts. In bringing in the embodied dimension to discursive constructions it opens up a 'space' to consider the emotional, motivational and identity dynamics of discursive constructions. Butler's performativity analysis explores how the "body is [constituted and] mediated, as psyche and soma" (Jivan, 2000, p38) by broaching and bringing together the psychodynamic concept, identification, with Foucault's conceptualisation of power, materiality and discourse.

Fairhurst et al's (2010) differentiation of social and relational constructionism in their meta-review provides heuristic dimensions to locate the present study. Fairhurst et al suggest four heuristic dimensions to map different social constructionist approaches to leadership as continuums with the following polar descriptions: (1) *social* construction of reality (Discourse) and construction of reality (discourse); (2) monomodal and multimodal; (3) theory and praxis; and (4)

[11] The singular, capitalised term, 'Discourse', does not entail a singular, "homogenous structure" (Jivan, 2000, p33). Here one finds the use of the descriptor, 'textuality', in the literature; which means that there are "layered relations of interpenetration and interdependence between discourses, constituting a kind of weave that forms our cultural intelligibility" (ibid) and our subjectivities, identities, and frames of reference.

pragmatic and emancipatory. However, they argue that authors can straddle these dimensions and that the polar descriptions should not be read as absolutes or diagrammatic opposites. In terms of these dimensions, the present study explores constructions of social reality and is monomodal. This means the study focuses on the individual constructions and "sense-making accounts" (p178) of the research participants rather than actual interactions, relations, practices and constitutive material and cultural processes themselves. However, the study does point to the need to problematise social phenomena and critically examine and reflect on the ontological and epistemological assumptions underpinning leadership and leadership development.

The study is monomodal as it focuses on the meanings and attributions of individual participants rather than the actual constitution of social spaces, the body and embodied acts, for example. With regard to the third dimension, the study is more theoretical than praxis-orientated. It follows that on the fourth dimension it is more critical and pragmatic than critical and emancipatory in aim. The study aims to "infuse" (p189) ethical and reflexive practice in leadership development, which includes the transformational process of growth and maturity of agency and dialogue within organisations as a whole (Caroll et al, 2008), rather than the broader programmatic aim of changing macro social systems.

1.5 SIGNIFICANCE OF THE STUDY

The study contributes to the body of qualitative research on leadership development in the South African context, given the call by Kriek et al (2011), for example, for research relevant to the South African context and not having an "epistemological preference for traditional positivist approaches" (p133). It provides a case study of a sector and explores the multiple perspectives and contexts of leadership development therein. The study also contributes to the general body of qualitative research on leadership development as it explores the sense-making processes and identity constructions of the research participants (Caroll et al, 2008; Caroll et al, 2010; Fairhurst et al, 2010; Sinclair, 2010; Sveningsson, 2006). In contrast to the qualitative approach, the quantitative

approach focuses on leadership development methods, surveys of outcomes, and quantitative evaluations of individual participants within leadership development programmes (Avolio, Reichard, Hannah, Walumbwa, Chan, 2009; Burgoyne et al, 2004; Caroll et al, 2008; Day et al, 2007; Fairhurst, 2008; Hernez-Broome et al, 2004; Probert et al, 2011; Raelin, 2011). Quantitative approaches appear to be predominant in the literature.

The study provides a case study of how leadership development evolves within organisations. It draws out the forms of designing, customising therein, and integration to provide a more in-depth understanding of the complexities, dynamics and many layers of leadership development. In this way, it contributes to the theoretical and empirical call to attend to leadership and leadership development within organisations beyond the "program (sic) mindset" (Hollenbeck et al, 2003, p13) or focus on developmental methods and practices. It contributes to the opening up of reflexive, dialogical spaces within the field of leadership and leadership development (Fairhurst et al, 2010). It foregrounds design, designing and integration and locates these within, and draws links to, the fields of study such as strategic alignment, human resource management, and design. In opening up the forms of integration within leadership development in organisations, the study speaks to the question and task of integrative frameworks.

1.6 STRUCTURE OF THE THESIS

Chapter one presents an introduction that outlines the study's focus, main argument, and the theoretical stance and South African context it is situated within. Chapter two explores the literature relevant to the focus of the study. It begins with the discussion on the contested terrain and loci of leadership; that is, the theoretical contestations on defining, locating and conceptualising leadership. This helps to contextualise the theme of alignment within organisations. It begins with the discussion on the predominance of the competency approach to leadership and leadership development within organisations; and how it informs how these organisations define, manage and attempt to align the leadership development and human resource functions and processes. It then discusses the

role of leadership in an organisation's strategic alignment; that is, drawing dyadic and triadic relations between 'culture', 'leadership' and 'performance' as *operationalised and measurable variables*. This is followed by an exploration of how leadership development is aligned with, and located in relation to and within, the institutionalised practices of management and executive development; and, relatedly, the debate on the differentiation of management and leadership. The chapter closes with the question of integration and the examples of integrative frameworks available in the literature.

Chapter three presents the research design of the study and discusses the methodology, case study method and the nature of the sample from the retail banking sector. Thereafter chapters four, five, six and seven present the case study on leadership development. The chapters help to locate, contextualise, unfold and explore leadership development and the different levels of journeys within the retail banking sector. Chapter four provides an overview of the post-Apartheid South African context and (1) the national and sector skills development landscape and architecture; and (2) the retail banking landscape therein. Within this context and landscapes, the chapter introduces the BankSeta, the banks' Leadership Development Centres (LDC) and the Delta Business School wherein the BankSeta IEDP is located. This sets the 'scene' for the discussion on the mandates of the BankSeta, banks' LDCs and Delta Business School and how they position themselves in relation to, and as differentiated from, each other. Thereafter, the chapter discusses the standardising, tailoring and the forms of customising leadership development by these stakeholders. This opens up the discussion on the forms of designing and integrating leadership development. Chapter four ends with a table that provides a visual schematic of these discussions. The table also indicates the links to the discussion and themes in chapters five, six, seven and eight.

Chapter five presents the *organisational journeys* of leadership development within the BankSeta and the retail banks; and the evolving, 'opening up' and differentiation of leadership development within these institutions and the retail

banking sector. This includes how standardisation and customisation evolves within the institutions and how these institutions' understanding and framing of their contexts evolves over time. The discussion of the BankSeta's IEDP journey provides insight into how a leadership development *programme* and the *designing* and *design* thereof evolves over time. The discussion on the organisational journey of the individual retail banks helps to understand the evolving leadership development *function*, *centre*, *designers* and *designing* and *integrating* within the banks. Illustrative visual summaries are presented in the chapter.

Chapter six explores the research participants' various *personal* and *individualised journeys* in and of leadership within their respective organisations, beginning with the Delta Business School participants, then the Heads of Leadership Development Centres (HoLDC), and thereafter the BankSeta IEDP delegates from the retail banks. It illustrates the journeys within shared spaces and within an 'interior' or personalised and individualised space. It explores the *positions* the participants take up and their *lenses* on the changing landscape of leadership and leadership development. It is through these different lenses that the participants engage with the question of "African leadership" and leadership in the South African, regional, continental and global contexts.

Chapter seven explores the framing, forming, shaping and managing of the pedagogic space from the individual delegate/learner and organisational perspectives. Thereafter, the chapter explores the pedagogic implications of the differentiation, integration and positioning of management, leadership and executive development within organisations. This leads to the discussion on how management, leadership and executive development are taken up, aligned and made administrable, manageable and realisable by and within organisations. Here, the chapter discusses the role of the competency construct and competency frameworks within organisations and how it informs in part the standardising of leadership development and its alignment with other human resource functions and processes within organisations. This foregrounds the organisational dilemma

of standardising as well as tailoring and customising the design, development and delivery of leadership development that emerges through the previous chapters.

Chapter eight begins by drawing conclusions on the study's research questions. It then discusses the empirical, theoretical and methodological contributions of the study. Regarding the theoretical contribution, the chapter explores how one theoretically foregrounds designing, design and integration in leadership development. It first locates this within the critiques in the fields of instructional design, curriculum design and design of artefacts. Thereafter, it locates designing, design and the function of leadership development within the literature on (1) the journey of the human resources function; (2) the "identity work" (Pritchard, 2010, p177) therein; and (3) space and place. The chapter draws out recommendations for the retail banking sector and suggests the extrapolation to other sectors and contexts. An organising model is suggested, which can serve (1) as a guide for articulating, planning, and developing leadership development within organisations; and (2) as an analytical framework of how leadership and leadership development is constituted, situated, centred, bounded and decentred within organisations. This may contribute to a more reflexive practice of leadership development (Caroll and Levy, 2008). The chapter closes with recommendations for future research and the limitations of the present research.

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

The chapter begins with the challenges of defining and locating leadership development. This leads to the exploration of the challenges of, and contestations on, defining, locating and theorising leadership. The section outlines the various theories and lenses on the loci and nature of leadership. It also notes the relative lack of 'voice' or presence of the other developing countries and contexts. This leads to the discussion on defining and locating leadership and leadership development within the South African context. Thereafter, the chapter explores the theme of alignment within organisations. It first discusses the literature on strategic and organisational alignment, which draws dyadic and triadic relations between leadership, culture and performance. It then examines the role of the competency construct and framework within organisations. This then leads to the discussion on the alignment and positioning of leadership development in relation to, and within the institutionalised practices of, management and executive development in organisations. The chapter ends with the exploration of the call for integrative frameworks, which attempts to address ontological assumptions, levels of leadership identities, concepts and outcomes, the design of leadership development, and multi- and inter-disciplinary team-teaching.

2.2 THE CHALLENGES OF DEFINING AND LOCATING LEADERSHIP DEVELOPMENT

Defining and locating leadership development is as challenging as defining its constituent terms (Murphy & Riggio, 2003; Mumford & Manley, 2003), that is, the challenges of defining and locating *leadership* and defining and locating the *development* thereof and organising the related "proliferation of methods" (Hernez-Broome et al, 2004, p25). One finds that the meta-reviews and research on leadership development tend to begin with the challenge of defining and

locating leadership (Ardichvili and Manderscheid, 2008; Day, 2000; Day et al 2001; Day et al, 2007; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Dotlitch, Cairo, Rhinesmith & Meeks, 2009; Iles and Preece, 2006; Mabey, 2013; McCauley, 2008; McCauley, van Velsor, & Ruderman, 2010; Murphy et al, 2003). These identify the challenges of encapsulating and encompassing the "complexity and multidimensionality" (Dayet al, 2007, p360) of leadership within a "unitary definition" (ibid), with some authors suggesting that "leadership cannot and should not be "defined" but rather considered as a process" (Rowe, 2006, p1528).

> "Leadership is said to be everything and nothing. It is everything because it can be found everywhere in organizations, not just at the top. Leadership is everything because it is infused in all that we do; it is not sacred. [..] Leadership is nothing in the sense that it seems impossible to define completely" (Day et al, 2001, p1).

> "[..] complexity and multidimensionality of the very nature of leadership mitigate the possibility of a simple or unitary definition. Leadership cannot mean only one thing because it can and does take on multiple meanings and appearances, which have evolved over time" (Day et al, 2007, p360).

These challenges in relation to defining leadership seem to leave one with a paradox when attempting to define leadership development. It suggests that leadership development cannot be approached as a unidimensional or homogenous phenomenon with a singular outcome. That is, one cannot assume that leadership development comprises a homogenous set of methods or practices that lead to the same singular outcome and singular focus on a designated leader.

Day et al (2001) previously argued that "[d]ecades of scientific study have yet to yield a *single definition* that fully captures the *nature of leadership, much less articulate a definitive approach to developing it*." (italics added, Day et al, 2001, p1). What appears to be emerging within the literature is the need to differentiate *leader* development and *leadership* development or *individual* and *collective*

development (Ardichvili, 2008; Day, 2000; Day et al, 2001; Day et al, 2007; Day et al, 2014; Iles et al, 2006; McCauley, 2008; McCauley et al, 2010). This means differentiating individual development, leader development and leadership development:

> "[..] *leader* development [is] the expansion of a *person's capacity* to be effective in leadership roles and processes [while *leadership* development concerns] expanding the *collective capacity* of organizational members to engage effectively in leadership roles and processes" (McCauley et al, 2010, p2).

> "leader development [..] focuses on developing individual leaders [while leadership development] encompass[es] the development of collective leadership beliefs and practices in addition to individual development" (McCauley, 2008, p4).

> "[..] leader development focuses on individual-level knowledge, skills and abilities and intra-personal competences [while the] focus in leadership development is therefore on the interaction between individuals and social and organizational environments [and] building networked relationships that enhance cooperation and resource exchange and social capital" (Iles et al, 2006, p324).

Within organisations it appears that the predominant competency construct and framework defines and "codif[ies]" (Ruderman, Clerkin & Connolly, 2014, p1) leadership as an individual's competencies and leadership development as the "acquisition of competencies" (ibid) by individuals:

> "Traditional leadership development has focused on behavioral adaptation and the acquisition of competencies. Competency models came into the HR picture in the 1970s as a means of codifying the behaviors (sic) necessary for a particular leadership position. It was a step away from models that relied on general intelligence and skills as signs of potential" (ibid).

2.3 THE CHALLENGES OF DEFINING AND LOCATING LEADERSHIP

Leadership is a rather complex and contested subject and field (Avolio, Walumbwa & Weber, 2009a; Bass, 1999; Daft, 2002; Day, 2001; Day et al, 2007; Fairhurst et al, 2010; Grint, 1997; Kellerman, 2004; Mabey et al, 2011; Raelin, 2011; Uhl-Bien, Riggio, Lowe & Carsten, 2014; Van Wart, 2003; Williams, 2003; Yukl, 2006). Along with the various definitions of leadership there are a diverse set of theoretical or normative accounts of it. These diverse and contrasting definitions and accounts of leadership suggest that there are contestations regarding the *loci* of leadership and how its conceptual domain can or should be delimited (Jivan, 2007). Thus, Yukl (2006) argues that these contrasting definitions and accounts "reflect deep disagreements about the identification of leaders and leadership processes" (p3), and that these are informed by "different conception[s] of leadership [that] select different phenomena to investigate and [lead to interpretations of] results in different ways" (ibid). Day et al (2007) argue that there is the "ongoing construct evolution" (p361) of leadership, given the "complexity and multidimensionality" (ibid) of leadership and that the "constructs can manifest similarly or differently across levels [of analysis and organisations]" (p363).

For the purposes of the present study one of the major lines of theoretical difference that can be foregrounded is whether leadership is located within an individual or is situated as a social, organisational or relational emergent phenomenon and process (Avolio et al, 2009a; Fairhurst et al, 2010; Fairhurst et al, 2016; Jivan, 2007; Meindl, 1995; Uhl-Bien et al, 2014; Yukl, 2006). When leadership is located and 'centred' within an individual it is conceptualised variously as personality traits, behaviours, styles, or a repertoire of behaviours, skills and competencies. That is, as (1) an attribute of an individual that differentiates leaders and followers or non-leaders; (2) the effective exercise of influence by a leader on followers; or (3) a leader's set of skills or competencies that enable the achievement of organisational goals. In contrast, situating leadership as a social, organisational or relational emergent process means exploring 'leaders', 'followers', 'leading' and 'leadership' as negotiated symbolic,

discursive, relational and social phenomena emergent within particular contexts. This means examining how leaders, followers, leading and leadership are constructed or given meaning in contexts.

The above differentiation may help to navigate the leadership corpus as there are various theories and lenses on the nature of leadership (Avolio et al, 2009a; Jivan, 2007; Mabey et al, 2011; Uhl-Bien, 2014; Yukl, 2006). Drawing on the meta-reviews in the literature and the author's previous review of the literature the theories on leadership can be organised as in Table 1 below.

Table 1: Organising the theories on leadership (compiled by author)

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	**Servant leader theory and stewardship leadership**: shifts focus and emphasis to the *leader's* "ethical responsibilities to followers, stakeholders, and society" (Van Wart, 2003, p14) or being "*stewards* of both resources and values that enhances the common good" (italics added, April et al, 2007, p223) respectively. **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 *followership* and *leadership* as *co-constructed* in social and relational interactions between people" (ibid). Followership theories can be located in the below category of situated social, organisational and relational processes.
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)

The shared and distributed leadership theories challenge the mainstream leadership theories that are leader-centred and shift the analytical and empirical focus (Avolio et al, 2009a; Daft, 2002; Yukl, 2006). These theories argue that leadership is emergent, reciprocal, and involves adaptive processes within teams, groups and organisation. Rather than being localised within an individual, leadership is seen as dynamic, mutually influencing processes and relationships. The emphasis on collaborating, connecting and developing networks in the shared and distributed theories is congruent with the call for collaborative work and forms of organisation (Mabey et al, 2011). This is based on the argument that organisations need to transform and be adaptive to meet the demands of the changing global operating environment and contexts.

This emphasis on collaborating and connecting can be found in the authentic leadership theories as well. These theories draw from the transformational leadership theory and the field of positive psychology (Avolio et al, 2009a). The latter focuses on "positive constructs" (p423) or positive organisational behaviour; such as resiliency, efficacy, optimism and well-being. Authentic leadership concerns the co-development of resiliency, efficacy, optimism and well-being by both leaders and followers; and their "relational transparency [that allows for] open and transparent shar[ing of] information with each other" (Avolio and Gardner, 2005, p317).

Authentic leadership was earlier defined in terms of these constructs as "a pattern of *transparent* and *ethical* leader behaviour that encourages *openness* in [the] sharing [of] information [that is] needed to make decisions while *accepting followers*' *inputs*" (italics added, Avolio et al, 2009a, p423). However, Avolio et al argue for a change to a process, multiple perspective, and contextual definition of authentic leadership that is not leader-focused. They cite Luthans and Avolio's (2003) definition: "a *process* that draws from both positive *psychological* capacities and a highly developed *organisational context*, which results in both greater self-awareness and self-regulated positive behaviours on the part of

leaders and associates, fostering positive self-development" (italics added, p424) for both "leaders and associates" (ibid). Avolio et al suggest that research needs to examine how the authentic leadership concept is viewed across cultures and whether it is "universally prescribed" (ibid) as a positive construct or adequate representation of positively valued leadership.

As noted in chapter one, there appear to be similarities and overlaps between Critical Leadership Studies and the constitutive approach as these categories seem to share or include similar authors, researchers and critical positions towards the "mainstream leadership research" (Collinson, 2011, p181) and literature. This follows from these categories encompassing wide-ranging and varied critical positions against the reductive, essentialist and leader-centred conceptualisation within the mainstream literature (Alvesson and Spicer, 2012; Collinson, 2011, 2014; Fairhurst, 2010; Peck et al, 2009; Putnam et al, 2016; Zoller et al, 2007). Critical Leadership Studies encompasses "*broad*, *diverse* and *heterogeneous perspectives* that share a concern to *critique* the *power relations* and *identity constructions* [as well as] *leadership dynamics*" (italics added, p181) within organisations. The constitutive approach similarly embraces diverse and critical "theoretical traditions" (Putnam et al, 2016, p77). It "grows out of theoretical traditions that emphasize social processes in robust ways (e.g., social constructionism, postmodernism, structuration, and relational dialectics)" (ibid). As with Critical Leadership Studies, it contrasts with the mainstream and other theories as it critically explores how leadership and leadership development is constituted within social, organisational, and relational processes. If one explores social and relational constructionism, one of the theoretical perspectives or "traditions" (ibid) within the ambit of the Critical Leadership Studies and constitutive approach, one finds a differentiated field given the "variety of definitions [..], multiple constructs, and an array of perspectives, approaches and methods" (Fairhurst, 2010, p171). The common theme here as well is the criticism of the reductionist, individualist and leader-centric focus of mainstream leadership theories and research.

Another criticism is the methodological individualism and underlying essentialist assumptions informing the mainstream leadership theories, for example, the assumption of the given and fixed reality of the categories 'leader' and 'follower'. The key common concepts are discourse and relationality where language and social relations are seen as generative and constitutive of social reality rather than a mirror, representation or effect of a fundamental, fixed social reality (Caroll et al, 2010; Caroll et al, 2008; Iszatt-White, 2011; Probert et al, 2011). This means understanding leadership as symbolic, relational, organisational and/or social phenomena, that is, as discursive constructions embedded within social interactions, relations and contexts. More broadly, it means that meaning, sense-making processes, identity and organisational realities are socially and relationally constructed phenomena.

As noted in chapter one, the divergence in social and relational constructionist approaches stems in part from how the concept, discourse, is delimited (Caroll et al, 2010; Caroll et al, 2008; Fairhurst et al 2010; Iszatt-White, 2011; Probert et al, 2011). Related to how the concept, discourse, is deployed is the presence and manner in which power is conceptualised, and more specifically, how discourse and power are conceptualised together. Fairhurst et al (2010) and other authors differentiate between discourse and Discourse, with the difference in the case of the letter 'd' meant to differentiate the focus on communication patterns and language use between subjects (discourse) from the broader, macro focus on socio-historical patterns of assumptions, constructs and practices constituting 'subjects' and 'objects' (Discourse).[12] This means critically interrogating the ontological and epistemological assumptions underpinning, informing and shaping social phenomena as well as academic knowledge and research. However, it goes further than the examination of ontological and epistemological assumptions, as discussed below.

[12] As noted before, the singular, capitalised term, 'Discourse', does not entail a singular "homogenous structure" (Jivan, 2000, p33). Here one finds the use of the descriptor, 'textuality', in the literature; which means that there are "layered relations of interpenetration and interdependence between discourses, constituting a kind of weave that forms our cultural intelligibility" (ibid) and our subjectivities, identities, and frames of reference.

It suggests the need to critically examine power,[13] (its "apparatus" (Butler, 1997, p100), mechanisms, operations, effects and how these evolved) and the relation to discourse; that is, how power (as a force, relations, and social practices) constitutes the various 'subjects', 'bodies', and 'objects' of discourse (Fairhurst et al, 2010). This means attending to the *materiality*[14] of practices, discourses, relations and subjectivities. The authors from the critical relational constructionism perspective argue along somewhat similar lines regarding evolving social practices (Hosking, 2005). They argue that there are 'limits' and "stabilized patterns" (p618) to the continual social process of constituting and negotiating social phenomena given "local social-*historical* processes" (italics added, p619). Together with the arguments on power, these open up difficult and fundamental questions and dilemmas of how one thinks through and conceptualises together the following: contingency, materiality, bodies, discourse, locality, context, space, time (and its continuity, discontinuity and punctuation), embodiment and memory, and histories and narrating (Nielsen, 2003; Blanes, 2011; Butler, 2014; Gupta & Ferguson, 1992; Hewer & Roberts, 2012; Iwowo, 2015; Jones & Jenkins, 2008; McLean, Pasupathi & Pals, 2007; Nkomo, 2011; Paasi, 1999, 2002; Pasupathi, 2001; Ropo et al, 2013; Singer, 2004). Adding to the complexity of these questions is the manner in which these are approached within the different disciplines, such as Psychology, Anthropology, Sociology and Geography, or through the 'prism' of the individual disciplinary constructs, methodologies and units of analysis.

[13] Within the constitutive approach and social constructionism, power is conceptualised as a *productive*, *materialising* force, social relations, and social practices; as "it does not function solely as a *negating* or *repressing* force" (italics added, Jivan, 2000, p35). It draws on Foucault's (1977, 1978, 1982, 1991, 1997) critical research and conceptualisation of power or authors influenced by Foucault. This conception of power contrasts with that found in standard textbooks on leadership (Gordon, 2002); for example, as presented within Yukl (2010) and Daft (2002). Therein one finds individual-centred, position-centred, and influence and compliance-based conceptions of power. These conceptions continue the criticised reductionist, individualist and leader-centric focus in mainstream leadership theories and research, including the methodological individualism and underlying essentialist assumptions.

[14] Materiality is discussed below in relation to Butler's performativity analysis and in footnote four. It does not refer to an *antecedent*, *pre-given*, *preordained*, or *pre-programmed* "nature", "physicality", "biology" (Schatzki, 2010, p124), or material world that one works within, with, and on (Butler 1990, 1993, 1995, 1997, 2014; Demeritt, 2002; Leonardi 2012; Leonardi & Barley, 2010; Leonardi & Barley, 2008; Schatzki, 2010). It opens up and problematises the question of how one thinks through, conceptualises and differentiates (if at all) *together* the following terms: 'nature', 'culture', 'social', 'technique'/'craft', 'artefacts', and 'technology'.

Butler's (1988, 1990, 1993, 1995, 2014) performativity analysis is an example of an attempt to understand the constitution of agency, subjectivity, meaning, and emotional life within social practices and contexts, which links *discourse* and *Discourse* and draws attention to the *materiality*[15] of discourses and social practices (Jivan, 2000; Peck et al, 2009). It attempts to capture the process of embodiment, enactment and identification related to discursive constructions, which means not restricting discursive constructions to communication exchanges. Butler draws on Foucault's (1977, 1978, 1982, 1991, 1997) critical research and conceptualisation of power as a constitutive force. Thus, Butler's performativity analysis explores how power and discourses constitute 'subjects', 'objects' and social realities. Performativity, then, refers to the constitution of 'subjects' as well as their 'performances' (embodiment, enactment, identification, and resistance) as subjects in social relations and contexts. The embodied and enacted and identification dimension to discursive constructions opens a 'space' to consider the emotional, motivational and identity dynamics of discursive constructions and social practices. In this context, one can read and engage with social constructionist research on leadership development, which is primarily on identity in leadership development (Caroll et al, 2008; Caroll et al, 2010; Fairhurst et al, 2010; Sinclair, 2010; Sveningsson, 2006). The research explores the ambiguities, complexities, tensions and contestations of identity formations and

[15] The author's previous research on gender identities and subjectivities illustrates the notion of the materiality of discourses, subjectivities and practices, as cited below, through the discussion of the 'body':
"Butler (1993) differentiates her theoretical work from social constructionism by her focus on the "materiality" (p2) of an individual body and the relations of power and discourse. She argues that there is a lapse into a kind of "discursive monism" (p8) in social constructionism, where the body and the relations of power and discourse are consequently seen as an epiphenomenon or construction of culturally sanctioned narratives. However, she adds that one needs to guard against the opposite extreme, that of a naïve empiricism (Cheah, 1996). Butler (1993) engages with Foucault's (1977, 1978, 1982, 1991, 1997) argument on power in her attempt to think through the interdependence and interpenetration of nature and culture. Her aim is to explore how the relations of power and discourse mediate and confer our bodies or being. Cheah (1996) describes this task as the attempt to grasp culture as nature mediated." (Jivan, 2000, p38). Ropo, Sauer and Salovaara (2013) similarly suggest the need to explore empirically leadership embodiment, space, place, and the materiality thereof. One can extend the above argument on the individual body and suggest exploring how, through various histories, 'nature' is marked, mediated, and conferred as liveable, workable and 'productive' (or not) geographies, spaces, nations, cities, institutions and homes (Gupta & Ferguson, 1992; Iwowo, 2015; Nkomo, 2011; Paasi, 1999, 2002) or how geographical, physical, national, cultural, social, institutional, familial and personal *bodies* are constituted and how these evolve over time.

identity-work or constructions. Butler (1990, 1993, 1995, 1997, 2014) theorises the identity-work as an embodied process by drawing on Foucault's (1977, 1978, 1982, 1991, 1997) analysis of discourse and power and psychodynamic theory on identification (Jivan, 2000, 2007). This means exploring the constituting and interiorising of the psyche and body.

Along with the common concepts of discourse and relationality one of the themes emerging from social and relational constructionist theories is that of reflexivity and reflexive agency of researchers and organisational stakeholders. Barge et al (2008) argue for reflexivity at the epistemological and ontological levels; from "*epistemological* activity that focuses on making persons aware of how their *assumptions* influence how they think and act […] to also acknowledging [it] as *ontological* activity that explores how people *create connection* from within the flows of conversation whose joint action calls forth and sustains identities and relationships" (italics added, p245). Caroll et al (2008) suggest that leadership development can be seen as a process of developing reflexive agency or a transformational process for and of the participants. This means making explicit what is tacit or implicit within organisations, from the organisational assumptions to the normative and relational patterns. It means engendering more relationally aware and responsive forms of engagement and leadership practice. Thus, agency is situated fundamentally as being relational in nature.

In this context of reflexivity and reflexive agency one could note the predominance of the Western, developed contexts in the literature on leadership and leadership development and the relative lack of 'voice' or presence of the other, developing countries and contexts (Daft, 2002; Grint, 1997; Kellerman, 2004; Kriek et al, 2009; Nkomo et al, 2006; Nkomo et al, 2011; Pinnington, 2011; Van Wart, 2003; Walumba et al, 2011; Yukl, 2006).

2.4 DEFINING AND LOCATING LEADERSHIP AND LEADERSHIP DEVELOPMENT WITHIN THE SOUTH AFRICAN CONTEXT

Although one notes the relative lack of 'voice' from developing countries and contexts, one needs to also contend with the observation that the voices from these countries and contexts may be informed and shaped by Western practices and discourses (Kriek et al, 2009; Nkomo et al, 2006; Nkomo et al, 2011; Walumba et al, 2011). Management and leadership within the South African context is characterised as such, as being informed by Western practices and discourse. Nkomo et al (2006) and Nkomo et al (2011) state that there is reliance on Western approaches and theoretical frames and models for research on, and practice of, leadership. They add that both management education and leadership development are reliant on Western practices, approaches and content.

The discussion below outlines the post-Apartheid context and then the post-colonial African context. Thereafter, it explores how one can locate the research on leadership competencies in the South African context in the above discussions. The competency construct and framework is discussed in detail in the next section on the theme of alignment within organisations.

2.4.1 Post-Apartheid South Africa

As described in chapter one, there are two main markers that punctuate the South African context: the Apartheid state and the post-Apartheid democratic state (Dalgish, 2009; Munslow & McClennan, 2009; Nkomo et al, 2011). The post-Apartheid state is itself punctuated by the presidencies and national policies of the presidencies. These policies aim to address and redress the Apartheid legacy. This transformational agenda is inclusive of all spheres, sectors and areas of the country because Apartheid was ubiquitous in its effects through all aspects of the country from economic structure to education and social structures.

2.4.2 South Africa within post-colonial Africa

One can locate the South African context within the logics of the "deficiency" (Iwowo, 2015, p408) and "emancipatory perspective[s]" (p409) or discourses on development in "post-colonial" (Nkomo, 2015, p242) Africa (Nkomo, 2011; Nkomo et al, 2006). The "deficiency" (p408) perspective suggests there is an absence or interruption of development in Africa. "Commentators portray leadership and management as inept and underdeveloped, lacking in the much needed theoretical conceptual frameworks deemed necessary to address this under-development" (ibid). This is from a Western or "Anglo-American perspective" (ibid) or "African Renaissance" (ibid) perspective, which are discussed below. The "emancipatory perspective[s]" (p409) suggests a "hybridity" (ibid) or a "third space" (ibid) that transcends the dichotomy of Western and African and situates leadership development in "specific geographic and socio-cultural context[s]" (ibid):

> "neither seeks to challenge the intellectualism of the latter nor does it seek to essentialise colonialism's other. Rather it offers an alternative way of conceptualising leadership development in a specific geographic and socio-cultural context which for want of a more effectively cognisant term is referred to as "Africa", in a manner that transcends anti-colonial criticisms and counter-criticisms of knowledge politics" (ibid).

The framing of competencies and the focus on functional competence, discussed in more detail in the next section, can be located within the "mainstream" (p420) and "deficiency" (p408) logic of being "underdeveloped" from a Western or "Anglo-American perspective" (ibid). This contrasts with the "deficiency" (ibid) logic from an "African Renaissance" (ibid) perspective, which points to the "Western intellectual hegemony" (ibid) or "continuing" "colonial project" (ibid). The aim is to return to the "pre-colonial" (p409) or indigenous cultural forms; a "recourse to the pre-colonial" (ibid) to prescribe "what leadership *ought* to be" (italics in original, Nkomo et al, 2006, p92) in the present and future (Nkomo, 2011). The "emancipatory perspective" (p409), in contrast, attempts to "navigat[e]

between *uncritical* [grounding in, and use of,] Anglo-American theory and an *idealised* African Renaissance [from the "deficiency" logic] that leaders can learn from" (italics added, Iwowo, 2015, p409). This suggests the need for "hybridity" (p409) or a "third space" (ibid). Kamoche, Chizema, Mellahi and Newenham-Kahindi (2012) similarly point to the emerging research on "various forms of hybridization" (p2825) within the human resource and human resource management spaces in African countries.

Iwowo draws on Homi Bhabha's conceptualisation of 'hybridity' and 'third space'. For Bhabha (1990, 1994) 'hybridity' and 'third space' is not an amalgamation, resolution or reconciliation of a pre-existing or foundational binary, dichotomy or dialectical terms; of, for example, the 'colonial' and 'other' or 'Anglo-American-centrism'/'Eurocentrism' and 'Afrocentrism' (Gupta et al, 1992; Kalua, 2009, 2017; Mondal, 2003). Bhabha problematises the very terms in use and illustrates how these very terms embody difference and ambivalence rather than being pure, originary, foundational categories that signify homogenous entities or 'cultures'. Thus, he problematises the assumption of an essential and natural relationship between *a* 'people', 'community', 'nation', nation-state and geography, space and place; and problematises these very terms, the attributions to these terms and the various boundaries that are taken as given or natural (Gupta et al, 1992). For example, Bhabha states that in the present moment "the importance of hybridity is not to be able to trace two original moments from which the third emerges, rather hybridity [..] is the 'third space' which enables other positions to emerge" (Bhabha, 1990, p211).

Kalua (2009, 2017), writing in the South African context and drawing on Bhabha, similarly describes an "intermediality"[16] (2017, p25) or "in-between" (p26) space in problematising conceptions of a singular, homogenous 'Africa' and "pure African identity" (2009, p25). As with Kalua, Mbembe (2016) also takes a critical perspective on 'space' and 'identity', on 'nationalism' and 'transnationalism', and on 'decolonisation', 'Africanisation' and 'globalisation'. He argues for "a more

[16] Intermediality is defined as intertextuality and being intermedia and intermedial (Rajewsky, 2005).

open critical cosmopolitan pluriversalism" (p37) in thinking through the place and purpose of the *Uni*versity or rather "*plur*iversity" (italics added, ibid) in South Africa. On a more pragmatic note, April et al (2007), drawing on "acculturation theory" (p218), describe the need for the "hybridization of content and [curriculum, pedagogic and theoretical] approaches" (p219) in "pioneer[ing] a new model of a business school in Africa" (p216) at the University of Cape Town for "growing the whole person" (Herman & Schmidt-Wilk cited in April et al, 2007, p219) "to grow the leader" (p222).

2.4.3 Research on leadership competencies within the South African context

Research on South African samples may attend to industry or sector differences, but do not appear to attend to the social, economic, political and geopolitical contexts of South Africa. Nor do they appear to interrogate how the meaning of the Western concepts and constructs are negotiated within the South African context. Kamoche, Siebers, Mamman and Newenham-Kahindi (2015) find a similar pattern with research on human resource management in African and Asian countries:

> "Studies that merely *describe* and characterise HRM practices, or simply *replicate western studies* do little to advance knowledge. The same applies to those studies in which the purpose is to collect *African samples* with little thought to the *unique circumstances of those samples* and the *context* within which they are embedded and from which they *derive meaning*. A similar phenomenon has been observed in the Asian context whereby the "*exploitation*" or "*refinement*" of *western theories* generates only modest contributions to knowledge and does not substantially advance understanding of phenomena in under-researched *contexts*" (italics added, p331).

The research undertaken with South African samples tends to focus on, or conceptualise, post-Apartheid leadership challenges in terms of leadership competencies, behaviour or styles, and utilise mainstream survey questionnaires

such as the Multifactor Leadership Questionnaire (MLQ).[17] Baicher (2005), for example, utilises the concepts, transformational, transactional and servant leadership, along with the MLQ and a competency questionnaire to explore leadership competencies in the financial industry. Baicher does suggest that "business leaders were applying competencies *in some way*" (italics added, p106). This suggests the need to explore differences in the meaning and enactment of 'competencies' within the South African context. Baichar describes the difference in terms of the concept, Ubuntu,[18] and as being between race groups:

> "However more White executives were of the view that they and their organisations had adopted African leadership competencies. Conversely, Black executives were more sceptical about their organisations adopting African leadership style. They responded negatively to the questions on whether their organisations were embracing the concept of Ubuntu and functioning as a community" (p106).

Botha and Classens' (2010) research similarly suggests a need to interrogate the South African context further. Their research focuses on a developmental initiative for "management and leadership" (p77) in one of the South African retail banks. They state that "business leaders are confronted with *unique* challenges such as globalisation, cultural diversity, black economic empowerment and transformation" (italics added, p77). However, they frame the challenge and the implications for development in terms of the competency concept. They argue for "adaptation" (p78) of "generic competencies" (ibid): "The business environment poses *unique* challenges that may require not only *generic*, but also *inspirational* and *transformational* leadership competencies" (italics added, ibid). They similarly compare Ubuntu to "generic competencies" (p81) and argue that "key *values* of African management [such as Ubuntu] have several similarities to *generic leadership competencies* such as teamwork, supporting and cooperating and impact and influence" (italics added, ibid). However, one could argue that

[17] The MLQ was designed to operationalise and measure Bass' differentiation of transformational and transactional leadership (Jivan, 2007).
[18] Nkomo et al (2011) state that "Ubuntu" (p462) concerns "interdependence" (ibid) and "humanness" (ibid); it "is a philosophical belief that 'I am because we are', which is rooted in Africa's largely collectivist culture" (ibid).

there is a need to explore the many meanings, attributions, and enactments that Ubuntu and competencies come to embody within the South African context.

Other research continues with the use of mainstream concepts, constructs and questionnaires. For example, Pillay, Viviers and Mayer's (2013) research, using the MLQ, aims to "determine the relationship between self-reported emotional intelligence and leadership styles" (p1) in the petrochemical industry in South Africa. Garg and Ramjee (2013) explore the "influence of leadership style on employee commitment" (p1141) in parastatals using the MLQ. Bell, Rvanniekerk and Nel's (2015) research attempts to explore the relationship between "demographic variables" (p50) (such as gender, age and education) and "leadership effectiveness as a unitary concept" (ibid) in the public sector.

2.5 THE THEME OF ALIGNMENT WITHIN ORGANISATIONS

The subsections below begin with the discussion of the literature on strategic and organisational alignment and the drawing of dyadic and triadic relations between leadership, culture and performance. It then examines the role of the competency construct and framework within organisations, that is, its use for alignment within organisations. This then leads to the discussion on the alignment and positioning of leadership development in relation to, and within the institutionalised practices of, management and executive development in organisations.

2.5.1 Strategic and organisational alignment: dyadic and triadic relations between leadership, culture and performance

2.5.1.1 Definitional and conceptual issues

The theme of strategic and organisational alignment can be found in the human resource, organisational and management literature and research (Baumgartner, 2009; Kathuria, Joshi & Porth, 2007; Lewis, 2002; Ng & Ng, 2014; Ogbonna & Harris, 2000; Parry & Proctor-Thomson, 2003; Pasternack, Williams, & Anderson, 2001; Tuan, 2010; Weeks, 2010; Yukl, 2010). This means exploring

and drawing dyadic and triadic relations between **leadership**, **culture**, and **performance** as *operationalised* and *measurable* variables. For example, one finds the dyadic relations between (1) leadership and culture; (2) culture and performance; and (3) and leadership and performance. The empirical research attempts to quantify the relationship of the two variables or the impact of the one variable on the other. A case in point is the exploration of the magnitude of the relationship between types of leadership behaviour, such as transformational leadership and organisational performance.

However, there are continuing debates and contestations on how one defines and delimits leadership, culture and performance (Burnes, 2004; Erez & Gati, 2004; Ng et al, 2014; Sun, 2008; Weeks, 2010; Yukl, 2010). As noted in the previous section, there are contestations on defining, centreing and locating *leadership*. This stems from differences in disciplinary lenses, levels of analysis, and methodological and philosophical orientations (epistemological and ontological assumptions). The literature and research on *culture* is similar to the leadership literature and research in that there are "different disciplines" (Ng et al, 2014) that lead to "differen[ces in the] focus", levels of analysis, and manner of conceptualising culture (Burnes, 2004; Erez et al, 2004; Fletcher & Jones, 1992; Lewis, 2002; Smircich, 1983; Sun; 2008; Tuan, 2010; Weeks, 2010). An example of this difference in focus is the conceptualisation of culture as "cultural artefacts" (Smircish, 1983, p353) or as "generative processes that yield and shape meanings and that are fundamental to the very existence of the organisation" (ibid).

Another example of the difference in focus is the question of whether the formal or informal culture is within the theoretical and empirical 'spotlight' (Flamholtz & Randle, 2012; Lewis, 2002; Weberg, 2012; Wetzel & Renterghem, 2015). One finds a similar difference in focus within the leadership literature and research, that is, the question whether the formal or informal leadership is within the 'spotlight' (Yukl, 2010). These leads to a further question on whether one differentiates the espoused and enacted leadership and culture (Howell, Brown, & Cooper, 2012).

The theoretical perspectives on culture appear to have implications for understanding leadership within organisations. There are three different perspectives on culture within the organisational and management literature (Meyerson & Martin, 1987; Ng et al, 2014). The integration perspective posits a singular, unique organisational culture; that is, a "unitarist [sic]" (Lewis, 2002, p282) and "homogenous" (Fletcher et al, 1992, p31) culture that is shared and common among the members of an organisation. It serves as the "glue" (Meyerson et al, 1987, p624) of the organisation. The differentiation perspective, in contrast, sees organisational culture as the "sum of a number of "sub-organisational cultures"" (Ng et al, 2014, p21). Thus, there is no singular homogenous culture but rather the simultaneous presence of diversity and differences. However, one can differentiate "dominant" (Meyerson et al, 1987, p630) cultures from the other "subcultures" (ibid) and "counter-cultures" (ibid). The fragmentation perspective questions whether one can infer from organisational phenomena or behaviour that there is a defined or describable culture. This perspective highlights "ambiguity" (p637) and "paradoxes" (ibid) within an organisation. This means that "[c]onsensus, dissensus [sic], and confusion coexist, making it difficult to draw cultural and subcultural [and even organisational] boundaries" (ibid).

As with leadership and culture, there are continuing debates on how one defines and delimits performance, including the level of analysis (Baumgartner, 2009; Kathuria et al, 2007; Tuan, 2010; Yukl, 2010). One of the criticisms emerging is the narrow focus on organisational efficiency or revenue in the literature and research. Here, one can cite the emerging approach of integrative reporting, which requires organisations to report on their different forms of "capital" (International Integrated Reporting Council (IIRC), 2013, p11). This means reporting not just on financial capital but also human capital, social capital and intellectual capital (Becker, Huselid, Pickus & Spratt, 1997). Thus, the integrative reporting includes the tangible/visible and intangible/invisible dimensions of organisations.

2.5.1.2 Conceptualising alignment

Pasternack, Williams and Anderson (2001) argue that alignment can be both positive and negative, where it can help sustain the focus of an organisation as a whole and also keep the organisation anchored and render it more bureaucratic. Alignment is value-neutral. Pasternack et al (2001) suggest that there does not necessarily need to be a trade-off between "alignment" (p68) and "adaptability" (ibid). This means, for example, holding both the integration and differentiation perspectives of culture. They argue that leadership can be both systemic and structured as well as plural, distributed and "decentralized" (p70) within the organisation.

One finds a similar line of reasoning on organisational structure, form and strategic positioning. For example, O'Reilly and Tushman (2013) in their review of the evolving concept of "organisational ambidexterity" (p324) argue that the debate on structure and "structural alignments" (p325) is not necessarily a "trade-off between efficiency and flexibility" (ibid). That is, the trade-off between "efficiency, control, certainty, and variance reduction" and "search, discovery, autonomy, and innovation" (ibid). It means there is a dynamic of centralisation and decentralisation of the organisational structure. For O'Reilly et al, organisational ambidexterity means that one can hold both 'exploitation' and 'exploration' positions; that is, "exploit[ing] existing assets and capabilities" and "exploration to avoid being rendered irrelevant by changes in markets and technologies". They argue that leadership can serve as the means and medium of resolving these two positions, the tensions entailed and the dynamics of centralisation and decentralisation.

Within the human resource literature, one notes the similar challenges of, and aspirations for, fit, alignment, coherence and integration of the human resource function: "an internally coherent, externally [organisationally] aligned, and effectively implemented HRM system" (Becker et al, 1997, p39). That is, identifying the human resource systems or "HR bundles" (Choi, 2014, p371) that fit the organisation and its strategy or provide the organisation with an inimitable

competitive advantage (Becker & Huselid, 1998, 2006; Becker, Huselid, Pickus, & Spratt, 1997; Butler, Felstead, & Ashton, 2004; Garavan, Watson, Carbery & O'Brien, 2015; Godard & Delaney, 2000; Huselid & Becker, 2011; Wall & Wood, 2005). It opens up the question of whether alignment means a "tight fit" (Dany et al, 2008, p2096) between HR and business.

One can conceptually differentiate fit in the following ways: as an *internal* fit (complementarities or synergies of HRM practices); *organisational* fit (complementarities between the HRM system and other systems in the firm); *strategic* fit (the fit between the HR strategy and business strategy); and *environmental* fit (the fit between the HRM practices and strategy and the broader environment) (Becker & Gerhardt, 1996; Becker & Huselid, 1998; Guest, 1997, 2002; Wood, 1999).

2.5.2 The use of the competency construct and framework for alignment

2.5.2.1 Assumptions on development and alignment

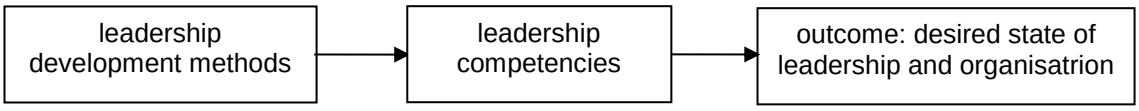
The competency construct and framework, which "came into the HR picture in the 1970s as a means of codifying the behaviors (sic)" (Ruderman at al, 2014, p1), is found to be predominant within organisations presently (Collins, 2002; Day, 2001; Day et al, 2001; Erasmus et al, 2007; Fulmer, 1997; Hartley et al, 2003; Hernez-Broome et al, 2004; Hollenbeck et al, 2003, 2006; Le Deist & Winterton, 2005; Lim et al, 2005; Pinnington, 2011; Yukl, 2006). It is meant to provide a shared taxonomy of behaviour and inform how organisations define, manage and attempt to align the leadership development and other human resource functions and processes.[19] The competency framework continues the leader-centred focus of

[19] Competency-based assessment and development emerged during the 1970s for the purpose of identifying, measuring and developing an individual's attributes that are presumably related to his or her individual work or job performance. This meant a broadening of attention to "skills and dispositions beyond cognitive ability" (Le Deist & Winterton, 2005; p31) and developing "an alternative to […] traditional [psychometric] tests of cognitive intelligence [as the tests] were held to be poor predictors of job performance" (ibid). The individual attributes (or "skills and dispositions" (ibid)) were encapsulated within the concept 'competency', defined as "an underlying characteristic of an individual that is causally related to effective or superior performance on a job" (italics added, Boyatzis quoted in Bolden et al, 2006, p148). Although the

mainstream leadership theories. This means the continuing focus on the attributes and behaviour of individuals, as in the case of the trait and behavioural theories of leadership, for example, and developmental practices based on the transformational and charismatic theories of leadership.

Hollenbeck et al (2003, 2006) and McCall et al (2010) argue that underpinning the organisation's competency approach to leadership development is an "engineering" (Hollenbeck et al, 2003, p105) or "piece parts model" (ibid) of leadership. This is the assumption that an "effective executive [or leader] is the sum of a set of pieces or competencies" (ibid). The attendant "development assumption is that if we develop these competencies one after another, then an effective executive [or leader] will emerge eventually" (ibid). Along with this "engineering" (ibid) model there are assumptions and assertions of relations between (1) leadership competencies and the desired or future state of leadership and the organisation; and (2) leadership competencies and the leadership development methods for developing these competencies and, by implication, the desired or future state of leadership and the organisation (Day, 2001; Hartley et al, 2003; Iles et al, 2006).

Figure 1: Linear direction of causality in competency approach (compiled by author)



term 'characteristic' suggests a single or singular object reference, it is meant to refer to the individual's various attributes, including motivational and personality dimensions.

Through the process of identifying and codifying the individual attributes, organisations and consulting companies developed competency frameworks. It is these frameworks that are meant to provide a shared taxonomy and mechanism for management development, leadership development and the other human resource functions and processes of an organisation; from recruitment, selection, assessment, development and career management to the broader talent management undertaking (Burgoyne, 1993; Le Deist et al, 2005). The competency framework/model could act as a "mechanism to link HRD [human resource development] with organizational strategy" (Le Deist et al, 2005, p33) by aligning "individual capabilities with the core competence of the organization" (ibid).

As illustrated, the assumption appears to be that of a clear, linear direction of causality, with the leadership competencies of individuals as an anchor and leadership as an effect of leaders with the specified leadership competencies. However, the various methods of development could link to the leadership competencies and the desired state of leadership and the organisation in a *divergent* manner (Garavan & McGuire, 2001; Mulder, Gulikers, Biemans & Wesselink, 2009). The supposed set of leadership competencies itself may also be conceptualised in a divergent manner, rather than being assumed as uni-dimensional or homogenous.[20] For example, it can be conceptualised at the individual, dyad, team, intergroup or organisational level of analysis.[21]

The assumed linear direction of causality may also be interrupted by Hollenbeck et al's (2003) observation that "development is not integrated into the organization" (p109); nor is it "tied to the organization's operating and business planning" (ibid). The "unintended consequence [of this is the] shifting [of] focus to self-development per se rather than as a means to an end" (italics added, p109). However, the competency construct and framework does not adequately theorise the identity dynamics, work and development within leadership and leadership development (Caroll et al, 2008; Probert et al, 2011; Raelin, 2011).

2.5.2.2 Differentiating competence and competency: definitional and conceptual issues

The reviews of the competency approach to leadership and leadership development point out the varied and interchangeable usage of the terms *competence* and *competency* (Bolden et al, 2006; Burgoyne, 1993; Grezda, 2005; Hoffman, 1999; Holton & Lynham, 2000; Winterton, 2009). This appears to follow from the varied competency approaches within the literature and in

[20] Homogenous could also mean that where the competencies are differentiated there is an overarching coherence or shared underlying or substantive grounding.

[21] As Holton (2000) states, Prahalad and Hamel proposed the concept, core competencies of organisations, for understanding an individual organisation's competitive advantage. It refers to the "*collective* learning in the organization especially how to *coordinate* diverse production skills and *integrate* multiple streams of technologies … core competency does not diminish with use, competencies are enhanced as they are *applied* and *shared*" (italics added, Prahalad and Hamel quoted in Horton, 2000, p309).

practice, which means the "terms "competence" and "competency" are attributed multiple meanings depending on the context and perspective advocated" (Garavan et al, 2001, p149). Attempts at clarifying the terms tend to define 'competence' as performance standards to be achieved; that is, "standards of quality of performance" (Hoffman, 1999, p277) or "what a person needs to know and be able to do in order to undertake the tasks associated with a particular occupation" (Winterton, 2009, p684). This does not necessarily mean that the person will actually perform or undertake the tasks (Carmichael & Stacey, 2006; Carmichael & Sutherland, 2005).

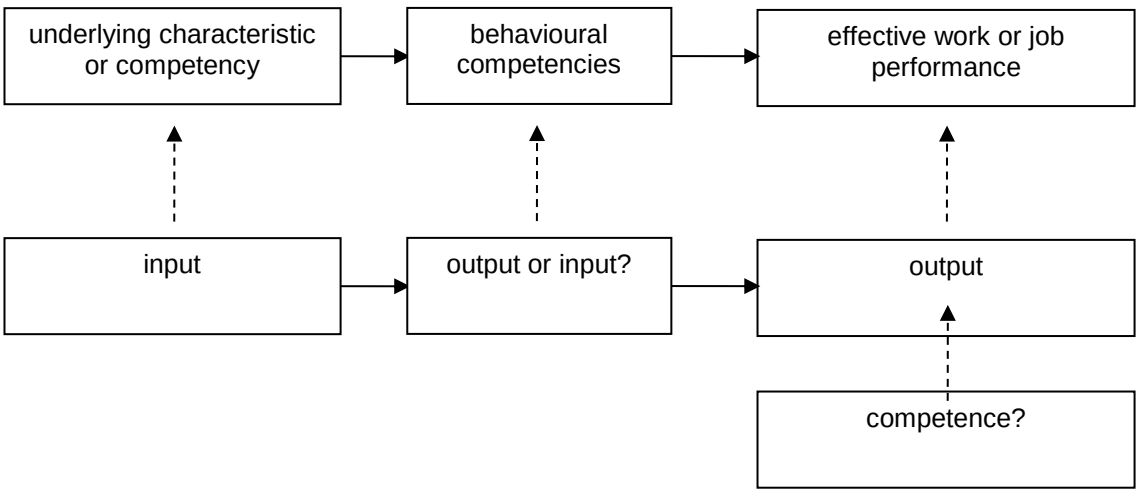
Although varied, the competency conceptualisation of, and approaches to, management and leadership development appear to be grounded or located within "a rationalistic and positivistic" (Garavan et al, 2001, p146) perspective of management theory and practice and neo-liberal market ideology (Bolden & Gosling, 2006; Brundrett, 2000; Caroll, Levy & Richmond, 2008; Sandberg, 2000). This means a narrowed, behaviourist and objectivist conceptual focus that delimits management and leadership, including the development thereof, to observable and measurable individual behaviour (Finch-Lees, Mabey, & Liefooghe, 2005). The implicit methodological individualism accords observable individual behaviour causal primacy and assumes that an individual's behaviour is directly and causally related to improved job and organisational performance (Caroll et al, 2008). These imply reductionist, decontextualised and universalistic assumptions of, and perspectives on, management and leadership. This means it reduces and reifies management and leadership to components of an individual's behaviour without due consideration of other levels of analysis, their dynamic interrelations, and the organisational and social context. In this way it may also hold essentialist assumptions regarding management and leadership development.

Apart from the varied usage of the terms competence and competency, there also appears to be the interchangeable usage of the terms or conceptual slippage with their usage as if synonymous. This means that competence and competency (or competencies in plural form) are conceptualised as (1) an indicator (of underlying

attribute or characteristic); (2) an output (of underlying attribute or characteristic); and (3) as a subset of input to performance (constituent element of the underlying attribute or characteristic). The result is that it unintentionally or inevitably is conceived as both an independent and dependent variable or as an input and output with regard to managerial or leadership performance. As Le Deist et al (2005) explains, there is the "difficulty of using competence as an *overarching* term as well as *specific* one" (italics added, p29) and that tautologies in definitions can arise.

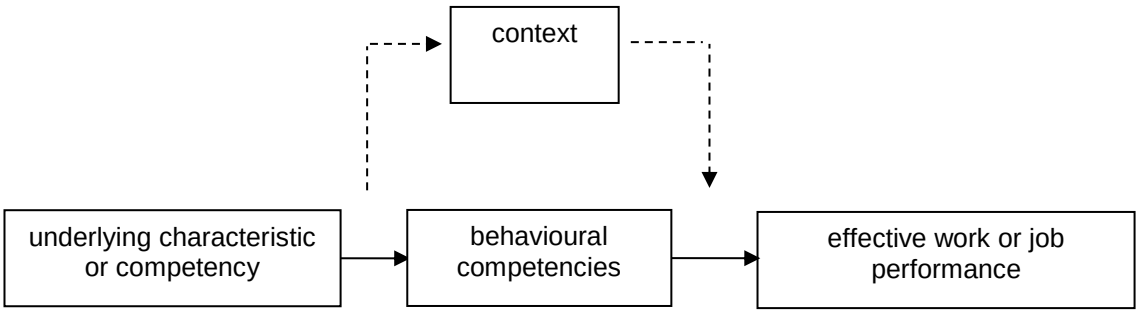
Burgoyne (1993) states that there is the "issue of whether competence is an *attribute* of the *external performance* of a person in a **task context**, or in some ways represents some *cluster of traits* **within the person**, and how all these things are *integrated*" (italics and bold added, p8). He adds that there "appears to be a kind of "sleight of hand" […] in which *externally* defined *performance* **competence** descriptions seem to turn into *skill-type personal* ***characteristics*** [or competency or competencies] as learning objectives" (italics and bold added, ibid). One could illustrate these conceptual difficulties with a heuristic diagram below:

Figure 2: Conceptual difficulties with competence, behavioural competencies and performance (compiled by author)



The conceptual equivalence and ambiguity regarding competence, competency and competencies can lead to a form of 'list approach' to management and leadership development without conceptual clarification of how competency and competence are related (Burgoyne, 1993; Raelin, 2004). This means the development of individual competencies by varied and applicable methods, which it is assumed will lead to competence or effective performance in the management or leadership role. Where the organisational context is given consideration there appears to be a restrictive conceptualisation of the context as a finite set of decision situations or situational variables to which the applicable managerial and leadership competencies are matched. This means a contingency relation between the competencies and context, which provides a more elaborate and sophisticated model as illustrated in Figure 3 below, but one based on behaviourist and objectivist perspective.

Figure 3: Relations between competence, behavioural competencies, context and performance (compiled by author)



At an individual level the acquisition and additive model of development may not capture the complexity and dynamics within the individual, as suggested in the research on executive derailment or dysfunction (Bolden et al, 2006). This means that "excessively high levels of a [supposed] 'beneficial' competency [or competencies]" (p153) may be a hindrance rather than facilitator or cause of effective managerial and leadership performance or functioning. The executive

derailment or dysfunction also suggests the complexity and dynamics between the individual and his or her relational and organisational context.

2.5.3 Differentiating and aligning management, leadership and executive development

2.5.3.1 Managerial competency, leadership competency and alignment of organisations

The concern with managerial competency and related behavioural competencies was a precursor to the present day focus on leadership and leadership competencies. One can read this shift in emphasis to leadership competencies within the context of the attempts at differentiating leadership from management in the literature (Day, 2001; Caroll et al, 2008; Iles et al, 2003). Zaleznik (1977) and Kotter's (2001) individual papers are seminal references in the literature regarding the differentiation of the two (Bolden, 2007; Hartley et al, 2003). Zaleznik (1977) argued at the time, from a psychodynamic psychological perspective, against the dominant scientific, bureaucratic, rational and overly technical manner of managing organisations. This, Zaleznik argued, marginalised or excluded the relational and emotional dimensions of managing people and organisations, which will lead to the stifling of creativity and innovation. Kotter (2001) argues that management and leadership entail different sets of activities, where managing concerns formal and technical activities while leadership, in contrast, concerns informal, relational, motivational and inspirational activities. Management's role is that of coping with complexity whereas leadership is about coping with change. Where leaders set the direction for the organisation, managers, on the other hand, plan and budget. Leaders align people to the direction and vision of the organisation and managers organise, structure, elaborate on the organisation design and staff the organisation. With alignment leaders motivate and inspire others, whereas management focuses on control and problem-solving. Although differentiating managing and leading in the above manner, Kotter emphasises the need to develop both aspects − that is, to develop leader-managers.

Bolden (2004) and Yukl (2006) argue that the differentiation of management and leadership is not as clear-cut. Raelin (2004) argues against a fixed dualism between management and leadership, as do Gosling and Mintzberg (2003) who caution against presenting or positing the terms as separate and distinct. Bolden (2004) argues that the "*practices* **described as** 'management' and 'leadership' are an *integral* part of the *same job*" (italics and bold added, p7) and that the dualism does not accord with or "coincide well with the lived experience of being a manager" (ibid). Bolden argues that individuals are "generally recruited into 'management', rather than 'leadership', positions and are expected to complete a multitude of tasks ranging from day-to-day planning and implementation, to longer term strategic thinking" (ibid). Adding that "[n]one of these are done in *isolation*, and throughout, it is essential to work *alongside* other people – to *motivate* and *inspire* them [or enact leadership], but also to know when to *relinquish the lead* and take a back seat" (italics added, ibid). However, in contrast, the possible implication of the competency approach, with the reference to management and leadership competencies, is that different sets of attributes or traits are imputed to management and leadership. These different competencies are "mapped to different individuals" (ibid).

2.5.3.2 The question of how organisations align and locate leadership development in relation to and within their institutionalised practices of management and executive development

Aligning and locating leadership development within organisations seems to pose a challenge (Hartley et al, 2003). The tension appears to relate to whether it is located within or defined in relation to, or in contrast with, management development or executive development (Cullen et al, 2002; Feldman, 2005; Mintzberg, 2005; Preece & Iles, 2009; Talbot 1997). One finds that there is the interchangeable use of the terms, leadership development and management development (Suutari et al 2008). Where leadership development is differentiated from management development, it is located within or as executive development. In this instance, the terms leadership development and executive development are used interchangeably (Conger et al, 2000). However, at times the three terms are

used interchangeably, given that executive development evolved from the broad field of management development as the development of senior management. For example, the Masters of Business Administration (MBA) is located within management development and the Executive MBA and related executive education courses and programmes, which evolved from the MBA, are located within executive development.

There is no neat divide between leadership, management and executive development (Cullen et al, 2005; Mabey, 2002, 2013; Mabey et al, 2011; Talbot 1997). There are similar developmental methods within leadership, management and executive development. As with leadership development, its precursor, management development, similarly evidences definitional issues, the focus on development methods, and varying assumptions and approaches. Mabey (2002, 2013) and others point out that these varying assumptions and approaches mean that management, leadership and executive development could be invested with different meanings and purposes (Cullen et al, 2002; Mintzberg, 2005; Talbot 1997). There appear to be some contestation regarding their purposes within organisations and developmental processes. Thus, it appears that management, leadership and executive development embody the many voices, layers, complexities and dynamics within organisations. One needs to attend to the "social, moral, political and ideological ingredients of managerial [and leadership] work" (Mabey, 2002, p1140). For this reason, Mabey (2002, 2013) criticises the "unitarist (sic) approach" (p1140) for assuming these categories of development are singular and homogenous.

Lees' (1992) research suggests that in "practice, each [developmental] procedure and activity is subject to a *range of interpretations* and *meanings* by *different parties*, resulting in a *multitude* of assumptions and beliefs in any organisation about how the variables are to be *integrated*" (italics added, p91). It reflects the "socio-political domain of management – a complex dynamic of hopes and fears, ambitions and opportunities, threats and disillusionments, conflicts and contradictions" (ibid).

2.5.3.2.1Aligning and locating leadership development in relation to management development

Management development can be defined, for example, as the "expansion of a *person's* capacity to be effective in a *manager's* roles and processes" (italics added, Suutari et al, 2008). It can also be defined as the "whole, complex process by which *individuals* learn, grow and improve their abilities to perform professional *management* tasks" (italics added, Wexley and Baldwin quoted in Cullen et al, 2005). As with definitions of leadership development, reference is made to 'management' in the definitions of management development without a clear articulation or definition of what management means. Talbott (1997) argues that there is "little consensus on the *scope* or *nature of what constitutes* "management" and as a consequence *little agreement* on what skills, knowledge, competences or abilities are needed to be a "good manager"" (italics added, p119). Talbott (1997) adds that the "*diverse* approaches to management development are not merely different but actually *contradictory* and even *paradoxical* [and that] these contradictions are closely tied into *different values systems about the nature of management and development*" (italics added, p120). Thus, for Talbott the assumptions and approaches to management and development are "interwoven" (ibid), meaning that certain approaches to management "fit" (ibid) with certain approaches to development or that certain approaches share similar assumptions.

Similarly, Mabey (2002) states that "management development activities will be invested with *multiple meanings* by the parties [or stakeholders] involved" (italics added, p1141) and can have "conflicting purposes and values" (ibid). Mabey, as with Lees (1992), criticises the functionalist approach to, and definition of, management development where the related development "activities might be conceived [solely] as a strategic response to [or function of] the exposure of [managerial or management] skills deficiencies in the organization" (Mabey, 2002, p1140). This 'response' means "[h]ighlighting the capabilities necessary for managers to perform effectively via a *set of generic competencies*" (italics added, ibid) for example. However, Mabey argues that this "unitarist (sic) approach"

(p1140) to understanding management development in terms of competencies and the attendant functionalist perspective of the organisation is restrictive. They cite the criticisms that "this 'narrow vocationalism' [that competency approaches entail] can all too easily crowd out any sustained concern with the 'social, moral, political and ideological ingredients of managerial work'" (ibid). This requires attending to and unpacking the contestations, dynamics and possible "conflicting purposes and values" (p1141) within the organisation and the management development therein (Cullen et al, 2002; Talbot 1997).

The above criticism of a "functionalist" (Mabey, 2002, p1140) and "unitarist (sic) approach" (ibid) to management development appears to be similar to the criticisms, cited before, of treating and delimiting leadership as unidimensional and homogenous and treating leadership development as a linear direction of causality anchored by leadership competencies. Indeed, Lees (1992) is critical of viewing management development as a simple linear process.

On the "social, moral, political and ideological ingredients of managerial work" (Mabey, 2002, p1140), Ghoshal (2005), for example, argues for the need to critically examine the "bad management theories" (p75) that inform management practices and learning. This includes the positivist and radical individualism assumptions, liberal economics and agency theory, and the dominant shareholder value perspective of management and organisations. As these management theories and assumptions lead to reductionist, partial and reified conceptualisations of management and organisations (Clegg et al, 2003; Crump & Costea, 2003). Ghoshal points to stewardship theory as an example of an alternative to agency theory. It means a shift from *shareholder* value perspective to a *stakeholder* value perspective (Navarro, 2008).[22] Kanter (2005) argues that Ghoshal examines the supply-side of the management development equation

[22] This entails "maximising wealth in a sustainable way" (Kakabadse and Kakabadse quoted in Jackson, Farndale & Kakabadse, 2003, p51) "for all stakeholders, including employees and the wider community" (ibid). It means appreciating the corporation's "multiple responsibilities, needing to balance competing conditions, such as long and short-term notion of gain, profit and sustainability, cash and accounting concepts of value, democracy and authority, power and accountability" (ibid).

(academic 'producers') and suggests examination of the demand-side (the 'consuming' organisations). This means posing the question of why "has there been such a receptive audience" (p93) within organisations to stakeholder perspective, neo-classical economics and agency theory.

Where leadership development is located within management development or is presented as equivalent, one needs to critically examine how it is located, integrated or instutionalised within the dominant management development practices within organisations. Hartley et al (2003) caution that leadership development can at times be a re-packaging of traditional management development initiatives within the organisation. Mintzberg (2005) and Feldman (2005) argue that the present vogue or currency of leadership within management development is related to the avoidance of the messy, difficult and complex reality of management and managing people. For Mintzberg (2005) it is the continuation of the technicist, analytic and disconnected approach to management that informs, for example, the MBA as well. It also posits the manager as the heroic transformational manager who focuses on grand visions based on the predominance of the transformational and charismatic models of leadership. This may lead to hubris.

Mintzberg suggests that "management is *practice* … [it] may use science, but it is an *art* that is combined with *science through craft* [to] face issues in the *full complexity* of living, *not* as *compartmentalized* packages [as represented in MBA curriculum, and] the capacity to *combine* knowledge from different sources and *use it judiciously*" (italics added, p19). It cannot be reduced as the composite of functional specialist knowledge required for the presumed rational organisations, as in Fayol's classic definition of management as being planning, organising, co-ordinating and controlling.

Mintzberg (2005) and Gosling et al (2003), for example, warn against the danger of separating management and leadership. They argue that management without leadership leads to an uninspired and calculating style of managing, while

leadership without management can result in a disconnected or disorganised style and the danger of management hubris. These differing demands seem to be a dilemma of everyday management, as the authors suggest that managers struggle to negotiate and reconcile conflicting and polar demands. As with these demands, managers grapple with, negotiate and attempt to reconcile their "conceptual luggage" (Mintzberg, 2005, p254) they have assimilated from theories, techniques, publications and consultancy advice. It would seem that they straddle the community of learning (academic context) and community of practice (practice or organisational context) (Cullen et al, 2005).

This conceptual luggage, however, is not a neat orderly set, but beset by the "paradoxes of management" (Mintzberg, 2005, p224). One could suggest then that *management* and *leadership* is one set of juxtapositions of managing and furthermore that the proportion of the two, management and leadership, is dependent on the level of management, present challenges and context, for example. More important is the question of how managers and organisations attempt to reconcile and integrate the juxtaposition of management and leadership. On this note, Mintzberg argues that one needs to also examine the congruency of the traditional positioning and understanding of management at the apex with current depictions of organisations as webs, networks or hubs. For example, in a web or network, management "has to be potentially ["*everywhere*"] and *everyone* [has] authority for making decisions" (italics added, p141). This means that the development of "strategic initiatives has to be *distributed* [and] *control* has to give way to *collaboration*" (italics added, ibid). Thus it would seem, given the caveats, conflicting demands and juxtapositions, that an organising or coherent theoretical framework to management development within an organisation is as important as Ghoshal et al (1992), Mabey (2002) and Mintzberg (2005) suggest.

This may address Mintzberg's (2005) observation that the learner-manager experiences difficulties or tensions on re-entry into his or her organisation, where he or she brings in something novel into the organisational context or he or she

has changed but the organisational context has not. Lees (1992) argues, for example, that management development is meant to integrate individual career path, organisational succession and organisational performance. This means a link with the broader organisation development and viewing managers as creating a context for learning and development within the organisation and facilitating the organisation's performance.

2.5.3.2.2 Aligning and locating leadership development in relation to executive development

Executive development can be defined as "an ongoing systematic process that assesses, develops and enhances *one's* ability to carry out *top-level* [*management*] *roles* in the organisation" (italics added, 2008, p44). It can also be said to involve the "development of executives' knowledge, skills, attributes and experience to enhance the performance of the CE[23]/director role" (Preece et al, 2009, p289). It evolved from management development with the focus on experienced and senior managers undertaking part-time graduate studies with the Executive MBA (EMBA). Executive education is similarly seen as evolving from, and similar to, the traditional MBA (Carrel & Schoenbachler, 2001; Conger & Xin, 2000; Jackson, Farndale & Kakabadse, 2002; Mintzberg, 2004, 2005). As Carrel et al (2001) argues, "EMBA programs (sic) differ from traditional MBA programs primarily in *format* [and that typically it is an] *accelerated program*" (italics added, p23). Mintzberg (2004, 2005) concurs with this, as well as De Dea Roglio and Light (2009), although it evolved and aimed to address criticisms of the relevance of the traditional MBA curriculum to organisations and their effective functioning and management, namely the "criticism that business schools are disconnected from the reality of management practice" (Voller & Ashridge, 2008, p3).

As Crotty and Soule (1997) state, "all three programmes – MBA, EMBA, and non-degree executive – arose to fill market niches but as each market matures, new approaches will be needed" (p15). Preece et al (2009) and Conger et al

[23] CE refers to Chief Executive.

(2000) noted the prevalent shift from *functional* issues (including functional knowledge and skills) to the more *strategic* in executive development, such as leadership. Preece et al (2009) note the interchangeable use of the terms executive development and leadership development. They argue that one needs to critically examine the expectations, attributions and meanings of leadership within the design of the executive/leadership development programmes. They point out that it tends to be predominantly leader development, and one notes the continuing use of the concept of competencies (Jackson et al, 2002). This is similar to Cullen et al (2002), Lees (1992), Mabey (2002) and Talbot's (1997) arguments, discussed above in the previous subsection, that "development activities will be invested with *multiple meanings* by the parties [or stakeholders] involved" (italics added, Mabey, 2002, p1141) and may embody "conflicting purposes and values" (ibid).

2.6 THE CALL FOR INTEGRATIVE FRAMEWORKS

There are calls for integrative frameworks in the leadership and leadership development literature. There are also questions on whether integrative frameworks can fully address the questions, complexities, dilemmas and theoretical and methodological issues that have been discussed thus far (Collins, 2002; Daft, 2005; Day, 2001; Day et al, 2001; Erasmus et al, 2007; Fulmer, 1997; Hartley et al, 2003; Hernez-Broome et al, 2004; Lim et al, 2005; Yukl, 2006). The discussion will first explore Drath et al's (2008) "integrative ontology" (p635) of "direction, alignment and commitment" (p636). It then describes Day et al's (2007) argument for a "multilevel, identity-based approach to leadership development" (p360) for integrating leader and leadership development across different levels of analysis (Day et al, 2011). Thereafter, it outlines Cacioppe's (1998a) model of integrating the "design" (p44) of leadership development as a "set of [varied] activities and learning methods" (ibid). This is followed by the discussion on multi- and inter-disciplinary team-teaching.

In the subsections on "a "multilevel, identity-based approach to leadership development" (Day et al, 2007, p360) and a model for integrating the "design" (Cacioppe, 1998a, p44) of leadership development, the discussion explores the

dynamics, complexities and challenges within organisations and with designing and integrating leadership development. The discussion is concluded with the question on integration and integrative frameworks.

2.6.1 Integrative ontology

Drath et al (2008) argue for the need for a "more integrative ontology" of leadership that can inform leadership development (p635). They criticise, similar to the relational and social constructionism approach to leadership, the predominant "underlying ontology" (ibid) of the mainstream leadership theories, namely the "underlying ontology" (ibid) of the trait, behavioural, situational/contingency, charismatic and transformational theories. These theories hold essentialist assumptions of leadership, meaning an ontological "commitment to the entities" (ibid) such as 'leaders', 'followers' and 'common goals' as the fundamental basics of understanding and theorising leadership.

Drath et al suggest an alternative ontology that can serve as an integrative function given the diversity of, and contestations regarding, the leadership definitions, concepts and theories. They argue for an "ontology [comprising] three leadership outcomes" (p636):

> "an ontology in which the essential entities are three *leadership outcomes*: (1) *direction*: widespread agreement in a collective on overall goals, aims and mission; (2) *alignment*: the organization and coordination of knowledge and work in a collective; and (3) *commitment*: the willingness of members of a collective to subsume their own interests and benefit within the collective interest and benefit" (italics in original).

This means the practice of leadership involves the "production of direction, alignment, and commitment" (ibid). Organisations may produce these outcomes in different and varied ways. For example, the production of these outcomes may entail the collective holding beliefs regarding 'leaders', 'followers' and their roles on which basis they collectively enact leadership (as outcomes). Drath et al's

assumption is that "people sharing work have (or soon develop) *beliefs* about ***how to produce*** *DAC* [direction, alignment and commitment] *that lead to* ***practices*** for ***producing*** *DAC*" (italics and bold added, p642). This assumption is informed by their grounding in a "pragmatic, functionalist ontology" (p636), which means the focus on outcomes and effects rather than the "structure and processes of leadership" (ibid) and the differentiation of levels of these structures and processes. Here, one notes the difference from the social and relational constructionist theories as these theories focus on discourse, power and materiality.

Drath et al argue that their pragmatic, functionalist orientation allows for the broadened understanding of leadership rather than its closure. Thus, one could now consider ways of producing leadership as DAC by "teamwork, organizational learning, the operation of some systems in a collective, dialogue, and even intentional culture change" (Drath et al, 2008, p643). This, it is argued, evidences the "integrative" (ibid) potential of their orientation, but that the "drawback is that it does not always differentiate well among structures and practices that produce DAC" (ibid). Here, for example, one could consider the implications of the differences between developed and developing countries or Western and African *contexts* on leadership and leadership development, as context for Drath et al is the constitutive grounding for practices and enactments of leadership.

Following from their view of leadership as DAC, Drath et al (2008) frame leadership development as "the development of existing beliefs and practices for producing DAC (that is, the further development of leadership culture)" (p649) and that it "includes but is not limited to developing individuals in roles such as leader and follower" (ibid). They concur with Day's (2000) distinction of leader and leadership development, as they argue that holding essentialist or ontological commitments to entities such as leaders and followers conflates leader and leadership development. One can have leader development as in the development of competencies "without any concurrent development of the leadership culture" (ibid), that is, leader development without leadership development. Similarly, one

could have leadership development without leader development, such as, for example, "in contexts in which the beliefs and practices for producing DAC do not call for individuals to take leader or follower roles, such as in peer-like settings of self-managing teams or cross-boundary collaboration" (p649). Here, one is reminded of Mintzberg's (2005) argument regarding the incongruence of the web or network depictions of organisations and the positioning of management.

Drath et al (2008) point out that although they argue that leadership development can occur without leader development this does not mean that it "can take place without *individual* development" (italics in original, p649). They observe that "developing leadership culture requires the acquisition of new competencies and skills by individuals (although these may not be leader skills) as well as new competencies and skills at the collective level" (p650). It means integrating "individual-level with collective level development" (ibid). This means that leadership development "takes on aspects of team development, network development, community development, and organization development" (ibid). This broadened conceptualisation of leadership development is described as the "development of the organizing patterns of the leadership culture" (ibid), that is, the development of the "web of beliefs" (ibid) and practices within the organisation or broader social communities. In this way leader development is encompassed within leadership development, meaning the "development of individuals as leaders or in leader roles" (ibid) where these beliefs of 'leaders' are collectively held in a particular context.

2.6.2 Multilevel approach for integrating leader and leadership development

Day et al (2007) argue for a "multilevel, identity-based approach to leadership development" (p360) for integrating leader and leadership development across different levels of analysis (Day et al, 2011). This means integrating *leadership identities* at different levels of analysis and the *leadership development focus* and *outcomes* at these different levels. At each successive level of analysis, Day et al

argue (2007), there is the increasing level of complexity and inclusiveness of the leadership *concept*, leadership *identity* and leadership development *outcome*. That is, there is the alignment of levels of leadership concept, leadership identities, and leadership development focus and outcomes. This is illustrated in Table 2 below.

Table 2: Multilevel, identity-based integrative approach (adapted from Day et al, 2007)

LEADERSHIP CONCEPTS		LEVEL OF ANALYSIS	LEADER-SHIP DEVELOP-MENT FOCUS	LEADER-SHIP 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 and 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

As can be seen from Table 2 above, the successive levels include, develop and transcend the previous ones. For Day et al (2007) the development of "more inclusive conceptualizations of self-concept [can] be an important pathway to

developing broader leadership and leadership capacity in teams and organizations" (p362). This follows from their argument that the more advanced level of leadership concept is more inclusive and complex, and means developing "shared, distributed, collective and connected leadership capacity in organizations" (ibid). For individuals it means integrating their individual, relational and collective self-concepts; that is, drawing explicit links or connections between their individual self-concept, relations with others and with organisational identity. This provides the individual capability/competence to "consider and enact leadership in different ways [where instead] of being limited to leading in ways that act *on* **followers**, leadership can also be constructed such that leaders act *with* **others** in **collective** ways" (italics in original, bold added, p369). Individuals develop increasingly complex, inclusive and multi and systems perspective as well as enhanced "perspective-taking" (p367) or ability to understand, reflect on and take interest in others' perspectives.

The above discussion illustrates the linkages drawn by Day et al (2007) between levels of leadership concept, identity and leadership development. Thus, Day et al can state that shifts in leader identity "occur in parallel with the development of leadership knowledge structures and social processes" (p366), which, at the advanced and most inclusive level, means shared and collective identities and forms of engagement. With shifts in leader identity there is the required organisational development that facilitates, engenders and supports these shifts.

Day et al (2011) point out that one needs to be mindful of individual differences, which means differences in developmental trajectories, readiness and openness to change. The task then is to "effectively link the individual, relational and collective levels-of-analyses, while also taking into account differences in human capital needs of leaders across organizational levels" (p366). Day et al link shifts in leader identity to individuals' career transition through different levels of management positions. With the transition to management and from supervisory to more senior management positions, there is the shift in identity from the focus

on managing oneself to developing increasingly inclusive, relational and collective identities and a broader systems perspective.

Day et al (2007) and Day et al's (2011) argument for integrating leader and leadership development as well as levels of leadership concept, identity and leadership development is suggestive of more reflexive and relationally responsive forms of leading and leadership concept. They argue that leadership development is not a "bounded programme" (2007, p370) but entails on-going learning. One could add ongoing learning and development at different levels of the organisation: individual, team, collective and organisation levels. One could suggest that this ties in with the theme of reflexivity and reflexive agency in social and relational constructionist approaches. Caroll et al (2008), for example, suggest, from their research on participants in a leadership development programme, that leadership development can be viewed as a transformational process for and of the participants, that is, the growth and maturity of individual reflexive agency with that of the wider organisation. This growth and maturity is not pictured as the discovery/re-discovery or unearthing of an essential core or substantive essence, but rather reflection on and "undoing" (p369) the present normative patterns framing their leadership concept and delimiting their practice/enactment thereof. Probert et al (2011) and Raelin (2011) similarly discuss examining the assumptions of leadership held by individuals and organisations as a whole. For Caroll et al (2008), agency is fundamentally embodied and relational in nature. There is the need to explore the vicissitudes and dynamics constituting identity and agency. Fairhurst et al (2010) similarly point to the ambiguities, tensions, complexities and contestations of identity and in identity 'work'/construction.

One can read the calls for the development of meta-competencies in management, executive and leadership development (Carmichael & Sutherland, 2005; Carmichael & Stacy, 2006; Mintzberg, 2005; Raelin, 2011) in parallel with Caroll et al's (2008) discussion of reflexive agency, and more specifically, the call for meta-competence of reflective learning and practice rather than competencies

conceptualised in purely functionalist and behaviourist terms and within the methodological individualism frame. This appears to similarly seek development of reflexive practitioners and the wider organisation as a whole rather than subscribe to a heroic, individualist, leader-centric view.

Here, one may note that *conceptually* differentiating leader development from leadership development does not exclude *individual* development from *leadership* development. It may mean transcending or broaching the binary of 'leader' and 'follower' to consider the complexities of leading and leadership. One effect of the binary is the exclusion or marginalisation of those designated as 'followers', for example, rather than organisational-wide development (Mabey et al, 2011; Raelin, 2011; Sveningsson et al, 2006). As Day et al (2007) suggest, it means integrating leader and leadership development with more inclusive and complex leadership concepts. These require the reflexive practice of developing the different levels of organisations from individual, dyads and team to organisational level. One could rephrase it as the development of both human and social capital, which means broaching leader, individual and leadership development in *practice* (Day et al, 2007; Caroll et al, 2008). It could be suggested that this ties in with the critical pedagogy aims of Critical Management Scholars within the social and relational constructionist framework (Cunliff, 2009; Fenwick, 2005), and furthermore, that it ties in with the concept of authentic leadership development, with its emphasis on reflexive and ethical behaviour (Avolio et al, 2009a). The differences, however, are seen in how reflection/reflexivity, agency and context is contextualised and conceptualised.

2.6.3 Integrated planning

Cacioppe (1998a) argues for the need for clarification and integration in leadership development given the "set of [varied] activities and learning methods" (p44) available for use by organisations. He proposes an integrated model for planning the "design" (ibid) of leadership development. The model comprises seven stages. The first stage "involves determining and defining the key strategic

objectives that are vital to the survival, success and growth of the organisation" (ibid). This means articulating the "strategic imperatives" (ibid) or issues of concern to the organisation. These imperatives will inform the leadership development programme objectives, focal areas and nature of interventions. The strategic objectives and programme objectives will determine the "*key competencies* that need to be developed in the *participants*" (italics added, p45), as well as the required changes in human resource practices and the nature of senior management involvement during and after the programme.

The determining of programme objectives and competencies required is the second stage. These inform the training needs. Cacioppe (1998a) notes that often "training needs are carried out independently of strategic imperatives or are linked to a competency model that is also separate from the key strategic needs of the firm" (p46), which, as previously discussed, Kanter (2005), Hollenbeck et al (2003, 2006) and McCall et al (2010) refer to as supply-driven development.

The third stage involves identifying the development methods, content and approaches (such as case study or team building sessions) to meet the programme objectives and training needs. This leads to stage four where providers, such as universities or consulting organisations, are engaged to complete the details of the design and delivery of the programme. The delivery of the programme is followed by stage five, which involves evaluation of the programme delivery and the effectiveness thereof in meeting the objectives and needs.

The sixth stage is entitled, "integrate with management and human resource systems" (p46), where the learner's manager drives/pushes the learner to utilise developed competencies and this is reinforced by the alignment of human resource practices with the strategic imperatives and objectives of the leadership development programme. The seventh stage is meant to be an "overall assessment of [the] value of [the] program (sic), broad objectives and program (sic) philosophy" (ibid).

Cacioppe (1998a) argues that leadership development programmes tend to invest time in the selection of methods and providers, as organisations often commence with providers and their methods. The objectives of programmes are "often set by the HR professionals and then approved by the senior management team rather than being based on an articulation of strategic imperatives with and by the chief executive officer and senior management team" (p47). As with the setting of the programme objectives, senior management involvement and facilitation in the programme tends to be limited. Cacioppe (1998b), however, cites exemplars where senior management is actively involved in the middle management leadership development programme sharing their own "teachable point of view" (p195) on the strategic imperatives of the organisation and acting as role models. This could help to develop a "common approach" in understanding and resolving organisational problems, providing opportunities for senior management and learners to surface and articulate a shared "framework for the decisions of managers at all levels" (p197). The involvement of senior management in middle management leadership development programmes also aids the integration of the two levels. Within the programme itself there is the need to give the learners the space and time to integrate their learning (to "reflect and to assimilate [and synthesise] their learning" (ibid)), which is congruent with Mintzberg's (2005) argument for reflexive practitioners.

With regard to senior management involvement, Ready and Conger (2003) argue for "shared accountability" (p84), "interconnected responsibility" (p85) and ownership of an organisation's leadership development programme. They argue that the "older ways of managing are colliding with new realities" (p84) of organisations of increased complexity, interdependencies, and distributed knowledge and expertise. In this context it is inappropriate for the executive team to hold to a "control, ownership and power-oriented" (ibid) mind-set of leadership development. This will lead to the "pathologies of power [such as] guarding turf, withholding information, [and] nonparticipation" (p85) with the evolving "multiple power centers (sic) for leadership development" (p84). This means

splits between the executive team, line functional management and human resource functions, as well as splits within these teams.

Ready et al's (2003) observations align with Cacioppe (1998a) that in many organisations leadership development programmes are not aligned with the organisation's strategic imperatives or goals. There seems to be the continued observation of a "supply-driven" (Hollenbeck et al, 2003, p109) logic, that as "with other *complex organizational challenges*, companies are frequently in search of *quick fixes*, and they orient their leadership initiatives around *commercial products* that have limited relevance to their actual needs" (italics added, Ready et al, 2003, p85). This results in "rush-to-action training packages" (ibid). The organisational implication is the disconnection between the programme and the organisation's reality and context: organisations constantly build/develop a series of new programmes "without linking the ideas to the [organisational] context" (ibid) and, therefore, there is "no consistency in [the organisation's] message" (ibid).

Raelin (2004) describes the above supply-driven logic as a "list [and training] approach" (p131) to leadership development. This is where the "*provider* of the training typically has either an *explicit or tacit list* in mind of what *attributes* it takes to be a good *leader* [and the] trainees who attend the sessions are expected to learn and practice this list of leadership [or rather leader] attributes" (italics added, ibid). Raelin argues that this list approach to leadership development is incongruent with the new forms of organisation (which are more "distributed, interconnected and virtual" (ibid)); as these forms of organisation are incongruent with the relations of leader and follower and the leader-centric leadership development. The leader-centric approach locates motivation and agency within the leader and assumes that "people [or followers] are somehow static, awaiting a signal from the leader to propel them into activity" (p132). A "leaderful" (p133) based practice and leadership development is suggested as an alternative, meaning the understanding and development of leadership as a collective rather than inhering within an individual, position or role. The aim is to build a leaderful

organisation where the "leadership of teams and organizations can be collective, concurrent [rather than assume a singular individual as a leader or dependency on an individual], collaborative and compassionate" (p133).

Ready et al (2003) argues against the prevalent "product-focused quick fixes mentality" (p88) and following of the current "fads" (ibid), suggesting that organisations need to construct a *leadership framework* and focus on their leadership development and related *processes* and developing excellence in their processes. However, Conger (2004) suggests there may be a disconnection between the *knowledge* of leadership and leadership development and the *application thereof* within organisations. One can formulate this as the disconnection between the academic context and practice context. Conger suggests a more subtle relation between these contexts, in that as much as there is a disconnection there is also the selective receptiveness to certain models of leadership, such as the charismatic and transformational models together with the competency approach (Caroll et al, 2008).

Given the complexity and challenges of the task of designing leadership development, the question that arises is how organisations attempt to integrate the different facets or dimensions in their design whilst navigating or negotiating their own 'conceptual luggage' and the conceptual dilemmas and contestations in the literature and practices. It may suggest that integration is a continuous, reflexive, iterative process within the organisational, practice, and academic contexts. This means that integration is a continuing project rather than an achieved point of finality. It would seem then the dilemma is how one reconciles *openness* and *closure* within integration, and how one can develop an integrative framework.

2.6.4 Multi-disciplinary and inter-disciplinary team-teaching

Within the academic context, navigating and negotiating the 'conceptual' and 'disciplinary luggage' or grounding of the various faculty members of a Business School appears to provide both challenges and possibilities (Badley, 2009; Datar,

Garvin & Cullen, 2011; Fuchsman, 2009; Jenkins & Dugan, 2013; Lyons, 2012; Repko, Szostack, & Burchberger, 2014; Szostack, 2007; Teece, 2011). One finds the suggestion for team-teaching to integrate the teaching and content from individual disciplines (such as economics, finance, marketing and human resources) and the learners' knowledge, learning process and practice. On the content, there are suggestions of integrating the curriculum of the Business School to address the "disciplinary fragmentation" (Teece, 2011, 499). However, there are differences in how integration is framed. Thus, one finds authors arguing for the differentiation of multi, inter, and trans-disciplinary forms of working, integrating and collaborating.

The multidisciplinary form is defined as the "placing side by side of insights from two or more disciplines without attempting to integrate them" (italics added, Repko et al, 2014, p31). Interdisciplinary thinking, work and/or collaborations "subsumes (i.e. includes or absorbs) multidisciplinarity (sic) and transcends it (i.e. goes beyond its limits) by means of integration" (italics in original, p32). This means a "cognitive process [of drawing on various] disciplinary perspectives and integrat[ing] insights and modes of thinking" (ibid) from the different disciplines. The transdisciplinary form questions and problematises the disciplinary boundaries and/or seeks to create novel approaches to problems, issues, policies or goals. These definitions mean that one needs to differentiate the modalities, processes and outcomes of team-teaching in Business Schools (Badley, 2009).

2.7 CONCLUSION

The chapter reviews the complexities, challenges and contestations with defining and locating leadership and leadership development. This concerns the nature and context of leadership and leadership development, particularly the South African context. It explores the theme of alignment and how leadership and leadership development is located, organised and shaped *within organisations.* The chapter then explores the call for integrative frameworks and the attempts at this that address ontological assumptions, levels of leadership identities, concepts and outcomes, the design of leadership development, and multi and inter-disciplinary

team-teaching. It points to the dynamics, complexities and challenges within organisations and with designing and integrating leadership development. The chapter ends with the dilemma of how one reconciles *openness* and *closure* within integration, and whether it is a question of *integration* as a *process* or of an *integrative framework.*

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study is a multi-site, qualitative case study of leadership development in the retail banking sector. It comprises a sample of embedded units of multiple sites within the sector. These embedded units are within the BankSeta, within the Delta Business School wherein the BankSeta IEDP is located, the two cohorts of the BankSeta IEDP delegates/learners from the retail banks, and the retail banks' Leadership Development Centres. The research design, comprising qualitative, semi-structured interviews with thirty-one research participants from these embedded units, is informed by (1) the recommendation in the methodology literature to articulate the levels of the research; and (2) the pilot study conducted in 2013.

The chapter begins with the discussion of the debates on methodology; that is, the differentiation of qualitative and quantitative methodologies and how quality and rigour is defined within these two methodologies. This leads to the discussion on the differentiation of the levels of research. These levels are (1) philosophical and theoretical paradigms; (2) research methodology, research design and quality standards; and (3) methods of data collection and analysis (Badenhorst, 2008a, 2008b; Bergman, 2008; Neuman, 2006). In the discussion of these levels, in the different subsections, the chapter articulates how the present study attempts to achieve the need for consistency that is promoted, as well as coherence or congruence across these levels. The chapter then discusses the present case study design.

3.2 DEBATES ON METHODOLOGY, QUALITY AND RIGOUR: THE NEED TO ARTICULATE LEVELS OF RESEARCH

Methodological texts, in the main, appear to present two distinct sets or categories for orientating researchers in the literature and their decisions on a specific research design and strategy (Bergman, 2008; Caelli, Ray, & Mill, 2003; Denzin & Lincoln, 2008; Guba & Lincoln, 2008; Lloyd-Jones, 2003; Neuman, 2006; Schurink, 2003). These are defined as the dichotomy of *quantitative* and *qualitative* research methodologies, described at times as the contrasts in paradigms (positivist and naturalist/interpretive)[24] or alternately, in design (deductive and inductive in nature). As a dichotomy it may leave an impression of conceptual clarity, consistency and coherence *within* each methodology and by implication clarity, consistency and coherence regarding the *differences between* the two methodologies. In this way each methodology is viewed as a homogenous set of methods. Furthermore, qualitative methodology as a set and the individual methods captured therein are posited as *incompatible* with quantitative methodology and the individual methods therein. Thus, in the literature one finds the description of "paradigm wars" (Bergman, 2008, p11).

This casting of methodology and methods into sets or types can serve as a heuristic device to guide one through the literature and in the research design (Bergman, 2008; Bryman, 2004; Caelli, et al., 2003; Denzin, et al., 2008; Guba, et al., 2008; Yin, 2003). However, the reification and absolutist manner of defining the dichotomy may obscure one's sight of the philosophical and theoretical complexities, contestations, dilemmas and contradictions present *within* each methodology. Here one could mention, for example, that the qualitative methodology category encompasses phenomenology, hermeneutics and social

[24] Positivism assumes that there is an objective, external world separate from the observer and observer subjectivity; that this objective reality can be represented faithfully; that language is a "transparent medium for [description and] measurement" (Alvesson, 1996, p456) of this objective reality; and what can be observed or measured is the domain of science (empiricism) (Neuman, 2002). The naturalist/interpretive paradigm questions positivism's empiricist orientation and restricted understanding of language, social actions and the social world. Social action is meaningful and is to be viewed/interpreted in context. There is no single meaning, but multiple meanings and, therefore, social actors reside in multiple social realities.

constructionism which may share significant similarities and differences regarding assumptions of language, social reality, social action and actors, for example.

In turn, this framing of a dichotomy of quantitative and qualitative may not provide the researcher space to engage substantively between and/or beyond these categories. Here, one could consider the possibility of mixed methods research design to broach the dichotomy or 'divide' between quantitative and qualitative methodologies (Creswell, 2007). However, Bergman (2008) warns that mixed methods by itself does not address the philosophical and theoretical issues in the methodology literature. Various authors suggest the need to examine how the terms quantitative and qualitative are used at different levels of a research project (Bergman, 2008; Bryman, 2004; Caelli, et al., 2003; Denzin, et al., 2008; Guba, et al., 2008; Kraus, 2005; Lloyd-Jones, 2003; Patton, 2002). These levels are (1) the ontological and epistemological asssumptions; (2) methodology; and (3) research design and methods.

Differentiating levels of a research project has implications for how one defines *quality* and *rigour* of a research project (Caelli, et al., 2003; Hammersley, 2008; Smith & Heshusius, 1986; Newman, 2006; Schurink, 2003; Winter, 2000). One could ask which level or phase of research quality or rigour is concerned with, whether, for example, the content, construct, measurement process, instrument or scores attained from the instruments. Further, one could ask what specific assumptions inform the conceptualisation and definition of quality and rigour. For example, one could ask what informs and defines standards such as internal validity, external validity, generalisability and reliability[25] (Brown, 2008; Creswell, 2007; Merriam, 2002; Neuman, 2006; Schurink, 2003; Winter, 2000). One could also ask whether there is a homogenous or universal set of criteria for

[25] There are various typologies of validity and reliability, including differing definitions within the experimental or positivist science literature (Hammersley, 1987; Winter, 2000). Merriam (2001) provides heuristic definitions for present purposes. Internal validity refers to the congruence of the research findings and 'reality' (or is the researcher measuring what he/she stated he/she specified as what will be measured). External validity concerns the generalisability of the findings across situations or contexts. Within the positivist paradigm probability sampling from a posited population (or 'universe' of the phenomena) theoretically allows for generalisation from the sample to the population. Reliability concerns the repeatability or replicabilty of the findings.

ascertaining quality and rigour of *all* research described as qualitative. The import of this question is that there cannot be a simple, mechanical application of standards such as internal validity, external validity, generalisability and reliability. For example, Denzin et al (2008) present arguments that question the relevance of these standards given that they are informed by positivist and postpostivist[26] assumptions.

The implication of the above discussions is that the researcher needs to articulate the consistency, coherence or congruence of the philosophical and theoretical paradigm, research question and purpose, research methodology, research design or strategy,[27] method of data collection, method of analysis, and the standards of quality and rigour that are being utilised (Badenhorst, 2008a, 2008b; Bergman, 2008; Caelli, et al., 2003). The section below details the present study in relation to these levels.

3.3 LEVELS OF THE STUDY

3.3.1 Philosophical and theoretical paradigms

The philosophical and theoretical paradigms prevalent in the literature are variously categorized. For example, Neuman (2006) provides three broad categories: positivism, interpretive social science, and critical social science. Guba et al (2008) presents four categories: positivism, postpositivism, critical theory, and constructivism or social constructionism. There is the interchangeable use of the terms, 'constructi*vism*' and 'social constructio*nism*'. Neuman (2006) locates social constructionism within the interpretive paradigm and one could argue that the constitutive approach will be similarly located within the interpretive

[26] Postpositivism assumption of an independent, external reality is similar to that of positivism (Denzin, et al., 2008; Kraus, 2005). However, postpositivism asserts that facts from research and inferences of causal laws are probabilistic in nature and reality cannot be captured in entirety. Multiple methods are allowed, but the standards of validity, generalisability and rigour apply to all research. Critical realism appears to be categorised within postpositivism. It assumes that there is an independent, underlying reality to empirical phenomena; and that there are multiple and contextualised perspectives of empirical phenomena and inferences based on these phenomena.
[27] Examples of research designs within qualitative methodology are phenomenology, hermeneutics, grounded theory, and case study (Merriam, 2001; Neuman, 2006; Patton, 2002).

paradigm. However, Putnam et al (2016), Fairhurst et al (2010) and Patton (2002) argue that there are various assumptions within the category of social constructionism, which means that different authors may highlight different aspects. For example, in the leadership literature there is the reference to social and relational constructionism (Fendt & Endrissat, 2007; Grint, 2005; Hosking, 2002, 2005; Uhl Bien, 2006).

Chapter one discussed the theoretical stance of the study. The study is informed by the Critical Leadership Studies, the constitutive approach (Putnam et al, 2016) and approaches broaching Foucauldian and psychodynamic analysis (Peck et al, 2009). This means critically exploring how leadership and leadership development emerges and is constituted within social processes and exploring meaning, sense-making processes, identity and organisational realities as socially and relationally constructed phenomena.

3.3.2 Research methodology, research design and quality standards

The study is informed by the **generic qualitative methodology**[28] (Bergman, 2008; Denzin, et al., 2008; Merriam, 2001; Neuman, 2006; Patton, 2002) and **case study design** (Merriam, 2001; Yin, 2003) to explore the varying meanings, perspectives and processes of leadership development in context. The generic qualitative methodology refers to "forms of inquiry that help us to understand and explain the *meaning* of social phenomena with as little disruption of the *natural setting* as possible" (italics added, Merriam, 2001, p5). This means drawing out in detail the *participant's* perspectives to develop 'thick descriptions'; that is, rich, detailed and contextualised descriptions of the phenomena being studied. The methodology is appropriate as the present study explores the framing, designing and integrating of leadership development from the perspective of the various stakeholders sampled. One can suggest that it mitigates the impact of the study's theoretical stance on the 'voices' of the various research participants, as one needs to keep the fidelity of these voices.

[28] The descriptor 'generic' is utilised given the discussion in section 6.1 on the dichotomy of quantitative and qualitative methodology.

3.3.2.1 Case study design

Case study has been variously defined over time, from being seen as an aspect of qualitative methodology (which means being confused with other qualitative research designs) to being equated or confounded with ethnography or participant observation methods (Baxter & Jack, 2008; Brown, 2008; Lloyd-Jones, 2003; Merriam, 2001; Simons, 1996; Yin, 2003). The present study locates itself within Merriam (2001) and Yin's (2003) description of case study as a research design or strategy in its own right.

Merriam (2001), for example, defines case study as "intensive descriptions and analysis of a single unit or *bounded system* [the case]" (italics added, p21). The purpose is not to enumerate/aggregate or provide statistical distributions of individual features of social phenomena within a bounded system. This would result in decontextualised descriptions. The purpose is to elucidate and understand the bounded system (whether organizations, groups, or teams). As Yin (2003) notes, there is no predetermined protocol on the selection of methods imposed on the researcher in case study (with the plural on 'methods' being deliberate).[29] The researcher needs to systematically select specific methods of data collection and analysis appropriate to exploring the *complexity* of social phenomena within a bounded system in *detail* and in *context*. Thus, it allows for mixed methods.

On data collection, Yin (2003) cites six possible examples of sources of data. These are documentation, archive records, interviews, direct observations, participant observation, and physical artifacts. The utilisation of different sources of data, Yin argues, will provide "converging lines of inquiry" (p98) and corroborating data on the social phenomena being studied. This forms one of Yin's principles of data collection, that of triangulation of method. The second principle is to maintain a case study database of the collected data for each case studied. The database comprises data that is organised and clear documentation on

[29] Yin (2003) defines case study as the "preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events [or the natural setting in contrast to the laboratory], and when the focus is on a contemporary phenomenon within some real-life context" (p1).

how the data was organised. The third principle is to maintain a chain of evidence, clearly illustrating and articulating the steps from organising the data, drawing inferences and building the analysis from the data, to deriving conclusions therefrom. These principles are meant to establish the quality and rigour of the data collection. Yin argues that the principle of triangulation will determine the construct validity of the research, while the latter two principles will determine reliability.

3.3.2.2 Quality and rigour in case studies: searching for validity and reliability or trustworthiness and ethics

Brown (2008) argues that Yin's manner of framing validity and reliability, for both quantitative or qualitative research, may locate him within the positivist paradigm. As discussed in the previous section, one needs to ask what specific assumptions inform the conceptualisation and definition of quality and rigour; that is, what informs and defines standards such as internal validity, external validity, generalisability and reliability (Creswell, 2007; Merriam, 2001; Merriam, 2002; Schurink, 2003; Winter, 2000). Merriam (2001) notes that constructionist and postmodern qualitative researchers question and problematise these categories of validity and reliability. This means quesitoning what exactly is being triangulated and what validity is achieved through the triangulation of methods. This follows from the question of whether there a single reality that multiple data is collected on (Merriam, 2002). It raises the question of how one reconciles contested, contradictory or differing perspectives that may emerge (Denzin, et al., 2008; Guba, et al., 2008; Simons, 1996). One could argue that triangulation can facilitate the emergence of the contestations, complexities, contradictions, ambiguities and tensions within and between various perspectives (Merriam, 2001). In this way it presents different spaces to give voice to the multiple perspectives.[30]

[30] As noted in chapter two one finds the opening up of difficult and fundamental questions and dilemmas of how one thinks through and conceptualises together contingency, materiality, bodies, discourse, locality, context, space, time (and its continuity, discontinuity, and punctuation), embodiment and memory, and histories and narrating.

Within the qualitative research literature the notion of trustworthiness and ethics is forwarded as an alternative to validity and reliability (Baxter, et al., 2008; Cresswell & Miller, 2000; Rolfe, 2004). Trustworthiness is differentiated as credibility,[31] transferability,[32] dependability[33] and confirmability.[34] However, Rolfe (2004) argues that these can be viewed as being similar to the positivist notions of internal validity, external validity, reliability and objectivity. Bearing in mind Rolfe's argument, the study locates itself within the quality criteria of trustworthiness and ethics. This means ensuring fidelity to the voices and perspectives of the research participants.

To attain the quality criteria of trustworthiness and, therefore, ethical concern for participants' perspectives, the following was utilised in the present study from the possibilities Merriam (2002) identifies: triangulation of methods and sources of data, sample of contrasting and multi-sites, provision of thick descriptions to provide the chain of evidence, and an audit trail[35] for the chain of evidence. The analytical chapters, from chapter four to seven, provide detailed evidence for the themes, descriptions of the journeys at different levels, and analytical inferences. In this way it provides the thick descriptions on leadership development in the retail banking sector.

On sampling, concerns have been raised about single case study designs. These concern the limitations with regard to external validity, generalisation and reliability (Hammerley & Gomm, 2004). However, Merriam (2001) and Yin

[31] The notion of credibility is used to consider how well the subject of the research is "accurately identified and described" (Robson, 1993, p402). Some commentators have likened this to the quantitative notion of internal validity.

[32] Introduced by Guba et al (2008) transferability relates to the idea of external validity (or generalisability) in quantitative research (Robson, 1993; Schofield, 1993). The researcher must provide adequate information about the research for the reader to make a well-informed judgement about how well their own cases or populations are similar to the case or population sampled in the research.

[33] Dependability relates to credibility as reliability relates to validity (Guba et al, 2008). It refers to the consistency throughout the analytic and research process.

[34] Guba et al (2008) introduce this idea as a parallel to the quantitative notion of objectivity. However, the point about confirmability is not to focus on whether the researcher is 'objective' in the process (for the theoretical possibility of this can of course be challenged), but to focus on whether the research process is rigorous and appropriate and that there is transparency throughout that can be judged.

[35] The audit trail is similar in respects to Yin's principles of a database and chain of evidence.

(2003) have argued that in case study design one engages in purposive sampling rather than statistical or probabilistic sampling. This means that the case study provides the basis for *analytic* generalisation, which Yin differentiates from *statistical* generalisation from a sample to a population. Analytic generalisation entails drawing inferences from the findings to one's theoretical propositions or framework. Yin uses the analogy of the experiment and argues that case studies provide opportunities for replication, which, again, hints at a positivist grounding.

The present study is an embedded multi-site case study design within the retail banking sector rather than a single site design, which allows for comparisons and contrasts within and across the retail banking sector (Merriam, 2001). In this way thick descriptions are developed through the surfacing of various perspectives from the different groupings of research participants. Regarding analytical generalisation, this may not necessarily imply generalisation from a distinct, unique context to a theoretical category (instead of a population). This follows from the criticism that one is inappropriately generalising from the particular or distinct context to a hypothesised or assumed general or universal (Simons, 1996). However, certain authors from the relational constructionism perspective argue that there are 'limits' and "stabilised patterns" (Hosking 2005, p618) with regard to the continual social process of constituting and negotiating social phenomena. Thus, there is space for analytical generalisation from a case study of a particular context.

3.3.3 Methods of data collection and analysis

3.3.3.1 Pilot study

Yin (2003) states that the pilot study, along with the principles of triangulation and chain of evidence, forms part of the quality evaluation through the research process. Given that the present study is a qualitative one it required the evaluation of both the content and process of data collection, that is, an evaluation of how effectively the data collection methods and instruments facilitated the drawing out of the participants' perspectives so as to develop thick descriptions.

A pilot study comprising a multi-methods design was conducted in 2013. It attempted to keep to Yin's (2003) suggestion regarding the triangulation of methods. The pilot study attempted to triangulate the following methods: qualtative interviews, reflection paper, and a survey questionnaire. It aimed to facilitate the evaluation of the efficacy and appropriateness of the research design, including data collection methods and instruments. This was done with a sample comprising the coaches on the BankSeta IEDP and the delegates/learners of that programme. The intention was to interview the coaches and request them to complete the survey questionnaire. The delegates were meant to complete the reflection paper.

3.3.3.1.1 Sample of the pilot study

The pilot study design was informed by the need for (1) a sample of participants with experience within the academic and practice/business contexts; and (2) evaluation of the various data collection instruments (that is, interview schedule, survey and reflection papers). For this reason the pilot study sample comprised two embedded units, which were identified through the assistance of matrices linking the research questions, embedded units and methods. The first embedded unit was the BankSeta IEDP delegates given that they are the only participants who are meant to complete the reflection papers. In addition, they are a potential source of rich data of experiences with leadership development within the academic and practice/business contexts. The second embedded unit is the Coaches, who form part of the BankSeta IEDP faculty, as they have exposure and working experience within both the academic and practice/business contexts. The Coaches were assumed to be a good yardstick for evaluating how stakeholders in the Business School, BankSeta and retail banks will engage with the format and questions of the interview and survey.

3.3.3.1.2 Implications of the pilot study

The pilot study drew the author's attention to the wordy formulation of the interview questions and the impact on the flow of the interview. It also pointed to the need for balance between the breadth and depth of the interview, and balance between enquiring about the details of programmes and gaining the participant's perspective. This meant that the author needed to adapt the interview schedule to the different roles of the research participants, rather than having a standard interview schedule for all. The thematic analysis of the pilot study aided the review of the interview schedules.

The response rate to the survey questionnaire was low and the author found that it did not help with exploring the voices and perspectives of the research participants. This is similarly the case with the reflection papers, where the responses were rather brief, varying from two to five lines per question. For this reason the author then conducted qualitative interviews with all the research participants in the main study.

3.3.3.2 Resultant methods and analysis of the main study

Given the pilot study results and that the study is a qualitative one, qualitative semi-structured interviews were conducted with all the research participants. The interviews varied in duration from an hour and a half to three hours. Documentation was sourced through web and academic database searches. Due to concerns about intellectual property, the Heads of the Leadership Development Centres in the banks could not provide relevant leadership development strategy, design, programme and other documents. Documentation on the BankSeta and BankSeta IEDP were sourced through their website and web-based search. This was similarly the case for the Delta Business School. Thus, the study comprises qualitative interviews and documentation.

The method of analysis for the qualitative interviews and documentation is based on what Merriam (2001) describes as the "constant comparative method" (p159),

a form of qualitative thematic analysis. The method entails the process of "continuous comparison" (p179), which one undertakes progressively at different levels of abstraction or levels of analysis. These levels are (1) the "segments" (ibid) of data; (2) the themes that emerge from these segments; and (3) the linkages between the themes. The "continuous comparison" (ibid) process begins by identifying "units of data" (ibid). These are "any meaningful (or potentially meaningful) segment of data" (ibid). This is then followed by the construction of categories by the researcher identifying "*recurring patterns*" (italics added, ibid) or *themes* that emerge from the units of data. At a further level of abstraction the researcher attempts to identify the links between the themes or categories. The method of "continuous comparison" (ibid) is an *inductive process* of identifying emergent themes and the links between these themes.

As described by Merriam (1998), the author first engaged each site/case individually, that is, the BankSeta, banks, Delta Business School and BankSeta IEDP delegates. Through this engagement the author identified and marked segments of data. This began the process of constant comparison at the different levels of abstraction or analysis. In the 'within case' analysis, each case "is first treated as a comprehensive case in and of itself" (p194). In this way the researcher can identify contextual factors and develop thick descriptions. Following the analysis of each case on its own the researcher then engages in the 'cross case' analysis, drawing out patterns across the cases.

3.4 CASE STUDY DESIGN OF THE RESEARCH

3.4.1 Population and sample

The case study was conducted within a single industry or sector in South Africa. The retail banking sector is the target population of the research. The sample was drawn from the retail banks within the sector and that participated in the BankSeta IEDP. This stratified purposeful sampling (Patton, 2002) provides access to a single industry, both the academic and practice contexts, and a stable programme and delegate cohorts from a single industry and the banks sampled.

The case study design is multi-site rather than single site, and is an embedded rather than a holistic design (Yin, 2003). The selection of the specific sites from the banking sector is based on stratified purposeful sampling. This means selecting the sample for a specific purpose or reason and selecting a nested grouping based on a certain characteristic or dimension. The sample is stratified with the selection of those retail banks participating in the BankSeta IEDP. The Programme is hosted by the Delta Business School. As noted, this provides a stable programme and a controlled group. The embedded unit within the retail banks is the individual bank's Leadership Development Centre. The embedded unit in the Delta Business School is the programme managers, faculty and coaches responsible for the BankSeta IEDP. Within the BankSeta the embedded unit comprises the CEO and the Skills Development Manager responsible for the BankSeta IEDP.

3.4.1.1 Sample size and description of the embedded units

Qualitative semi-structured interviews were conducted with 31 participants. To maintain anonymity codes and pseudonyms are used for ethical reasons (as discussed below in subsection 3.3.4):

- **Delta Business School: 8**
  Present programme manager, past programme manager, Head of the Leader Development Centre, 1 faculty and 4 coaches
- **BankSeta: 3**
  CEO, previous Skills Development Manager and current Manager
- **Banks: 7**
  1 Bank A, 1 Bank B, 1 Bank C (South Africa leadership development portfolio), 1 Bank C (Africa leadership development portfolio), 1 Bank D (Group Head Office), 1 Bank D (segment business) and 1 Bank Z
- **International Business School: 1**
  Utilised by Bank D
- **Two cohorts of BankSeta IEDP delegate: 12**
  1 Bank A, 3 Bank B, 3 Bank C, 4 Bank D and 1 Bank Z

Banks A, B, C and D are the four, large banks while Bank Z is one of the small banks in terms of market capitalisation. The BankSeta IEDP delegates comprised individuals of different age, gender and race demographics. Ten of the delegates are of the historically disadvantaged group. There was an equal number of males and females in the study. The delegates are from different functional areas of the banks as well as different levels of management.

The codes used in the study are listed in Table 3 below. The code, Bank W, is used in one instance to protect anonymity of the HoLDC as the details cited can identify the particular bank. The codes, Bank X and Y, are used for the other smaller banks that are cited in one of the delegate's discussion.

Table 3: Codes for research participants

ORGANISATION	PARTICIPANT	CODE
Banks	Bank A Head of Leadership Development Centre (LDC)	Head-A
	Bank B Head of LDC	Head-B
	Bank C Head: South Africa leadership development portfolio	Head-C1
	Bank C Head: Africa leadership development portfolio	Head-C2
	Bank D Head: Bank Group leadership development	Head-D1
	Bank D Head: business segment leadership development	Head-D2
	Bank Z Head of LDC	Head-Z
International Business School	Managing Director (who is a South African) of the Africa Office of an international Business School used for customisation of leadership development by Head-D1	IBS-MD
Delta Business School	Past Programme Manager of BankSeta IEDP and Coach on BankSeta IEDP	Past-DBS-PM
	Present Programme Manager of BankSeta IEDP	DBS-PM
	Head of Delta Business School's Leader Development Centre	Head-DBS
	Professor presenting a module on talent management	DBS-TM
	Coach on BankSeta IEDP	Coach-1
	Coach on BankSeta IEDP	Coach-2
	Coach and presenter on BankSeta IEDP; previous Head of Executive Education at DBS	Coach-3
	Coach on BankSeta IEDP	Coach-4
BankSeta	BankSeta CEO (at the time of interview)	BankSeta CEO
	Previous Skills Development Manager responsible for BankSeta IEDP	Past-BSeta-M
	Present Skills Development Manager responsible for BankSeta IEDP (at the time of interview)	BSeta-M
Banks	Delegates of the BankSeta IEDP	Del-1 to Del-12

3.4.2 Data collection

Following the pilot study, the interview schedules were redesigned and differentiated for the different embedded units or research participant groupings. The interview schedules are presented in annexures A, B and C. With the formal consent of the research participants the interviews were recorded utilising an audio recorder[36]. The interviews were transcribed in three phases. First a denaturalised, uncorrected[37] word-for-word transcription was compiled by a professional transcription service for the entire length of the interview for each interview. Then, second, the author quality-checked each transcript individually. This was a word-for-word transcription quality check, including correction of transcription errors, capture of technical terms or references used by participants and ensuring that the spoken grammar, repetitions and phrasing were not corrected by the transcribers.

During this process the author also made notes of significant natural speech or paralinguistic features along with key terms, phrases, topics and issues for consideration comparing these to the interview notes the author compiled during the interviews. These were used to select segments of the interview that the author rechecked the transcription and transcripts for elision of words, capture of phrasing and his understanding of the participants' meaning. Thus, this third

[36] Audio recording of the interviews helps with the quality of the transcription process and construction of the transcripts, including highlighting the limits of the researcher's interview notes and recollection (Evers, 2011). However, several authors note that the recording and transcription process can never be a 'complete' and 'faithful' capture of the interview content, process and context (Evers, 2011; Lapadat, 2000; Markle, West & Rich, 2011; Oliver, Serovich & Mason, 2005; Ross, 2010).

[37] Several authors suggest that there is no single standard or convention of transcription; and that the transcription strategy utilised depends on the purpose of the research and analysis as well as time, funding and resource constraints (Evers, 2011; Lapadat, 2000; Markle, West & Rich, 2011; Oliver, Serovich & Mason, 2005; Ross, 2010). Oliver et al (2005) suggest that there is a "continuum" (p1273) between "naturalism [and] denaturalism" (ibid) in transcription: in the former "every utterance is transcribed in as much detail as possible" (ibid) while in the latter "idiosyncratic elements of speech (e.g., stutters, pauses, nonverbals, involuntary vocalizations) are removed" (ibid). In the case of denaturalism one also finds transcriptions that correct the grammer, phrasing or words spoken to create clear, flowing statements or narrative; or where the spoken speech is summarised to be flowing and succinct. For the purposes of the present research and the thematic content analysis of the participants' responses the author selected the use of denaturalised, uncorrected word-for-word transcription that does not correct the grammer, phrasing or words spoken. Selective aspects of the naturalised speech, such as repetition and pauses, were noted in select segments of the interview.

phase was a reflective phase where the author would re-check the selected segments several times, including during the data analysis and writing up of the analysis. The previously cited authors suggest that researchers reflect on the transcription process and transcript construction.

The above process was time-consuming as the author listened to each interview from end-to-end and corrected each transcript. It took approximately seven months to complete the first quality checking process. The transcription for the pilot study was done by the author and it took approximately four months. As noted above, during all of the interviews the author also compiled notes of key terms, phrases, topics and issues as they emerged. Merriam (1998) describes this as an "interview log" (p88). The author used these with the quality-checked transcripts to reflect on the transcription process and the author's own 'lens', focus and possible preconceptions during the analysis.

The Head of the Leadership Development Centre in Bank C requested that the interview not be recorded. The interview transcript was thus drawn from the author's in-depth note-taking during the interview.

3.4.3 Quality evaluation

The writing-up and evaluation of the pilot study by the author and in discussion with the author's thesis supervisor was utilised for the purpose of quality evaluation of the data collection process and methods. It was also utilised for the author to reflexively gauge and establish whether there are preconceptions or bias impacting the research process. The pilot study illustrated the need for the interview schedules to be more open-ended and attend more to the participants' perspectives.

The study utilises the following recommendations by Merriam (2002) for attaining the quality criteria of trustworthiness and the ethical concern for participants' perspectives: triangulation of methods and sources of data, sampling

of contrasting and multi-sites, and detailed analytical chapters that provide contextual and thick descriptions and the chains of evidence.

3.4.4 Ethics and confidentiality

Each research participant was informed that their participation is both voluntary and anonymous. They formally consented to their participation in the research. The names of the participants and the organisations are kept confidential to maintain anonymity, hence the used of codes and pseudonyms. The limits to anonymity with the BankSeta, Delta Business School and HoLDCs was discussed with these participants given the details that they shared in the interviews and reported. They consented to continuing with the interviews.

3.4.5 Method of analysis

As discussed in subsection 3.2.3.2, the constant comparative method as described by Merriam (2001) was utilised for the analysis of the qualitative, semi-structured interviews. The process of constant comparison and the "conversation with the data" (Merriam, 1998, p181) begins with the immersion in the data. In the present study this began with the author's quality checking each interview transcript individually. During this approximately seven month quality checking process and thereafter the author began the process of reading and re-reading the individual interview transcripts and interview notes or log. Through this process the author identified and marked segments within each interview transcript that are meaningful and "potentially relevant" (ibid) and also noted observations, questions and possible patterns.

In parallel with the immersion and engagement with each interview transcript individually the author began the process of comparisons of the interview transcripts within the embedded units and thereafter across the embedded units. Thus, a triangular and recurring back-and-forth conversation with the data emerges and evolves as a conversation with the data as individual transcripts, as

embedded units, and across embedded units. Through this iterative process of constant comparison the author began identifying “recurring regularities or patterns” (ibid) as described by Merriam (1998). This then leads to the evolving “outline or classification system” (ibid) of categories or themes. The author then returns to the data as individual transcripts, as embedded units, and across embedded units to segment, code, sort and organise the data. Through this process the author began the process of comparing and contrasting the patterns within and across the themes, which includes identifying thematic similarities and differences within the embedded units and across embedded units, that is, within-case and cross-case analysis.

Chapter four draws out the themes on contextualising, designing and integrating leadership development within and across the embedded units. Chapter five explores these themes in detail within the journeys of the BankSeta and retail banks embedded units. That is, it explores in detail the evolving BankSeta IEDP programme and the banks’ evolving leadership development functions and centres. Chapter six then explores the individual journeys within and across the embedded units. Chapter seven discusses the theme of pedagogic space across the embedded units.

3.5 CONCLUSION

The chapter outlines the multi-site, qualitative case study of leadership development in the retail banking sector. It describes the levels of the research, including the pilot study, quality standards and case study design. The chapter specifies the population, sample, data collection and data analysis within the case study.

CHAPTER FOUR
LOCATING AND CONTEXTUALISING LEADERSHIP DEVELOPMENT WITHIN THE RETAIL BANKING SECTOR

4.1 INTRODUCTION

The present chapter and three subsequent analysis chapters help to locate, contextualise, unfold and explore leadership development within the retail banking sector. These chapters unfold the 'vocabulary', themes, thematic threads, and the ways of seeing, framing, centreing and bounding leadership development and the designing and designs thereof within the retail banking sector. Leadership development and the designing and design thereof appear to be continually evolving, differentiating and 'opening up' within the sector and the individual institutions, which includes the BankSeta, banks and contracted business schools. This means exploring the evolving and emergent complexities, dynamics, layers, levels, "spaces" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, and Del-2) and agency of leadership development as one explores the organisational and personal histories within which leadership development is situated and embedded.

The present chapter provides an overview of the post-Apartheid South African context and the retail banking and skills development landscape therein. Within these landscapes of retail banking and the national and sector skills development, the chapter introduces the BankSeta, the banks' Leadership Development Centres (LDC) and the Delta Business School wherein the BankSeta IEDP is "anchor[ed]" (PM-DBS). This sets the 'scene' for the discussion on the "mandates" (BSeta CEO and HOLDC-A) of the BankSeta, banks' LDCs and Delta Business School and how they position themselves in relation to, and as differentiated from, each other. The various sections explore the major themes of customising, designing, and integration. The tables below (compiled by the author) provide a visual schematic of the unfolding discussion and sections.

The present chapter helps to map leadership development within the retail banking sector and in this way charts the landscape for the unfolding discussions in the subsequent chapters. Therein the discussions of the organisational and personal histories, including the different levels and "spaces", explore the shaping, framing, centreing and bounding of leadership development as a purpose, "function" (HOLDC-B), centre (in the case of the banks), designs, and programmes and relatedly pedagogic space. Clarke and Higgs (2014) argue that limited theoretical and empirical attention is paid to leadership development as a function and purpose, as it is framed and configured within and by organisations. They add that "there remains a limited understanding of the factors that shape how organizations configure their leadership training and development" (p1). Kempster, Jackson and Conroy (2011) also point to the need for a critical engagement with the "purpose" (p317) of, and "role of purpose in[,] leadership practice" (ibid), or the need to explore and "problematize the manifestation of purpose in everyday organizational leadership practices" (ibid).

The present chapter and chapters five, six and seven explore *empirically* the shaping of the way leadership development as a "function" (HOLDC-B), centre, design and programmes is configured within the retail banking sector. Chapter eight provides theoretical attention to the themes of designing, design, the Human Resource Management journey, space and place, and identity-work that emerges from these chapters. There is the suggestion of the 'geometry' of leadership development when exploring space, place and levels of analysis.

Table 4a: A visual schematic of the sections and discussions on mapping leadership development within the retail banking sector: Post-Apartheid retail banking sector (compiled by author)

THE POST-APARTHEID RETAIL BANKING SECTOR AND THE SECTOR AND NATIONAL SKILLS DEVELOPMENT LANDSCAPE	
Post-Apartheid national and sector skills development "architecture" of SETAs (Sector Education and Training Authorities)	Introduction of the post-Apartheid national and sector skills development "architecture" and 'ecology'. Locating the emergence of the SETAs generally and the finance and banking sector SETA, the BankSeta, specifically, within this post-Apartheid national skills development landscape.
BankSeta and the retail banking sector skills development	Discussion of the mandate, vision, mission and agenda of the BankSeta, as the SETA of the retail banking sector, and the sector skills development landscape.
Funding, mandates and demand for leadership development within the retail banking sector	Exploring the perspectives of the BankSeta and banks' Head of Leadership Development Centres.

Table 4b: A visual schematic of the sections and discussions on mapping leadership development within the retail banking sector: differentiating stakeholders and customisation (compiled by author)

LEADERSHIP DEVELOPMENT WITHIN THE RETAIL BANKING SECTOR: THE STAKEHOLDERS AND THEIR POSITIONING OF THEMSELVES IN RELATION TO, AND AS DIFFERENTIATED FROM, EACH OTHER	
Stakeholders differentiating leadership development within the retail banking sector along three thematic threads; and the emerging nuances, complexities, dynamics, and continuities and discontinuities amongst the BankSeta, banks, and Delta Business School	
(1) Participants' differentiation of the "sectoral" and banks' "organisational perspectives" and "spaces"	Exploring the differentiation of the BankSeta's "sectoral perspective" from the individual banks' focus on its "strategy", "business", "customer centricity", "culture", organisational "alignment" and "strategic direction"
	Exploring the differentiation by the Heads of the banks' Leadership Development Centres of their leadership development "function" (HOLDC-B), centre and programmes from that of the Business Schools
	Exploring the evolving "customisation" and forms of differentiation thereof within the BankSeta and banks. The *conceptual differentiation* of standardising, tailoring and customising leadership development and the *practice* of blending.
	Exploring the evolving referents and use of the terms "customising" and "customisation" as the retail banking sector stakeholders' "sophisticat[ion]", "maturity", "capability", and the challenges therefrom evolves.
	Exploring the evolving lines of customisation and differentiation thereof: (1) *the themes and thematic or "golden" threads that are informed by the "perspectives" and "spaces" of the institutions*; (2) *the "policies", "practices" and "systems" the leadership development "function" and programmes are embedded within*, and (3) *the learning and developmental process within the programmes and interventions*
	Exploring the developmental focus of leadership development
	Opening up questions on, and the "space" of, pedagogy
(2) Differentiating "access", partnering and "partnerships"	Exploring the BankSeta differentiation of their access and partnerships from the individual banks; and the banks partnering with internal and external stakeholders, including the Business Schools. The discussion of the partnering with the Business Schools continues the opening of the question of the pedagogic space.
(3) Differentiating contexts of organisations, "leadership" and learning and development	Exploring the differences and similarities of how the participants contextualise organisations, leadership, learning and development within the local, African and global contexts.

Table 4c: A visual schematic of the sections and discussions on mapping leadership development within the retail banking sector: designing, designs and integration (compiled by author)

DESIGNING AND DESIGN OF LEADERSHIP DEVELOPMENT AND THE THEME OF INTEGRATION	
Exploring designing and design as a process and its varied forms	
The relationships and relational nature of designing leadership development	The importance of relationships through the lifecycles of the leadership development "function" (HOLDC-B), centre and programmes; of the importance of connecting, partnering, working collaboratively, and "co-designing" throughout the programme cycle and as a "function", centre, and programme manager.
Deliberate designing and design	Exploring participants' discussions of the deliberate process of "begin[ning] with the end in mind" and "working the steps backward" when designing leadership development.
Emergent designing and design	Exploring the participants' discussions of working in the here-and-now of development; of the emergent process and design.
	Exploring designing and the design as an "ongoing process" through the programme lifecycle
	Exploring the practicalities of implementing the design-on-paper
Designing and designs as deliberate, emergent, dialogical, relational, contingent and learning process	Designing and designs as processes evolve through the programme lifecycle, across iterations of programmes, across evolving programmes, and within the leadership development "function" and centre. It appears that one needs to explore and situate design-work within the personal histories, organisational histories and contexts, and the "spaces" that the designers, design context, delegates/learners and the institutions are situated and embedded within.
The question of "integration" of, within, and through the design of leadership development	
The terms and visualisation of "integration"	Attending to the participants' use of terms and clarification thereof: of "integration" of leadership development, "integrated" leadership development, and "integrative" leadership development. Picturing integration as: (1) realising something resolvable, achieving closure and accomplishing an end-state or end-product; or (2) as being open-ended and a continuous process of integrating.
Framing and centreing integration	Exploring integration beyond the centreing in, on or by the designer. Appreciating the forms, "perspectives", "point[s] of view", agency, "space", and time horizons of integration.

4.2 THE POST-APARTHEID RETAIL BANKING SECTOR AND THE SECTOR AND NATIONAL SKILLS DEVELOPMENT LANDSCAPE

The subsection that follows begins with an overview of the post-Apartheid South African retail banking landscape. It traces the emergence of the BankSeta therein and as part of the national human resource development policy, strategy and "architecture" (McGrath & Badroodien, 2006, p488) to address the developmental patterns of inclusion and exclusion of Apartheid. It locates and contexutalises the BankSeta mandate, vision, mission and formalised purpose of the International Executive Development Programme (IEDP) in relation to the national human resource development policy, strategy and "architecture" (ibid). Thereafter the subsequent subsections explore and map leadership development within the retail banking sector. This includes the "mandate[s]" (BSeta CEO, Past-PM-DBS and HOLDC-A) of the BankSeta and banks' leadership development.

4.2.1 Addressing the Apartheid pattern of retail banking: the emergence of the Financial Sector Charter and the BankSeta within the national and sector skills development "architecture" and 'ecology'

The pattern of retail banking[38] in the Apartheid regime mirrored the racial segregation and discrimination of black persons in the broader social, economic and political spheres (Coetzee, 2009; Kostov, Arun & Annim, 2014; Moyo & Rohan, 2006). It mirrored and was embedded within the systematic and institutionalised patterns of exclusion of Apartheid, whether direct access to the basic banking services, access to the banking and finance system, or development of the financial literacy of the individual. Thus, in the post-Apartheid state one finds policy, legislative and collective interventions, such as the Financial Sector Charter (FSC) and institutional interventions by the banks that are aimed at "financial inclusion" (Coetzee, 2009, p450) and "banking the unbanked" (ibid).

[38] Retail banking comprises "banking services that [are] supplied by banks to individual customers" (Bick, Brown, & Abratt, 2004, p303). The range of "banking financial products" (ibid) include the following: "transaction and payment products, such as cheque accounts and debit cards; investment products, such as savings accounts, fixed deposits and unit trusts; credit and borrowing products, such as credit cards, home loans, overdrafts and car finance; and financial planning products such as retirement annuity plans and education policies" (ibid).

The FSC is a voluntary agreement that the finance and banking sector stakeholders signed and committed to in 2003 to systematically address the pace and substance of transformation of the post-Apartheid finance and banking sector. The Charter commits the stakeholders to "actively promoting a transformed, vibrant and globally competitive financial sector that reflects the demographics of South Africa, and contributes to the establishment of an equitable society by effectively providing accessible financial services to black people and by directing investment into targeted sectors of the economy" (Financial Sector Charter Council (FSCC), 2003). Coetzee et al (2009) notes that the Charter "focuses on six pillars, namely human resources development, procurement and enterprise development, ownership and control, access to financial services, empowerment financing and corporate social investment" (p448). As can be noted financial inclusion and the banking of the unbanked is one of the pillars of the Charter.

An example of the attempts by the banks to address financial inclusion and the unbanked in the post-Apartheid state is the 'Mzansi' account introduced in 2004 by the large established banks, which is a "basic or entry-level bank account" (Kostov et al, 2014, p192) geared towards individual saving (Moyo et al, 2006). Kostov et al (2014) suggests that the "intervention was situated in the broader context of financial services outreach: scale (number of clients), depth (targeting poorer clients), scope (wide range of products/services) and breadth (clients with different socio-demographic characteristics)" (p192). However, Moyo et al (2006) noted earlier that the definition and manner of inclusion through the Mzansi account is narrow and, therefore, does not address the broader transformation aspirations. It "fail[ed] to address [then] the fundamental problem of increasing access to the *full range* of financial services, including access to credit" (italics added, p297). They argue further that in being geared towards individual saving it "seems to be more of a drive to intensify deposit mobilisation [by the large banks] to tap even the smallest savings of the poor" (ibid). It does not address "how these savings will be *leveraged* so as to provide more economic opportunity for South Africa's previously underbanked and unbanked, and how they will be *reinvested*

in communities so as to meet the needs of low-income housing, job creation and microenterprise development" (italics added, ibid).

The post-Apartheid retail banking landscape comprises a number of large and smaller banks in terms of the relative weight of banking assets, retail banking market share, and client base (Bick, Brown & Abratt, 2004; Coetzee, van Zyl & Tait, 2012; Maredza & Ikhide, 2013; Simbanegani, Greenberg & Gwatidzo, 2012). The large banks tend to dominate the retail banking landscape and have over the years purchased a number of the smaller banks. As Maredza et al (2013) state, "[b]anking in South Africa is heavily concentrated within the so-called big-four banks which together account for more than 90 percent of the retail banking market" (p1362). The popularised term "big four" (Coetzee et al, 2012, p10559; Maredza et al, 2013, p1362) refers to Standard Bank, Nedbank, First National Bank (which is part of the First Rand group), and ABSA Bank (a subsidiary of the Barclays Africa Group) (ABSA, 2015). Examples of the present functioning smaller banks are African Bank, Capitec Bank, PostBank and UBANK Limited (Coetzee et al, 2012; South African Reserve Bank, 2016).

As noted above, the Charter speaks to the role of the banking sector in the broader post-Apartheid transformation and inclusion process. Along with this external focus there is also the internal focus on the sector itself, including the sector's human resource development. The past BankSeta programme director of the BankSeta IEDP states that "you can write probably a chapter on [..] the nuances around the Finance Sector Charter and its promotion of leadership development in the banking sector".

> "Employment equity was big and Finance Sector Charter was big [in the banking sector then] and there was this need realised that there's nothing. *Well the banks were already doing a lot to be honest with you around leadership development but I think* [then] *it was still skewed* [along "*racial*" and "*gender*" lines]. It was *skewed* even around *intakes* and *who were the beneficiaries* of those development programmes and some of the *bursaries* or *funding* or *funded programmes* that they would send people

> to, overseas to the likes of *INSEAD* [Business School] and the likes of maybe *Wharton* [Business School], [..] but I think it's for most of the time *aligned with succession plans that they have*." (italics added)

On human resource development, at the level of national policy and legislation the BankSeta and the other SETAs were enacted by the post-Apartheid state in 1998, through the Skills Development Act (1998 and amended 2008), to address the Apartheid legacy of "racialised skills development [and exclusion]" (McGrath and Akoojee, 2007, p424) and coordinate and facilitate transformation in human resource development in the various sectors of the economy. The Act and SETAs define and delimit the framework, "architecture" (McGrath & Badroodien, 2006, p488) and 'ecology' for skills development in the post-Apartheid South Africa. The Act states that the aim is:

> "To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the *National Qualifications Framework* contemplated in the South African Qualifications Authority Act, 1995; to provide for *learnerships* that lead to *recognised occupational qualifications*; to provide for the *financing of skills development* by means of a *levy-grant scheme* and a *National Skills Fund*; to provide for and *regulate employment services*; and to provide for matters connected therewith." (italics added, Republic of South Africa, 1998, p1)

The levy-grant scheme and National Skills Fund provide the funding for the BankSeta and other SETAs for its various developmental programmes in pursuit of the State's National Skills Development Strategy, and the provision of grants and funds to the organisations within the sector, who contribute to the skills development levy, for their developmental programmes (Bick et al 2004; Coetzee, van Zyl & Tait, 2012; Maredza et al, 2013; Simbanegani et al, 2012). The levy system and other aspects of the skills development 'ecology', such as a qualifications and competence framework, are similar to international examples in

the developed and developing worlds (Allais, 2012; Lundall, 2003; McGrath, 2012; McGrath et al, 2006). However, McGrath (2012) cautions that one needs to appreciate the various domestic and international "influences" (p490) in the *evolving* conceptualisation, enactment and implementation of skills development in a national context. McGrath et al and others also point to the need to ground and contextualise skills development within the broader debate on vocational education and training, including lifelong learning (Allais, 2012; Kanwar, Umar and Balasubramanian, 2013, 2014; Lundall, 2003; McGrath, 2012; McGrath et al, 2006; McGrath et al, 2007; Powell, 2012). That means broadening the conceptualisation and delivery of development from being solely an economic growth, productivity or "productivist" (McGrath, 2012, p645) focus on the *present* skill requirements of industries and the *present* employability of individuals. It entails a shift from a narrow conceptualisation of "human capital" (ibid) as a 'resource' or 'commodity' *skilled* for current requirements especially, and taking a broader and holistic "capabilities approach" (ibid) to the development of an individual.

As with McGrath (2012), for example, Kanwar et al (2013, 2014) suggest that analytically one needs to differentiate policy intentions and statements from the actual delivery system and delivery or implementation of development. Kanwar et al note that although the concept, lifelong learning, is present within the second iteration of the South African National Skills Development Strategy and there is the recognition of the different categories of learning in various policy documents, there have been challenges with institutional frameworks, practices, arrangements and systems in achieving the set progressive aims. The concept, lifelong learning, entails an integrated perspective of education, training and development. It comprises the different categories of learning, namely "formal learning" (p14), "non-formal learning" (ibid) and "informal learning" (ibid). The differentiation is defined and contested with regard to the intention, focus, outcome, structure, resources, mediation, agency (action and reflection), pedagogy and context or location (Colardyn & Bjornavold, 2004; Kanwar et al, 2013; Livingston, 2001; Straka, 2004; Watkins & Marsick, 1992).

One could articulate examples of working definitions from the above cited authors' reviews as follows. Formal learning is the traditional directed learning in a formal, organised and structured pedagogy and context, such as schools and universities, in an organised discipline or field of knowledge that explicitly results in a formal recognition. Non-formal and informal learning appears to be defined against this traditional form of learning and pedagogy. Non-formal learning is intentional learning on the part of the learner in "planned activities" (Straka, 2004, p9) that are not explicitly "designated [or designed as formal] learning" (ibid) but "contain[s] an important learning element" (ibid) and can comprise an organised body of knowledge and skill or competence. Kanwar et al (2013) cite the example of acquiring vocational skills in the workplace while Livingston (2001) cites the example of "adult education courses and workshops" (p5). Informal learning is "learning *resulting from* daily life activities [and experiences] related to work, family or leisure" (italics added, ibid). It tends to be incidental or tacit rather than explicit or intentional, and is not "structured in terms of learning objectives, learning time and/or learning support" (ibid) as in formal learning. Livingston (2001) suggests the differentiation between tacit learning and intentional informal learning, where in the latter one can retrospectively recognise

> "(1) a *new significant form* of knowledge, understanding or skill *acquired outside a prescribed curricular setting* and (2) the *process of acquisition*, either on your own initiative in the case of self-directed informal learning, or with the aid of a mentor in the case of informal training, respectively." (italics added, p5)

Schugurensky and Myers (2003) capture the framing of the concept, lifelong learning, as integrative and comprising the different forms of learning as follows: "Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together" (p329). It means "reframing [lifelong learning] as inherently good learning for life and for work, promoting simultaneously economic progress and development, personal fulfilment, social inclusiveness and democratic understanding" (p330). Kanwar et al (2013, 2014) argues that to be integrative the

concept lifelong learning "involves the integration of three approaches: pedagogy, andragogy and heutagogy" (2013, p22), which is instructional-based learning, adult learning, and "moving beyond problem-solving" (p23) to anticipating learning opportunities and learning to learn in novel contexts respectively. One can picture it as a progression of learner maturity, agency and autonomy. However, although differentiated, Kanwar et al (2013) for example also warn against viewing the categories as mutually exclusive.

Schugurensky et al (2003) cite the many multilateral commissions and declarations, including UNESCO reports, in support of this integrative and "progressive humanist tradition" (p329) to lifelong learning in contrast to the "human capital" (p328) and "neoliberal" (p329) traditions[39]. This returns to McGrath's (2012) caution that one appreciates the local and international contexts and networks within which the post-Apartheid education, training and development architecture and ecology is evolving. Here, one can note the post-Apartheid state's response to the challenges with institutional frameworks, practices, arrangements and systems in achieving the set progressive aims that Kanwar et al (2013, 2014) note. Akoojee (2012) discusses the formation of the Department of Higher Education and Training (DHET), which "incorporated institutional entities from [the] former [separate] Ministries of Education and Labour" (p674). It is meant to be a "*coherent response* to the *education*, *training* and *skills development* challenges faced by [South Africa]" (italics added, ibid) and "is an attempt to *link education and labour market more deliberately*" (italics added, ibid). The intention can be described as the "horizontal integration" (Tuijnman & Bostrom, 2002, p96) of different forms of learning from education,

[39] The progressive humanist tradition argues for the "liberating and transformative potential" (Schugurensky et al, 2003, p329) of lifelong learning. It argues that to "release [this] potential [lifelong learning] should be shaped as an inclusive, holistic and critical learning project that supports learners as they negotiate changing life, learning and work conditions" (p330), and realise "simultaneously economic progress and development, personal fulfilment, social inclusiveness and democratic understanding" (ibid). In contrast, the neoliberal tradition delimits lifelong learning and education "as a commodity" (p329), and "puts the onus and the responsibility for [lifelong] learning (including the financial responsibility) on the individual" (p329). In the human capital tradition "education is understood as a social investment in the training of employees for market needs" (p328). Thus, it "maintains a narrow focus on training but adds a new language that refers to the information society, knowledge management, global competitiveness and the like" (ibid).

training and development; as well as the "vertical articulation" (ibid) of levels of learning in a system of qualifications and certification (Kanwar et al, 2013, 2014).

On influences, the CEO of the BankSeta[40] points to the SETA architecture and skills development ecology in post-Apartheid South Africa as being "unique" and also comprising appropriation from other contexts. He also points to the 'lifespan' of the SETA architecture as it achieves its intended outcomes:

> "*It's actually unique and I can repeat that it is unique*. If you go to *India* the *work readiness programme* the *parents* pay for. Here the employer through a subsidy system we pay for. The *levy-funded skill development* for, to try and effect, to work on unemployment, for some skill development, is unique. The *British* come very close to funding skilled -- artisans and that kind of stuff -- but as *SETAs as we are, the scheme was not original*. We brought, *took that that from what the Canadians had* [..] So we brought that into South Africa when we brought their management and formula for funding provinces, that's what we did, but is it something that we should keep forever? No. *I think it's something that has a shelf life that will expire,* and SETAs, I think SETAs we actually need to be honest with ourselves, *we have got to run SETAs for 30 years and then in that process look at how do we get the NDP [National Development Plan] skills requirement because it doesn't* -- the SETAs, we're only referring to, answering the *transformation targets only*." (italics added)

As the SETA for the banking sector, the BankSeta's relationship with the sector and the stakeholders therein appears to be an evolving one. As will be discussed in the subsections below, the BankSeta over time has differentiated and segmented the banking sector in terms of different forms of banking and the various stakeholders at different levels within the various institutions in the sector. The example that is cited is the differentiation of the International Executive Development Programme (IEDP), where one is focused on retail banking and the other on investment banking. The sample of the present research comprises the

[40] CEO of the BankSeta at the time of the interview in 2014.

delegates from retail banking and the IEDP focused on retail banking. In tandem with the above differentiation and segmentation the BankSeta differentiated and segmented its development approach, including the entire value chain[41] of education, training and development; and how it supports this differentiated value chain from schooling, technical colleges to universities and the "quality" of pedagogy and educators or lecturers.

4.2.2 The mandate, vision, mission and agenda of the BankSeta

The BankSeta CEO describes the BankSeta mandate, vision, mission and agenda along three thematic lines. These related lines are (1) the "global position[ing]" of the BankSeta's stakeholders (mainly the banks); (2) "transformation" in the sector; and (3) "partnerships" and "internationalisation" linked to "transformation". These thematic lines are clearly present in, and consistent with, the formalised statements of the BankSeta. The CEO begins by stating that the mandate, vision, mission and agenda have "been consistent". With this consistency and his continuous tenure since April 2007 there seems to be both the continuity and continuous evolving of the various BankSeta development programmes, including the IEDP. More broadly, there seems to be continuity in the positioning of the BankSeta in relation to its various stakeholders. As can be seen in the language the CEO uses below, that of "help[ing]", it is a facilitative, catalysing and prompting role.

The first thematic line concerns the "global position[ing]" of the BankSeta's stakeholders, which in the main are the South African banks. The focus is on building the requisite capacity within the sector and thereby within the individual banks. It is capacity at all "layers" or levels of the bank to enable it to position itself within the "African continent [and] globally".

> "What we've done is to *help* our stakeholders to advance their global position in terms of getting adequate, well qualified people to play a part

[41] The term, 'value chain', is used for heuristic purposes. Pathak and Pathak (2010), for example, point to the debates and criticisms of the use of Porter's conceptualisation of value chain in the education sector.

in their growth aspirations, either on the African continent or globally." (BSeta CEO)

The second thematic line concerns the post-Apartheid "transformation" of the sector. The Financial Sector Charter is one of the instruments among other legislative, policy and regulatory instruments that inform the transformation and empowerment imperatives and initiatives. The BankSeta describes the Financial Sector Charter (FSC) as follows: "a ground-breaking and voluntarily implemented charter aimed at furthering the South African Government's Black Economic Empowerment strategy for the country" (BankSeta, 2007a). The Charter "came into effect in January 2004 as a result of agreements reached at the National Economic Development and Labour Council (NEDLAC) Financial Sector Summit in August 2002" (Financial Sector Charter Council, 2013). The Financial Sector Charter Council describes NEDLAC as the "multilateral social dialogue forum which brings together Government, Business, Labour and Community constituencies to approve social, economic and labour market policy" (ibid). The BankSeta's launch of the IEDP states that it has been "designed to support the requirements of the Financial Sector Charter (FSC) by providing an opportunity to the banks to accelerate the promotion of high potential HDIs (historically disadvantaged individuals) within the industry" (2006a, 2006b, 2007b). It accords with Booysen's 2007 case study on the "lack of progress" (p64) in the "implementation of employment equity" (p47) and the "talent management" (p64) and "retention of blacks in management" (p47) in a bank in South Africa. Horwitz and Jain (2011) in their review of the research on employment equity" (p397) suggest there are still challenges with "transformation" (ibid). However, they do point out the emerging class and mobility differences within the black population and differences in terms of the organisational "pyramid" (p314).

The "transformation" of the sector presents the dilemma regarding the boundaries between the BankSeta and the individual banks. The CEO clearly points to this dilemma in the excerpt below. The CEO contextualises the transformation of the sector within the broader systemic challenges, needs, redress and transformation

required in South Africa, such as the transformation of educational institutions and "access" to "developmental" and "work" opportunities for "historically disadvantaged individuals". He sees his role as facilitating this broader process of "transformation" and maintaining and furthering the "quality [of education and development] and the commitment [of the various faculty]". He points to the challenges regarding the "quality of education" throughout the entire education value chain and "pipeline" from early "schooling" to "university" education. The effect is seen in the "throughput" of schools and universities and the negative impact in the various "literacies" of students from disadvantaged backgrounds and education. These factors impact on the disadvantaged students' "work readiness" and their full engagement in work settings. The above reinforces the BankSeta's agenda of providing "access" to "developmental opportunities" and developing capacity at and for all "layers" and levels of the individual banks. This includes "access" to developmental opportunities, developing capacity for the current employees within the sector and "creating a pipeline" for new entrants into the sector to meet the sector's needs. This requires developing capacity at the school and post-school educational institutions themselves and sponsoring programmes and resources at these institutions such as the Thuthuka projects described below.

> "[..] Our **transformation agenda** has been that we have not, *because remember the transformation* **inside banks** *is something that we do not do or have a say on*, but we report [..]." (bold and italics added)

> "The big challenge we've had and I think we'll continue to have are the same for the whole economy. That the **throughput from schools and from university**, especially from **black** kids, has been below par [..] So what am I saying? I'm saying the slump in the **quality of education** especially in the maths, accounting and language skills because that's where your black public schools have really been hit hard, and the problem is that most of the **work readiness programmes** is actually doing more the remedial language and numeracy skills that a person should have done at grade 11 and 12 [..] I mean for the chartered accounting which is a fairly big profession in terms of a **feeder to all of the things that we do**

> **inside banks**, we're paying fairly serious money, we've signed agreements with four universities, that's gone over two hundred million now and there's Thuthuka SAICA[42] programme at the University of Zululand and you've got SAICA Thuthuka programme at Venda at Free State University and Western Cape. We have an honours programme in financial markets at Fort Hare where we are sponsoring even the online trading platform. The *purpose of that is to bring in people even at the middle to senior level that are ready to take those positions that our sector skills plan says we are having but your question was what are the challenges*. The challenge is that the **system** *does not produce people that can become chartered accountants by themselves without help*. You actually have to **sponsor a programme**." (bold and italics added)

Given the focus on building current and future capacity for all "layers" and levels of the banks, the CEO positions the BankSeta IEDP as being "part of a continuum"; where it sits "at the top [of the organisational pyramid] and then the rest of the sector are these [various other] programmes that feeds into that." The challenge is the allocation of the BankSeta resources for these different programmes that target "different layers" and levels of the banks and the transformation impact.

The third thematic line is aligned with the transformation imperative as it concerns the development of various partnerships. At first the focus appears to have been at the global level for the BankSeta IEDP and now increasingly attention is being given to partnerships at the continental, regional and local levels. That is, attention is given as to how to position oneself and develop a "footprint" within the African continent. It is part of the "internationalisation objective" to facilitate transformation and the broader development of the sector. This is a consistent thematic line through the piloting, launch and evolution of the BankSeta IEDP. For example, the IEDP was piloted and formally launched in

[42] South African Institute of Chartered Accountants (SAICA) transformation initiative and vehicle is termed Thuthuka, which is "a Zulu verb, meaning "to develop" [that SAICA uses to describe its] action-based perspective with which transformation is being driven".

2005 and 2006 respectively in partnership with the Toronto Financial Services Alliance (TFSA) in Canada (BankSeta, 2006a, 2006b, 2007a, 2007b; TFSA, 2007). Here, one sees the link between the first, second and third thematic lines; that of the "global position[ing]" of the BankSeta and stakeholders, the transformation agenda and the "internationalisation objective". The "global position[ing]" is meant to create and open "space[s]" and open "doors", channels and "free flow[s]" and "exchange programmes" to meet the transformation and broader development of the sector.

4.2.3 The "challenge[s]" of "funding" the "mandate[s]" and "demand" for leadership development within the retail banking sector

As noted in the above subsection, the challenge faced by the BankSeta is the allocation of resources for the different programmes that target "different layers" and levels of the banks and the transformation impact sought therein. That is, "funding" (Past-M-BSeta) the mandate and the actual "demand" (Past-M-BSeta) for developmental programmes generally and the IEDP specifically. The resource allocation to, and scale of impact of, the BankSeta IEDP is a question that "always" (Past-M-BSeta) arises from stakeholders such as the banks, and similarly with the Heads of the Leadership Development Centres that participated in the research. Below the previous programme manager of the IEDP relates the "challenges" of "cost" and "negative perceptions" of being "expensive":

> "The other thing that I think has been a big challenge for me was the *cost element* [of the IEDP]. It's viewed as *very expensive* and *there's always questions around what are we getting out of this* [..] So for me those are the kind of challenges that I've had. It's **funding** and it's, the **demand** for it [from individuals wanting to attend from the banks], but also some of the **negative perceptions** around it."

> "I think the *biggest challenge* right now is that it has become popular. You see success breeds challenges. In that it has *become very popular and we only have so many* **limited spaces**." (bold and italics added)

> "Even from government's side how many young unemployed people could have been trained with this money [spent on the IEDP]?"

Below is an example of a Heads of Leadership Development Centre (HoLDC) in one of the banks who states that the BankSeta IEDP is a "prestigious programme", but "expensive" as well. The HoLDC asks if the resources could be allocated to "design something different" and not within the confines of the "bureaucracy" of the skills development architecture and ecology discussed before:

> "Ah, you know that IEDP it's quite a prestigious programme, it's like a 350,000 Rands per person programme, it's very expensive. I haven't been on it. I know some people who've been on it and they got quite a bit out of it, but I think for 350,000 we could design something different, awesome [..]I mean these legislative bodies [related to the Skills Development Act] for me are just a hindrance more than anything else, the SAQA[43] and all of that they're -- it's very difficult interacting with them they don't facilitate an outcome, they just come with a big heavy bureaucracy that they impose and we've got to try and contort ourselves to align with this thing so they not really adding value."

The BankSeta CEO acknowledges that the programme is "expensive", but argues that in comparison to the individual banks the BankSeta is able to achieve "economy of scale" and access for "corporate visits" that the individual banks cannot:

> "Of the IEDP. Just at the top of it it's very expensive. I think per unit it's about 400,000 per person on the programme but if you take what we are able to offer, well *Investec* is running a parallel programme, going into the States as well, they're doing that I think with *Wharton*. The *Nedbank* group is doing that one with *INSEAD* in France and they're paying a lot

[43] SAQA refers to the South African Qualifications Authority, which is part of the post-Apartheid skills architecture and ecology and is enacted by the National Qualifications Framework Act 67 of 2008 (SAQA, 2016). SAQA sets the standards for qualifications. Its mandate states that it "must develop and implement policy and criteria [..]for the development, registration and publication of qualifications and part-qualifications" (ibid).

more money than we're paying because we've got **economy of scale** but the real benefit of our involvement is that *we are able to get into international banks for corporate visits because we are not competitor with any bank*." (bold and italics added)

The banks also appear to face similar challenges regarding the demand, cost and prioritisation of funding for their leadership development as part of the career progression of individual employees within the respective organisations and the organisation's broader "talent management" (HOLDC-A, C2, D1 and D2) process which includes "succession" (HOLDC-B, HOLDC-D2, Del-3, Del-5, Del-10, Del-12, Past-M-BSeta and M-Bseta) "planning" (HOLDC-B) and management and the "accelerated development programmes" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2, Del-1, and Del-2) for identified "high potential" (HOLDC-A, C2, D1 and D2) individuals. It is a challenge of funding, prioritising and allocating a budget and "resources" (HOLDC-A) for "talent development" (HOLDC-C2) more broadly. It raises the question of "access" (HOLDC-A) to leadership development, the scale of impact, and how "leadership" is framed within the individual organisations. In chapter five and seven the theme of access and democratising leadership development is explored in more detail. The evolving "mandate[s]" (HOLDC-A) of the banks' Leadership Development Centres are explored in the present chapter and chapter five.

> "developing [based on "talent management" means] there is a **budget** *that's available right and sometimes these programmes are* **costly** *and the business unit can only take certain -- so few people into such a small number of programmes and the others don't get an opportunity of doing that so that's a downside of talent development*." (HOLDC-C2)

> "We're a large organisation – 30,000 people. *We acknowledge that everybody's a leader in their own right so you also don't want to only put* **expensive programmes** *in place that* **cost** *you an excess of 300,000 per person and only the selected few can get access to it*. So you *really want to make development accessible to everybody* especially if you say that

everybody is a leader in the organisation. How do you equip them, how do you get them in tuned with themselves. [..] And you've got to figure out where you can put resources." (HOLDC-A)

"So there's formal programmes that we run. Some people want to do formal qualifications, so degrees and learnerships. So including the [BankSeta] IEDP. We also have the *accelerated development programme*, which is mostly for middle managers. *Very expensive*, it's **very expensive**." (HOLDC-D2)

"[..] *even without a* **budget** *what are you building that's going to help that division be successful* because *you never always have all the* **resources** *available*. So it puts a lot of pressure on you in the way you design [leadership development interventions]." (HOLDC-B)

"Well I don't think we have a very strong leadership development programme at the moment [within the bank], I think we've gone through so much of change [within the bank] in the last two years, that the focus has kind of been lost. I think you know aside from putting people on *BankSeta IEDP* [..] So I think there's room for improvement definitely, even *coaching which was kicked off two years ago is now kind of fizzling out due to the* **cost**. *I think there's such a lot of* **cost pressure** *that there isn't really significant emphasis and drive now on leadership and executive development, so we used to have lovely programmes where we sent people off to INSEAD and all of those things have come to a halt now as we*, apparently they're going to roll out a whole new set of leadership development and executive development things that is common across the [banking] group." (Del-2) (bold and italics added)

HOLDC-B points out that it is the range of resources from funding to the capacity and expertise of the Leadership Development Centre that one needs to consider: "[..] so we have a constraint that we can only customise to the level of our

resource capability and we want to keep that internal". The previous programme manager of the BankSeta IEDP at the Delta Business School reflects on the fiscal and design 'space' they are afforded by the IEDP:

> "We're lucky to be able to work with BankSeta, *because it allows us to develop a very creative programme*, and so, *a fairly costly programme*, but we are able to go to three different international destinations, which I think is great. As you know they added the African destination at the start of the programme, and I think they've got that right, as *they've got a nice mix of different places*. [The] *coaching model* [as in the IEDP] is *very, very expensive*." (italics added)
>
> "[..] we have the luxury of doing it our way."

4.3 LEADERSHIP DEVELOPMENT WITHIN THE RETAIL BANKING SECTOR: THE STAKEHOLDERS AND HOW THEY POSITION THEMSELVES IN RELATION TO, AND AS DIFFERENTIATED FROM, EACH OTHER

The discussion begins with how the BankSeta IEDP, the BankSeta's "flagship" "leadership [and] executive development" (BankSeta, 2013) programme, is positioned and defined in relation to, and apart from, the banks' leadership development programmes and initiatives. It then explores how the banks' HoLDCs differentiate their leadership development and how they differentiate themselves from the Business Schools. The discussion follows three thematic threads that emerge in the conversations of the research participants from the BankSeta and the Leadership Development Centres of the banks: (1) differentiation of "perspectives" and "spaces"; (2) "access", partnering and "partnerships"; and (3) contexts of organisations, "leadership" and learning and development. In the subsection on the differentiation of "perspectives" and "spaces" the themes of "customisation", developmental focus and pedagogy are introduced. The subsection on access, partnering and partnerships takes up the question of the "space" of pedagogy that emerges from the earlier subsection on the differentiation of pedagogy. It opens up the question of the nature or manner of access, partnering and partnerships, including how one negotiates

organisational boundaries through this. The subsection on contexts of organisations, leadership and learning and development introduces the themes of frames, levels of lenses and "paradigm[s]". These themes are explored in more detail in the subsequent chapters.

4.3.1 Differentiation of the BankSeta and banks' leadership development: differentiation of their "perspective[s]", "spaces", "customisation", "developmental focus" and pedagogy

4.3.1.1 Differentiation of the BankSeta's "sectoral" and the banks' "organisational perspectives" and "spaces"

The BankSeta research participants position their role and that of the BankSeta IEDP as "complement[ing]" (BankSeta, 2008), adding value and bringing "about something completely different" (Past-M-BSeta) to the existing leadership development initiatives of the individual banks. This stems from their "sectoral perspective" (BSeta CEO), which frames their developmental focus, themes and "spaces" (BSeta CEO and Past-M-BSeta). Their main developmental focus is on "accelerating the development [of the] historically disadvantaged individuals" (former BankSeta CEO, Groenewald, 2007, p1). As the "flagship" "leadership [and] executive development" (BankSeta, 2013) programme of the BankSeta, the IEDP "places *leadership* and *self-reflection* at the heart of its course" (BankSeta CEO cited in Shirley, 2012, p38).

The BankSeta IEDP is not meant to "replace" (BSeta CEO), "compete" (Past-M-BSeta) with, replicate, or substitute the banks' leadership development and "talent management" (M-BSeta) processes. The themes addressed in the formal, non-formal and informal learning of the IEDP is seen as being at a different level from those of the banks, for example, the exploration of the themes of "strategy", "market" dynamics and "day-to-day [lived] realities" at the "country", "regional" (such as SADC), "continent[al]", and "global" levels through "formal learning" and networking, the "structured learning" (BSeta CEO, Past-M-BSeta and M-BSeta) that has non-formal aspects, and informal learning and networking. This is

within the banking industry as a whole and increasingly within the "non-banking" (Past-M-BSeta) industries across the "global", "African" and "local" contexts. The IEDP affords the delegates various "study tours" (PM-DBS) within these contexts and across industries for their "action learning", "immersions", "coaching" and "networking" (BSeta CEO, Past-M-BSeta, M-BSeta, and PM-DBS) and to "hear [from the international networks] the stories *first hand.*" (italics added, Past-M-BSeta) within these very contexts.

The BankSeta CEO states that the "banks have to continue to do their own leadership development where that entrenches the culture of that bank". The BankSeta participants view the individual banks' leadership development as being "customised" to their "strategy", "policies", "practices", "business", "customer centricity" and "culture" (BSeta CEO, Past-M-BSeta and M-BSeta). The HoLDCs attend to "culture" as part of their attempts at positioning leadership development in relation to, or in "alignment" (HOLDC-A) with, the "strategic direction" (HOLDC-B and HOLDC-D1) of their respective banks. This means drawing relations between "leadership" (all HoLDCs), "culture" (all HoLDCs), "values" (HOLDC-A, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z), and individual, team and organisational "performance" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-Z): "**leadership**" or "**leaders**" "drives" (HOLDC-C2) "**culture**", which "drives" "**performance**", "**results**" (HOLDC-D1 and HOLDC-C1), or "**business results**" (HOLDC-A, HOLDC-B, HOLDC-D2, and HOLDC-Z). This crisp and transparent formulation, however, belies the nuances and complexities that culture and the alignment task entail and that which emerge therefrom:

> "To bring *all the other pieces together*, it's alignment to strategy again that's important. There's *so many levers that you have to pull to put all these pieces together*." (italics added, HOLDC-A)

The HoLDCs seem to be confronted by a "question" (HOLDC-A) that asks of them and their organisation "what does it mean" (HOLDC-A) for "leaders" within the banks to "liv[e] the values" (HOLDC-C2), "live [the] culture" (HOLDC-D2),

"instil the culture" (HOLDC-D2), and "lead [within the particular bank's] way" (HOLDC-B) as part of realising "performance" or "business results". This question appears to take shape in three emerging differentiated forms and, relatedly, where the "strategic direction" (HOLDC-D1 and HOLDC-B) of the organisation appears to be already set, aspirant, or open to or needing change. In the first form the "strategic drivers", "culture", and "values" are established and set, which means "living" (HOLDC-C2) and ensuring the continuance of the *determined* and *present* form of leadership, culture and direction. In the second form it is "build[ing]" (HOLDC-B), "instil[ling]" (HOLDC-D2) and realising the form of leadership, culture, performance and direction *aspired* for. In the third form of the question the focus is on transforming the "strategic drivers", "culture", "values" and "leadership"; where one finds the leadership development "function" (HOLDC-B) and programmes are meant to develop "leaders" as the "change agents" (HOLDC-C1) and "entrepreneurs" (HOLDC-D1) for the organisation's transformation. Here, it is not about the "leaders" fitting in or effecting the present or aspired to culture, but rather "leadership" and the "leaders" creating and changing the culture as part of the larger process of changing the organisation's direction and strategy. For HOLDC-D1 and her bank it is "bringing about a change in how leadership is constituted".

The quoted excerpts below provide a sense of the ways the HoLDCs are confronting the above question within the organisations.

> "[..] so we had to introduce the values, *re-introduce* [the values in the bank], and *get people to start living the values* because *if we believe* that **leadership** *drives* **culture** that *drives* **performance**, if you want to change the culture of an organisation you've got to change the leadership. If you want to change the performance of an organisation it's dependent on the culture you create which is dependent on the leadership." (HOLDC-C2)

> "Well it's difficult [as Head of Leadership Development] because a lot of it has to do with you know stakeholder management, you know spending time with people, and saying look *guys the world is changing and if you*

don't change you won't survive in this world you know, of course it's not all smooth, I burnt my fingers, I rubbed people up the wrong way. [..] I am suggesting to you that if you *really want to be true to true leadership you can't box leadership up* because we're not in a *simple and complicated world* any more, we're moving too easily from a *complex to a chaotic world*, and for this you've got to have this *open, integrative, connected, synergistic leadership*." (HOLDC-C2)

"[..] if we get these *leaders to start changing* and they truly become *change agents, we will change the* **leadership culture** *in the group*." (HOLDC-C1)

"We're trying to define a culture. We're striving for that. Don't really have it now. We are battling to package it correctly." (HOLDC-Z)

"[The purpose is] *to create a new society within the bank that is very progressive, incredibly innovative and in being innovative it's diverse, vibrant* [..]." (HOLDC-D1)

"[..] so that attribution of meaning will be based on the culture and *leaders play a role in that* [of continually "creat[ing]" the "innovation culture"]." (HOLDC-D1)

"[..] *bringing about a change in how leadership is constituted*, so that's on the one hand and on the other hand *transformation*, so *thinking more longer term* for example." (HOLDC-D1)

"*Your learning proposition can be a huge retention tool*, and even in [Bank B] the [Leadership Centre] is very *aspirational*, so if you're in local or Africa offices and you've come to the [Leadership Centre] and you've stayed there and you've been on a development programme it's *as if you've made it in an aspirational cultural sense*. *You feel hugely valued as*

> *an individual. You part of the brand, the aspiration, where the organisation is going. You now live it*." (HOLDC-B)
>
> "So no matter where you are in your management or leadership journey and no matter what your experience has been you've naturally gained a certain level of competency *against these ten competencies* [as defined by the bank] [..] in order to be *successful* [in and as the bank] these are the ten that we focus on[,] which results in *creating that desired culture.*" (HOLDC-B) (italics added)

The HoLDCs differentiate themselves from the Business Schools in their perspective on, and "customisation" of, leadership development. From their perspective the Business Schools generally approach leadership development from an "academic" (HOLDC-C2, HOLDC-D1 and HOLDC-D2), "theoretical" (HOLDC-D1), "cognitive" (HOLDC-C1 and HOLDC-D1), and "SAQA"[44] (HOLDC-D1) compliance perspective, which for them entails an "academic" and "classroom[-based]" (HOLDC-A, HOLDC-B, HOLDC-C2,and HOLDC-D2) framing of pedagogy. This includes the pedagogic relation and space. Their banks' developmental perspective, focus and outcome is the career progression of individuals/"leaders" through the specific "levels" of "management" and "leadership" (cited by all of the HoLDCs) within the organisation, the "accelerated development programmes" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2, Del-1, and Del-2) for identified "high potential" (HOLDC-A, HOLDC-C2, HOLDC-D1 and HOLDC-D2) individuals, and the organisation's broader "talent management" (HOLDC-A, HOLDC-C2, HOLDC-D1 and HOLDC-D2) process.

As much as the HoLDCs are critical of the Business Schools' "academic" (HOLDC-C2, HOLDC-D1 and HOLDC-D2), "theoretical" (HOLDC-D1), "cognitive" (HOLDC-C1 and HOLDC-D1) and "classroom" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-D2) focus, one finds HOLDC-A, HOLDC-

[44] As stated in footnote four the South African Qualifications Authority (SAQA) sets the standards for qualifications.

C1, HOLDC-C2, HOLDC-D1 and HOLDC-D2, for example, being critical of their own organisations' focus on "leaders", immediate tasks, problem-solving, and current financial performance focus. HOLDC-C1, who among others points to the "economic crisis" and "scandal"[45] within their industry, goes further and argues that the Business Schools, the banks and their leaders have "failed the world of leadership" and in developing "moral agency":

> "once again this is my perspective [..] I believe *business schools and organisations failed the world of leadership*. That is why we had the economic crisis we had. *We develop greedy leaders*. Why did a lot of these things happen? We developed *little gods* who thought that they can do whatever they needed to. For me at the core and that's part of *wisdom* as well, is *moral agency*. Leaders need to understand their role of moral agency in their *own lives*, in the *lives of others*, in their *organisations*, in their *countries*, in their *world*. And you can only be a moral agent in *all those contexts* if you look at intent, their person, their being, and effective behaviour." (italics added)

Although the BankSeta and HoLDCs differentiate themselves, one finds the similar theme of "humility" (HOLDC-C2) emerging across them. This means being humble and humbled as one appreciates the many "elements" (M-BSeta) in the development and career progression of the individual "leader" and acknowledges the "interplay between all of us" (HOLDC-C1) as stakeholders:

> "And we upfront knew that it was *not* going to be *only* this programme that was going to create [delegates that potentially can take up executive roles in the banks]. It would be *one of just elements* that were going to create that and hence we never said it's because of the IEDP that this guy is an MD today. We say *amongst other things* the IEDP has contributed in making this person achieve what they have achieved, so that's the stance that we took, kind of a *subtle* one." (italics added, Past-M-BSeta)

[45] HOLDC-C1 is referring to the "global financial crisis" (Elliot, 2011, p1) spanning 2007 to 2011, which included the derivatives trading crisis and quantitative easing by governments in response (BBC, 2013; Elliott, 2011). Other research participants also reference the crisis (see footnote seventy four, chapter five).

"You've got to be *humble, humility* is very important here." (HOLDC-C2)

"Okay, maybe just to start off by saying that *I am not as arrogant to think that it's only my programme that's making the difference*. Okay, life happens each and every day and everything influences something else. So in a sense *there's always an interplay between all of us and sometimes something that happens here*, if they go to INSEAD for instance they will be exposed to something that they will bring back to this world and influence there, just by merely having a conversation differently. [BankSeta] IEDP the same, I believe, and part of this programme is also that international trip, that it's focus on broadening horizons, that's why I have IEDP in mind." (HOLDC-C1)

"I'm not sure yet [of how to "bring everything together" in designing and delivering leadership development]. I don't know how to – as I've said earlier on from a logistics support measuring, tracking, metrics point of view, you can get that state of the art [for leadership development]. To bring all the other pieces together, it's alignment to strategy, again that's important. It is meeting people where they are at. It is not the one size fits all. *There's so many levers that you have to pull to put all these pieces together. I don't think we've got one answer for it. We busy working on a leadership strategy, development strategy* for the next three years, which has proven interesting in itself also because it is to sort of – *it's not an easy concept to grapple with*." (HOLDC-A) (italics added)

There is also a theme of evolving and emerging nuance. For example, the discussions of the HoLDCs illustrate how nuanced leadership development can be within the banks, and how nuanced, differentiated and intertwined the attention to "leadership", "culture", "strategy", "performance", "results" and the leaders' development can be. One does not find a singular or isolated focus on "culture" or "leaders", but rather an evolving, nuanced and day-to-day engagement with all of the above together (as evolving, dynamic phenomena themselves). It is an

engagement *process* within and across their differentiated organisational "levels" (all the HoLDCs), "business units" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-D1), functions, and the "levels of maturity" (HOLDC-A, HOLDC-B and HOLDC-Z), "subcultures" (HOLDC-A), "challenges" and "needs" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) therein. This is a process that is both deliberate and emergent as it is shaped within and by the differentiated "business units" and spaces in their respective banks. Chapter five discusses how this process comprises the mixing, intermingling and/or paralleling of the above discussed forms of the question and alignment as the banks evolve, change and shift over time.

Another example is the BankSeta participants who see themselves as taking a "subtle" "stance" (Past-M-BSeta) and having "space" (Past-M-BSeta) for evolving their engagement with the banks and the design and delivery of their leadership development. That is, evolving the design and delivery 'outside' as well as in tandem with the evolving banks and the confines, prescripts and demands of the banks' "culture", "values", "practices", "policies", "strategy" and "competi[tive]" position (BSeta CEO, Past-M-BSeta and M-BSeta). Chapter five explores how the BankSeta IEDP and its space evolved over time.

The banks appear to be confronted by the "question" (HOLDC-A) of the meaning and relations between the above categories, and also how one frames these categories. In this engagement with the "question" there seems to be the continual negotiation between finding "space" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) for "best practice" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z) in leadership development, their own aspirations, "stamp" (HOLDC-A) and critical "perspective" (HOLDC-C1), and due consideration for their organisation's "appetite" (HOLDC-B), what is "palatable" (HOLDC-D1) to the organisation, and the possible "resistance" (HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z) from within the organisation. As they negotiate these organisational dynamics one finds HOLDC-A, HOLDC-C1, HOLDC-C2, and HOLDC-D1 speaking of the leader's personal development and the focus on their

"being" and "find[ing their] own voice" (HOLDC-C1) as realising a purpose and value beyond the boundaries and competitive positioning of the organisation.[46] The participants' voices and the above themes are explored in more detail in chapter five, which focuses on the evolving BankSeta IEDP and the leadership development "function" (HOLDC-B), centre and programmes within the banks.

One finds that the delegates' experiences and perspectives on "leading", "leadership", and "leadership development" in relation to their respective organisations is also nuanced and differentiated. There appears to be an engagement with the organisational leadership culture along with exploring and defining their "*own*" (Del-9) "leadership style" (Del-3, Del-6, Del-7, Del-9 and Del-11) and "identity" (Del-1, Del-2 and Del-7). For example, Del-7 makes clear he does not want to be "bound" and defined by the organisation; and is not wanting to become "another person" if he moves to a different organisation. Del-2 and Del-6, for example, share their concern with, and "deep" work on, being true to oneself and "authentic" in relation with others, but that this first requires the "deep" work of (re)finding and (re)defining oneself. The emerging nuances, differentiation and themes of the delegates' evolving "journey[s]" are explored in more detail in chapter six. The emerging themes include the ambiguities, challenges and "trial[s] and error[s]" (Del-6) of leading and leadership, of the aspirational and "nitty-gritty" (Del-5 and Del-6) realities, along with the experience of 'wandering at sea' in their leadership development "journey" and the trials and tribulations of "authenticity" (Lachalle, Del-1 and Del-6), "remain[ing] true to yourself" (Del-2 and Del-7), and "boundaries" (Del-2 and Del-11).

It would appear that the differences between the BankSeta and bank stakeholders are at times "subtle" and at other times there are distinct differences in "space[s]", perspectives and substance. With regard to "space[s]" the BankSeta appears to facilitate the "exposure" to, and development of, *formal* and *informal* networks and relationships across the sector, industries and geographies, and the "shar[ing]"

[46] HOLDC-D1 describes this at one point as grappling with the "command and control versus [an] autonomy model".

of "stories" therein for the *targeted* delegates. The Banks' focus is on the *formal* organisation and the *formal* "talent management" (HOLDC-A, HOLDC-B and HOLDC-D2) processes and "leadership" therein. One needs to also differentiate the stakeholders and pay attention to where the stakeholders are located within their respective organisations. For example, the differentiation of the stakeholders from the skills development and leadership development function in the banks in terms of their mandates, statutory reporting requirements, and organisational requirements.[47]

4.3.1.2 "Customising" the BankSeta IEDP and the banks' leadership development

The discussion begins with exploring the use of the terms "customising" and "customisation", the differentiation of "tailoring" and "customisation", the "capability" for designing customisation, and then the emerging differentiation of customisation. It is important to note that "customising", "customisation" and "tailoring" evolves over time and iterations and delivery of leadership development programmes. It is part of the evolving, opening up and differentiation of leadership development as a whole over time within the sector, whether the BankSeta IEDP or the banks' leadership development function, centres and programmes. These evolving journeys are explored in chapter five.

4.3.1.2.1 The evolving referents and use of the terms "customising" and "customisation" as the stakeholders' "sophisticat[ion]", "maturity", "capability", and challenges evolve

[47] The HoLDCs and BankSeta participants state that it is the Head of Skills Development in the respective banks that are part of the BankSeta "skills development committee" (M-BSeta) and planning process, as these are the functions that formally report to the BankSeta on the banks' skills development planning and delivery as mandated by the Skills Development Act (1998 and amended 2008). The banks make submissions and report to the BankSeta through the mandatory annual Workplace Skills Plan (WSP) and Annual Training Report (ART) respectively. These inform the BankSeta's Sector Skills Plan and the planning of the BankSeta. Past-M-BSeta does indicate that "most of HR directors sit in our [BankSeta] board". The above seems to reflect the organisational structure of the large banks, where leadership development and skills development are differentiated as separate "function[s]" (HOLDC-B). This can be seen more clearly with HOLDC-D2 and HOLDC-Z who are the two HoLDC that are more knowledgeable about the BankSeta IEDP and the "committee" given their previous portfolio (of the skills development function) or current portfolio (comprising skills/talent and leadership development) respectively.

The research participants appear to utilise the descriptive term "customising" as a contrast to "off-the-shelf" (HOLDC-C2, HOLDC-D1 and HOLDC-D2) and the terms "generic" (HOLDC-B, HOLDC-D2, HOLDC-Z, Coach3, PM-DBS, M-BSeta, Del-2, Del-8 and Del-11), "standard" (HOLDC-A, HOLDC-B, Past-PM-DBS, PM-DBS and BSeta CEO), and "conventional" (DBS-TM). The terms "customising" and "customisation" seem to be used with different referents and in different ways. One finds the terms 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" (HOLDC-D1)). Below one finds the range of use amongst the HoLDCs:

> "I mean I've seen that, that's the kind of off the shelf, that is like there's an allergy to that in [the bank] we don't do that at all. Every now and then we get things that are really good, that fit well with us and then we take them on, but mostly we customise, [..] and we do a lot of embedded learning, so recognising that leadership -- it happens within a kind of social context and within this DNA and within a culture. What we actually try and do is make people competent in navigating that discourse. [..] We don't really bother too much with theoretical or academic learning it's very much about meeting the right people, getting to know them, working with them, doing applied learning, action learning projects and connecting with the Exco, and so doing things that kind of orients you to the culture, that's the most powerful thing that can possibly happen." (HOLDC-D1)

> "[..] so we tie everything together end to end and we hand pick certain things to tie into the overall journey." (HOLDC-D1)

“[..] always be referring back to what the business strategy is -- so this was our standard offering, [..] where that leadership designer is critical is in customised programmes so that one I showed you around business banking you would have taken elements of the [“Strategic Leadership Programme”] as content pieces, but you would have overarchingly built or designed a customised programme that was specific for a point in time for a group of individuals [..]so we rather say what is the shift that you’re trying to achieve and what’s the experience we would create for those individuals in order to achieve that, and although we use immersions into local markets the other thing we use is immersions into our own business.” (HOLDC-B)

“[..] customising content pieces [and the] process” of leadership development programmes and interventions. (HOLDC-B)

“We want to tell them which module speaks to our business.” (HOLDC-Z)

“[..] what’s on the shelf is what you are getting. Now it has to be customised, it has to be -- you might have the basic material, but I’d like you to come in and listen to what I’m doing, reshaping the material, and then we deliver this thing.” (HOLDC-C2)

“let’s make leadership development more customised to each individual and find them where they are at because we can be at exactly the same programme but we could be there for different reasons.” (HOLDC-A)

“[..] and how I would like to see it evolve is where we really meet people where they are at and maybe this goes back to a year-old debate around learning styles even. I hate saying that word but it is.” (HOLDC-A)

> "Not to have this mould and to accept that everybody would fit into that mould. Individualised training." (HOLDC-D2)

> "I'll guess the business schools need to start participating in this type of conversation. We need to think together. We need more research to be done so that we can see how to better support one another. I think if business schools come to us with the old philosophies of learning, they're going to be dead in the water, definitely." (HOLDC-A)

The participants from the Business School seem to suggest that the "customised content" is "industry specific", but also not organised and presented in the traditional disciplinary divisions:

> "Again there are what we call conventional content and there is what you call the customised content. So surely there will be variation. If it's the automobile industry there will be more on the supply chain, there will be more on the quality management. The bank is different. We are going to look in the financials. You are going to look in the risk." (DBS-TM)

> "I think [leadership development] is going to become an awful lot more industry specific. I think they will become a lot more customised, [..] a lot more action learning orientated [..] and I think there will be less generic stuff and much more specific. I think you have to start with generic. People need a fundamental understanding of what is this about, but I think you're going to move an awful lot quicker. So instead of talking about strategy, environmental analysis, I'm going to talk about it in the banking industry. And that holds for leadership and management." (Coach3)

HOLDC-B and IBS-MD appear to differentiate "customising" from "tailoring". Tailoring seems to refer to the "tweaking" or "adapt[ing]" (IBS-MD) of an established or existing framework or programme. For example, HOLDC-B refers to her Leadership Development Centre's team "tailoring" the organisation's "leadership architecture" (the "levels" of "leadership essentials" and

"management essentials" as defined through the organisation's "competency framework") and the established and aligned development programmes to the "needs" and required "learning experience" of the "business" or "line managers". She states that "majority of the time you always working off the same framework but you are tailoring it depending on the need of the business". IBS-MD differentiates "tailoring" and "customising" in designing and delivering leadership development for organisations as follows. Customising means having a conversation with a "blank sheet of paper" and to "co-create" with the stakeholders:

> "I have been in this industry for a long time, is that most of us talk about *customisation* and actually it is really just a *tweaking of what exists*. So it is a *tailoring*, more than it is a customisation. *If you take a product that you already have and adapt this and adapt that in the product*, you *tailoring* it to *fit the client*. Essentially because of the *NQF* [South African National Qualifications Framework] and *who the Universities are, you are not really creating a true customisation*. *So customisation is when you really have a <u>blank sheet of paper</u>*, truly, and can say let's design. *Let's <u>co-create</u> with the client*, and that is what [the international Business School she is employed at] does. That is the key difference [from the local Business Schools who "adhere" to, and comply with, the NQF and qualifications requirements." (italics and underlining added)

One finds a similar theme of the "blank page" with the HoLDCs:

> "They should come with a *blank page* and understand the business needs. Right now we fit people to what is offered out there, rather than the other way around." (HOLDC-Z)

> "[..] but to truly drop what they're [Business Schools and consulting companies] currently doing and say okay, what are your needs, what kind of organisation is this, what are we trying to do here and to have a *philosophical openness* I find is quite hard, and to be creative." (HOLDC-D1)

> "so I mean in designing programmes I think it's critical to firstly understand who we are designing for because it's not a one size fits all right, it's not a one size fits all." (HOLDC-C2)

HOLDC-C1 seems to suggest that the beginning with a 'blank page' is applicable to the actual learning and development "process" as well, not just the contracting or initial designing phases. She states that one aims to "create a context" for the "process" of leadership development, for "co-design[ing]", and the emergence of the delegates' own "voices" and "theories about life, about leadership, about relationships". One does not 'enter the room' and adhere to or impose a preconceived "agenda", "structure" and outlook. In this way the delegates or "leaders" themselves become the very "content" of the leadership development programme.

> "My sense is if - let people develop their own theories [in and through the development programmes they attend]. That's what we do as well. We say you develop your own theory. How do you create a context [within the leadership development programmes] for people to develop their own theories? [..]You have an idea of what you want to do but you change the process in the here-and-now because the people [the delegates] in the room co-design the process without them knowing that they're doing it. [..] So it is not my agenda that I know what theme I want to work in. [So "create a context" for them to] know that these theories exist, but that [they] have their own theories and their own methodology. So I would like people to develop their own theory about life, about leadership, about relationships, given that, so to say, you know what this is the world out there and there's a lot of theories but what is your theory. [..] find your own voice."

HOLDC-A speaks of "meet[ing the delegates of programmes] where they are at" rather than the "stock standard" and "sausage machine":

> "[..]make leadership development more customised to each individual and find them where they are at [..] to meet people where they are at and not have this stock standard stuff that we offer our people all the time. It's as though we putting people through a sausage machine just to get them developed and I'm not sure that we seeing the best impact in terms of that."

Although one can conceptually differentiate between "generic", "standard[ised]", "tailor[ed]" and "customised" leadership development programmes and interventions, one finds the practice of blending standardising, tailoring and customising of leadership development within the banks and the BankSeta IEDP. This is through the *programme lifecycle* from contracting, designing, developing to delivering leadership development and working with the "process" (HOLDC-C1) of learning and personal development. HOLDC-D2 provides a description of actual practice:

> "*You start with your need*. Like I say, and *sometimes I use various programmes*. Sometimes people attend you know competency based training as well as a formal programme and they get individual coaching to fill all the gaps to make sure that we get where we want to be. *There's nothing that you can take off the shelf*. Everybody's different, everybody's got different needs. *And you have to take out of each programme what you need*."

HOLDC-D1 shares the balancing of the "internal environment", the "external environment", "the suppliers" of leadership development programmes and interventions, and the "time" constraints pressure she experiences for the "effort" needed to design a custom programme, to deliver such a programme, and realising immediate "results" for the line management.

> "So there is always -- these are things we've got to work with. We've got to work with the fact that you're dealing with quite a closed-minded, traditionalist mindset in an *internal environment*, and then on an *external environment* there's suppliers who've got *off-the-shelf things* and who

> don't want to spend the time *redesigning and the effort*, and they don't have the creativity. [But with "time" pressures] yes you end up saying, "ag let's just do a strategy module", ja that's cool, strategy is fine, let's do operational excellence, let's do blah-blah, *you know the usual -- it ends up looking like a mini MBA which is really, really not what I want to do and I feel like I compromised myself in producing something like that*."

She states that one needs to compromise, but in negotiating these "environments" and the design or "redesigning" of leadership development one can be "comprising too much": "I think [it is about] finding a compromise, I think I compromise too much, but I'm starting to compromise less." The past programme manager of the BankSeta IEDP at the Delta Business School shares his experience with compromising, improvising and negotiating the design of leadership development programmes. On designing the "right content" of the programme, Past-PM-DBS suggests that it is part "standard", part "trial and error" and part "experimental" as well as being open to the nuances and different needs and expectations across different cohorts attending the programme over time.[48] It would seem that across the various cohorts of delegates and within a single cohort there is the need for tailoring, customising, adapting, and improvising.

> "The other is maybe just getting the right content [for the BankSeta IEDP], which is a *little bit by trial and error, so we would choose a module and sometimes it does work well*, because very often we were choosing from Cass [Business School], so we got this, this and this, so we'd take that, *but sometimes it doesn't work as you would want*, so maybe *not knowing how the groups will appreciate what has been given to them* when they get to the overseas destinations. And we've also here, *we've experimented with sessions and they haven't worked. We dropped them.* [..] we tried. Sometimes it just doesn't work."

[48] The discussion of the BankSeta IEDP delegates' experiences and narrating in chapter six provides one a sense of the nuances, complexities and dynamics within a specific cohort and iteration of a programme.

"*If you change your programme and somebody doesn't like it because it's too short, next year they don't like it either*." (italics added)

Coach3 suggests that in general the organisational stakeholders "have become more sophisticated" on "what's available and knowledgeable of what they want". This means an evolving and increasing demand for "industry specific", business specific and "customised" development programmes and interventions.

> "[..] I think our target markets, CEOs and human resource directors, have become a lot more sophisticated. I think their knowledge of what's available and knowledge of what they want -- sometimes this can be a problem because you never get to the real thing." (Mark)

However, one may need to differentiate "levels of maturity" (HOLDC-B, HOLDC-Z and HOLDC-A), "appetite" (HOLDC-D1 and HOLDC-B) and "buy-in" (HOLDC-C2, HOLDC-D1, HOLDC-Z, HOLDC-B, HOLDC-A and HOLDC-D2) across and within their respective organisations. HOLDC-B also points to the "capability", capacity, expertise and "maturity" for customisation within the organisation: "[..] so we have a constraint that we can only customise to the level of our resource capability and we want to keep that internal." Coach3 similarly points to the limited capacity, expertise and resources to "design" within the Business Schools:

> "Exactly [the lack of resources] and also they don't have that creativity, they don't have a design team. [..] So business schools typically outsourced the design of these high level programmes, [..] so Delta Business school [on the BankSeta IEDP "outsourced" to PM-DBS] -- PM-DBS for instance is an outsourced and he's paid for that and although that design has been agreed, that was a mutual design, but I worked recently on a big project with First Rand on their leadership development [as faculty member of another Business School]. It was their next level of management, the next level of leaders and it was a joint decision and we had to get an external party to help us with the design. We didn't do it as faculty."

HOLDC-B is seeking to build and retain an internal capacity for customisation and designing more broadly. HOLDC-B also discusses the "partnering" with external service providers for customising and designing leadership development, as do the other HoLDCs. It is part of a broader theme of partnering and developing relationships with internal and external stakeholders that emerges in the discussions on the differentiation of "customising" or "customisation" in the subsection below:

> "So I guess there's a lot business schools can do *but they need to get closer to business* I believe. I've seen with some of the business schools that I work with that *really build a relationship with us*. *They really try and understand what we grappling with from a business point of view* are more successful. *Because they're not trying to give you the stock standard things that they give every other bank. They try and separate you from other banks or other organisations* and say this is a *solution for you specifically*. But I'm *not saying they won't use that somewhere else* cause they will. But it is to sort of say how do we *customise more* and *meet the demands of that business <u>where they are at</u>*." (HOLDC-A)

> "So I've got a very good relationship with her [a person from an institution [from "the other company that I've liaised with" for skills development]. [..] Very important, because she customises things. *She gives us great ideas*. *I believe in sharing and getting -- because everybody contributes something different because you think differently*. *So I like to discuss*." (HOLDC-D2) (italics and underlining added)

However, HOLDC-A cautions on the focus, perspective or "point of view" from which "customising" or "customisation" are undertaken: "So we can talk about customisation and all of that and it is not where the organisation is at, it can be a mismatch then, a misalignment." In the above quoted excerpt, for example, HOLDC-A suggests that the Business Schools "need to get closer to business", "really build a relationship" and "understand what we are grappling with from a business point of view". However, if one considers the "point of view" of the

Business School faculty this may be seen as "problem solving" (Past-PM-DBS and HOLDC-DBS) operational issues or being "results"-focused (Past-PM-DBS) rather than facilitating the disciplinary and thematic "learning", "reflection", and "personal development" of the individual delegates. At the same time the Delta Business School faculty also see the "need to get closer to business" as an opportunity to bring or facilitate learning and development *in* the workplace *as it is needed,* whether "creative problem solving" (HOLDC-DBS), "new product" development", or "strategy planning".

> "*Why not go, while you have* a conflict at your workplace and *while there* you have a team meeting or *while* you conduct the strategy planning or whatever, find the new product or creative problem solving session, does not matter what it is, *why not do the training there because that is real, that is real life, it's while you are there* [..]." (HOLDC-DBS)

> "[..] if you look at an action learning project the danger in action learning projects is the *companies demand results* whereas action learning projects are meant to be about *learning*." (Past-PM-DBS) (italics added)

IBS-MD, from her working and consulting experience within local and now international Business Schools, also points to the need to differentiate the "perspective[s]" of the different stakeholders of an organisation. Whether the "CEO's perspective" or that of the "HR Director" when contracting and designing. She adds that from a "philosophical perspective" there is a broader question of how they speak for and on behalf of the "whole organisation" that "sits" "behind them".

> "[..] interesting from a philosophical perspective because they are doing it from here and behind them sits this whole organisation. So had they really engaged with the organisation, do they really understand what people need, you know, and you can't, I mean you know it's one individual, so you have to work from their perspective and then that's why when you design it from your HR Director or your CEO's perspective and they have bought it, because they're signing the cheque, then you go and roll it out."

It is during the "roll out", the actual delivery of the programme, that one is engaging with, and "adapting to, the "people [..] at the coalface" as delegates within, and as clients of, the programme. That means the design continues to evolve through the programme lifecycle (from contracting, designing to delivery) and is an emergent process where one works with and "adapts" to what "emerges" through the process of contracting, designing, developing and delivering leadership development as well as the learning and developing therein of the stakeholders and delegates of the programme.

> "[..] because as we're rolling it [the designed leadership development programme] out we're adjusting it. Because now we're dealing with the real people, the people at the coalface, not that the CEOs are not real but they not at the coalface, so now as we rolling it out and we're dealing with it at -- the people who are at the coal face you have to make these changes, we're having to adapt, and that's what business schools need to get right."

It would appear then that with the theme of a "blank page" one needs to also consider the "point of view" that stakeholders bring with them and which frames their approach to, and design of, leadership development. It appears to be similar to the dynamic discussed in the previous subsection, of the continual negotiation between finding "space" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) for "best practice" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z) in leadership development and due consideration for the organisation's "appetite" (HOLDC-B), what is "palatable" (HOLDC-D1) to the organisation, and the possible "resistance" (HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z) from within the organisation; that is, between "best practice" and "fit" (HOLDC-D1) or "alignment" (HOLDC-A) with the organisation. Thus, with the theme of the "blank page", it would also appear to be a negotiation of "point[s] of view" (HOLDC-A). This suggests that the various internal and external stakeholders could hold different "point[s] of views" or positions on customisation and the broader process of contracting, designing, developing and delivering leadership development throughout the programme lifecycle. One needs to "find [the different stakeholders] where they are at" (HOLDC-A); that is, attend to where the

"business are at", the "individual" or delegate/leader "is at", and where the Leadership Development Centre team and HoLDC "are at".

Returning to the discussion on capacity and expertise, it does not appear clear-cut what specific capacity and expertise is required for customising and the broader process of designing leadership development. HOLDC-B suggests the following experience and developed expertise in "people behaviour, performance", "learning experience", "understanding the business context", and "know[ing] how to design within our current framework" and for "all those levels at which managers and leaders sit".

> "I think the strongest members of that [Leadership Development Centre] team or the most critical resources I think I have is leadership designers, who know how to design within our current framework, but understanding the business context and where they want to transition to."

> "[the "designers"] would need to understand people behaviour, performance, but all within the context of the organisation [..] in order to determine the choice of learning experience that would inform the success of that intervention, and it's often you've got so much available, how do you choose the appropriateness in relation to the maturity of the business in the way that you design."

> "I think it's having designers that if you look at all those levels at which managers and leaders sit, the most difficult one is at the executive level and building talent development propositions which is hugely complex and challenging, so, ja I only actually have one person who builds at that level. So that competence in working for such a large organisation and so complex is not easy to find, ja it's not easy to find."

For the BankSeta CEO it is also "broad experience in business" and as a "leader", the expertise developed over the years "in the trenches", and the understanding of

"business in an integrative sense". Ultimately, it is the ability to develop "a seamless solution to clients".

> "[..] you cannot get a pure academic to do this and do justice to what I'm doing. You need somebody who's actually been in the trenches, who's signed off annual report himself, have gone through an audit, and trying to raise finance, put a proposal to the board for projects and that kind of stuff. So you need somebody who understand business in an integrative sense and also at that level and that helps. That really helps. I'm not saying that is the only way. I'm sure other people can do it differently but it has helped me a lot for my own broad experience in business."

As one explores the HoLDCs and the Delta Business School faculty's journeys in, and the positions they take up in relation to, leadership and leadership development, one finds the themes of disciplinary grounding, professional identity and their 'lenses' or "paradigm[s]" (BSeta CEO and HOLDC-D1) that inform and shape their approaches to, and perspectives on, leadership development and the designing thereof. These are explored through chapters five (on the evolving of the BankSeta IEDP and the bank's leadership development function, centre and programmes and the HoLDCs' positions therein) and six (on the individual "journey[s]",[49] positions, and lenses of all the research participants).

One cannot understand the leadership development team and capacity in isolation from the broader institutional context and "organisational history" (HOLDC-Z). Here, for example, one finds the centralising and decentralising dynamic within organisations playing out, which is explored in chapter five on the evolving leadership development "function" (HOLDC-B), centre and programmes within the banks. Below HOLDC-B continues her discussion of the capacity of the Leadership Development Centre within the broader narrative of "formalis[ing]" (HOLDC-D1) and centreing a leadership development "function" and centre from which leadership development programmes and interventions are contracted, designed, developed, launched and delivered.

[49] HOLDC-D1, HOLDC-C2, HOLDC-A, HOLDC-B, HOLDC-C1, Coach4, Past-PM-DBS, Del-7, Del-8, Del-9, Del-6, Del-3, Del-10, Del-11 and Del-1.

> "[..] for example in a previous world if you didn't have your Global Leadership Centre and design *centralised* you would have *designers sitting anywhere in the business who would design for a specific point in time*, you would have *duplication* and your *external vendors would have different costing models in the way in which they charge you, so you need to bring that together*." (italics and underlining added)

HOLDC-D1 shares a similar journey as do the other HoLDCs in chapter five. In her conversation below one notes the reference to the HR structure. In chapter five the following themes are explored in relation to the HR structure: of "silos" (HOLDC-D1 and HOLDC-Z) within HR, "duplication" (HOLDC-B, HOLDC-D1 and HOLDC-D2) of functions or roles, "disconnect" (HOLDC-C2) across HR and strategies, "partnerships" with HR and the "decentralised" "HR Business Partner" (HOLDC-B) located in the business units, and the dynamic of centralisation and decentralisation within and of HR.

> "Well at [Bank D] there was nothing. Every department, every business unit did their own thing and if it was a big business unit and it saw the need it would invest in something, like send people on a programme with [X] Consulting or [Z] business school or whatever, people procure certain programmes. [Bank D]-wide [programmes were not present] until we established the COE ["centre of expertise" for leadership development]."

4.3.1.2.2 The evolving "customisation" within the BankSeta and banks: differentiating the "customising" of leadership development

The customisation of leadership development seems to revolve around the following evolving lines: (1) the themes and thematic or "golden" (HOLDC-B and Del-3) threads that are informed by the "perspectives" (BSeta CEO and M-BSeta) and "spaces" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D1and Del-2) of the institutions; (2) the "policies", "practices" and "systems" (BSeta CEO, Past-M-BSeta, M-BSeta, HOLDC-A, HOLDC-B, HOLDC-D1, and HOLDC-D2) the leadership development "function" (HOLDC-B) and programmes are embedded within; and

(3) the learning and developmental process within the programmes and interventions. As noted before, the BankSeta and banks within the retail banking sector seem to be informed by their "sectoral" and "organisational" (BSeta CEO) or "internal perspectives" (M-BSeta) and "spaces" (BSeta CEO) respectively, although there are nuances and differentiation. These perspectives and institutional spaces appear to inform the themes and the thematic threads of the formal, non-formal and informal learning within the respective leadership development programmes of the BankSeta and Banks. That is, the *content, focus* and "*golden thread*" (HOLDC-B and Del-3) of and across the "modules", whether delivered through classroom-based or virtual medium such as "Harvard ManageMentor" (HOLDC-C2 and HOLDC-B)), "action learning",[50] "coaching", "immersions", and company, markets, and/or international visits. With the BankSeta IEDP these are "sectoral", "global" and "African" themes, as discussed above in the previous subsection. For the banks' leadership development it appears the themes are related to organisational "alignment" (the relations between "leadership", "culture" and "performance") and "strategic direction" ("strategic drivers" or "strategy") as framed within the individual banks. It is the "fit" (HOLDC-D1) of the content and learning "modalities" (HOLDC-D1) with the purpose of the banks' leadership development.

The BankSeta and the banks differ in the "policies", "practices" and "systems" within which their leadership development function, programmes and interventions are embedded. With the banks, there are similarities and intra-group differences among them, as explored in chapter five. The BankSeta is mandated and regulated by the skills architecture and ecology as defined by the Skills Development Act (1998 and amended 2008), one of the policy instruments of the post-Apartheid state, to address the transformation and equity agenda. Thus, there is a focus on, and factoring of, "transformation" of the sector and the needs of the "historically disadvantaged individuals" in the planning, design, development, and delivery of the BankSeta IEDP, including the "selection" (Past-M-BSeta and M-BSeta) process. As noted before, there is the deliberate focus on the "global"

[50] The terms are cited by all the research participants from the BankSeta and the banks Leadership Development Centres.

“exposure”, “immersions” and development of “networks” of the IEDP delegates. The purpose is “accelerated development” of the “historically disadvantaged individuals” to prepare the delegates for executive roles and, thereby, build the sector’s “talent pools” as a whole for “succession” management within the individual banks. By building these “talent pools” it is building relationships within and across the individual banks in the sector. In this way it fosters a sector awareness and perspective within the delegates and, indirectly, the banks at large.

With the banks the “policies”, “practices” and “systems” relate to their individual “talent management” (HOLDC-A, HOLDC-C2, HOLDC-D2 and HOLDC-D1) processes, cycles and timeframes, which includes the “career” (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-D1 and HOLDC-D2) management and “path[ing]” (HOLDC-D1 and HOLDC-Z) of individuals within the banks, “succession” (HOLDC-B, HOLDC-D2, Del-3, Del-5, Del-10, Del-12, Past-M-BSeta and M-BSeta) “planning” (HOLDC-B) and management and the “accelerated development programmes” (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D2, HOLDC-D1, Del-1, and Del-2) for identified “high potential” (HOLDC-A, HOLDC-C2, HOLDC-D2 and HOLDC-D1) individuals. It is also the “common terminology” (HOLDC-B) of the individual organisation’s “competency framework[s]” (cited by all of the HoLDCs) that defines and frames “leadership”, “management” and “leadership development”, including “management development” and “executive” or “senior management” “development”. Chapter seven explores the nuances, pragmatic use of, and critical engagement with the competency frameworks of their respective organisations as well as the differentiation of management, leadership and executive development. It forms part of a similar dynamic described earlier in the previous subsection, that is, the continual negotiation between finding “space” (HOLDC-DBS, HOLDC-B, HOLDC-C1, HOLDC-C2, and HOLDC-D1,) for “best practice” (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z) in leadership development and due consideration for the organisation’s “appetite” (HOLDC-B), what is “palatable” (HOLDC-D1) to the organisation, and the possible “resistance” (HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z) from within the organisation. The

related themes such as critical voice, the "formalis[ing]" (HOLDC-D1) and evolving leadership development within organisations, and organisational "resistance" (HOLDC-Z and HOLDC-D2) are explored in chapter five. Along with the organisation's "appetite" (HOLDC-B) and what it finds "digestible" (HOLDC-D1), HOLDC-B points to the challenges of the organisation's ICT infrastructure and various "platforms". She cites the example of the multiple "learner management systems" within the different parts of the organisation. This forms part of the theme of centralisation and decentralisation, which is also explored in chapter five.

It is with regard to the learning and development process and the customisation thereof that the HoLDCs appear to differentiate themselves from the Business Schools. The discussion explores the perspectives of the HoLDCs and Delta Business School participants as an example of a Business School. From the HoLDCs' perspective the Business Schools generally approach leadership development from an "academic" (HOLDC-C2, HOLDC-D1 and HOLDC-D2), "theoretical" (HOLDC-D1), "cognitive" (HOLDC-C1 and HOLDC-D1), and "SAQA" (HOLDC-D1) compliance perspective, which for them entails an "academic" and "classroom[-based]" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-D2) framing of pedagogy and restrictions relating to qualification "standards" and "credits" (HOLDC-Z). This includes the pedagogic relation and space. HOLDC-Z, for example, shares her experience of having "difficult conversations" with a local Business School. She suggests it is negotiating "the standards" the Business Schools need to meet and the content and process of learning that "speak[s] to business":

> "Customisation [is a challenge with the Business Schools]. For example, we used [a local Business School] and they were very *instrumental* in customising. *But we had to have difficult conversations with them*. *They have their own standards*. We want to tell them *which modules speak to our business*. *Getting credits is another challenge with customised programmes*. Credits are important. *Delegates* can see their *career path and get something of worth for themselves* as well [such as a

qualification]. *Business Schools are very inflexible*. Need to try to *design* in a way that doesn't impact the *standards they need to meet* and at the same time must *speak to business*." (HOLDC-Z) (italics added)

When asked of her expectations of delegates on leadership development programmes, HOLDC-Z states, "ideally you want a different them"; that is, a difference in them as a person including "their thinking, viewpoint, [and] behaviour". This is similar to the expectations of the other HoLDCs. However, she along with HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-A also cautions that "we need to manage their egos", especially with those "identified [by the organisation] as high potential".

HOLDC-D1 refers to her struggles with the leadership development industry in general and not just the Business Schools. It is a struggle with shifting them from their "historical" practices and "historical framing" of the client's "needs", which leads to "homogeneity of thinking" and of leadership development. She calls for a "philosophical openness" as well as taking "risks" to develop and use "creative" "modalities" such as "immersion rooms" and "embedded learning" to facilitate the "*process*" of personal development and attend to "meaning", "sense-making", "values" and "purpose" as part of the "personal enrichment process" of the individual.

> "*I'm battling with the suppliers because they're very often stuck with what they've already got and it's hard to get them to customise. I don't think I've been completely successful, I get them to incorporate things here and there and to work around things, but to truly drop what they're currently doing and say okay, what are your needs, what kind of organisation is this, what are we trying to do here and to have a philosophical openness I find is quite hard,* and to be *creative*. They are also -- they *don't want to take risks* often and they've *pandered to the historical framing of the needs* if you know what I mean, so it's like okay let's have a module on how to think about strategy and then we do Michael Porter's five forces model or

whatever, you know that kind of stuff comes out, and it's very boring and it *creates homogeneity of thinking.*"

"[..] the tension is that the -- just between the kind of *academic* and *applied mind-set*. You see *business* is looking for *more application, more embedded learning, more customisation* and the *business school is bringing text books stuff and theory* which doesn't really -- they don't have an *appetite* for that stuff." (italics and underlining added)

HOLDC-D1 and HOLDC-C1, however, suggest that although the intent may be to evolve "different" (HOLDC-C1) types of leadership development programmes it is "more or less the same" (HOLDC-C1) as it is the very faculty of the Business Schools that are criticised who are brought into the "leadership academies" (HOLDC-Z and HOLDC-A) or centres of the banks:

"I think most of this [the leadership development programmes] is *more or less the same*, but I think with certain programmes you will get the difference. [..] *the mere fact that we're using some of our external faculty that we're currently using in our global leadership comes from* [*a local Business School*], it's telling you that it's *more of the same*. We are utilising some of *those people*, so why will it be *different*?" (HOLDC-C1) (italics added)

HOLDC-C1 is critical though of the general leadership development industry and programmes as they do not address or facilitate the individual's journey and "process" of "find[ing their] own voice" as a leader and becoming a "fully integrated human being". The focus is on "tools" and "techniques" rather than the "mind" and the person and "being" as a whole that utilises these. One finds the similar theme of the individualised personal journeys of "leaders" or delegates with HOLDC-A, HOLDC-C2, HOLDC-D2, and HOLDC-D1, and of the need to attend to the "process" of individual development and change by HOLDC-C2, HOLDC-D2 and HOLDC-D1.

> "[..] let's make leadership development more *customised to each individual* and *find them where they are at* because we can be at exactly the same programme but we could be there for different reasons. [..][They can be at] *different places all together*, overdeveloped, underdeveloped, have never had the opportunity before. So we find it very difficult, personally myself, when we design programmes and that [question of] who is it that you put in that room." (HOLDC-A)

> "So you really want to make development accessible to everybody especially if you say that everybody is a leader in the organisation. *How do you equip them, how do you get them in tune with themselves*. *How do you get them to look in the mirror and say this is who I am as a leader* and even if I don't have that position, *I still lead myself*." (HOLDC-A)

> "[..] you've got your own personality, you've got your own way of doing things and you've seen what other people have done [and their "leadership styles"] and then *you need to find your own way*." (HOLDC-D2) (italics added)

HOLDC-C2 sees the "cognitive" focus and the resulting "disconnected" development as a "mistake" within the banks as well, not just the Business Schools. As with HOLDC-C1, HOLDC-C2 argues for developing a person as a "holistic leader". For this reason HOLDC-C2 argues that "it's critical to firstly understand who we are designing for because it's not a one size fits all right".

> "The *mistake I think people made in the bank*, because the bank was a *very numbers driven business*, they only looked at the *cognitive side*, *they disconnected the cognitive side* from the *emotive side* on the individual and the *emotive side* from the *somatic side* and from the *relational* -- the other domain is relational -- so there were *six domains* I spoke about right, the *cognitive*, the *somatic*, the *emotive*, *relational*, how I relate to other people, and *spiritual*, and then the last one was the *integrative domain*, *how do we integrate all of that together*." (italics added)

From the perspective of the Delta Business School their experience is that of variation in what organisations seek from leadership development. The Head of the Delta Business School Leader Development Centre shares his experience of designing, customising and delivering leadership development; from the "opportunity" to engage and "design" for and, in "align[ment] with, the leadership strategy" and organisation's "strategy" and needs to servicing a transactional request for the available "courses". It would appear that the Business School receives a "wide variety" and contrasting requests, from the delivery of the available standard "courses" to customisation and "align[ment]".

> "*There are really great experiences, some of them, where you really have an opportunity to design it around what the organisation wants, aligned with the leadership strategy, aligned with the strategy of the company*, and *with input from the executive committees* and then *you come up with a sexy, and a nice and a vibrant programme that helps the company to deliver that*. *But you also just get people here who say you know what I want 10 courses*, you give me 10 courses and *we plunk it in, without anything beyond that*, so I think that there is *still a wide variety of things that happens*, and it is our task, and also *our task at the LDC*, to help people when they just come with a request like that to say we want 10 courses and this is the 10 that we want, *to just try and be a little bit more focused and perceptive in terms of helping them* as well in terms of what the LDP or leadership development programmes are supposed to do for them in driving the strategy. But that is around the *process*. [..]People *don't necessarily realise* that *leadership development* serves a purpose towards *driving strategy*. [It depends on the] *maturity of the leaders* around their *thinking* of strategy and leadership, and the *connection* between strategy and leadership." (italics added)

On alignment, HOLDC-Z states that her "mandate" is "output" for the organisation and her role is not that of a "specialist" developing "expertise" in "integrating" the "components" and the range of leadership development

programmes and interventions. She adds that they "rely on the professionals and universities for this". This seems to speak to the "process" of consulting and designing leadership development that the Head of the Leader Development Centre discusses above. Here, the Business Schools continue to be seen as the *knowledge producer* and *critical integrator*. Although critical of the Business Schools, HOLDC-Z seems to also suggest that they can serve an "integration" function.

> "[Leadership development needs] to be integrated. Talk to everything else. Talk to the business at all levels. That is why I like Drotter's model. [..] The components [of leadership development] were addressed in silos [in the bank] and perceived like that as well. We need to tie them together. People read a book on leadership, on strategy, and a book on something else. They get excited by the new thinking. But it is packaged with no integration, like silos. When we implement it places a need on me to be the research specialist, reading, researching and integrating. That is not my mandate. I have a mandate to deliver. I don't have time to integrate. We rely on the professionals and universities for this. My role is to adjust the package to the business context. My mandate is output. There is no time for reading extensively, researching and integration. That is the specialist role."

HOLDC-D1 similarly speaks of the Business Schools "helping us to think about how we can apply ["the latest research"] in a very real way". Similar to HOLDC-Z she states that "we're not keeping up to date with all the readings and all the developments".

> "I think [the Business School can support] by really being open minded and by being prepared to customise to the extent that we want, bringing some of the latest research in and say you know -- because we're not keeping up to date with all the reading and all the developments so, so bringing some of the really interesting theory and helping us to think about how we can apply it in a very real way."

HOLDC-D2 suggests that the Business School can "help build that bridge [to broach the "disconnect between theory and practice"]; but that it needs to be a "meeting [of] each other halfway" and a shared responsibility. For HOLDC-D2 this means bridging the banks and the Business Schools and "aligning" the Business School with the banks, since the banks have the "content" ("we've got the content") and the Business School has the "structure" to organise the "content" within the rigour of "qualifications". HOLDC-A speaks of the "need to think together" and of the need for the Business School to move away from "old philosophies of learning":

> "We need to think together. We need more research to be done so that we can see how to better support one another. I think if business schools come to us with the old philosophies of learning, they're going to be dead in the water, definitely."

Although HOLDC-C2 criticises the "academics" for being "too theoretical" he also argues that on the "flipside" "the business world [is] so rooted in implementation that there's little time for them to do research". Thus, he sees the possibility of a "happy marriage"; of a "nice mix" "between the research that Business Schools provide and the real case studies in the business world". HOLDC-B sees the potential of bringing together the "thought leadership" from "both perspectives", from the "business school as well as inside the organisation", because the "external business schools [serve] as a benchmark on your ability internally and externally to design and to see the level at which your internal people operate and the level of maturity". This is a "benchmark" of one's leadership development "design" capability and of the "level" of operations, "maturity" and "networks" of the organisation.

Returning to the above quoted excerpt from the Head of the Leader Development Centre at Delta Business School, one notes that he refers to the "maturity of the leaders" in relation to the role of leadership development, how they partner, and the "process" of designing, developing and delivering it. The levels of "maturity" within an organisation is also a theme that emerges with the HoLDC when

exploring the evolving leadership development "function" (HOLDC-B) and programmes within the banks in chapter five. This is in relation to partnering and designing leadership development with line management within the organisations. Partnering and designing takes the form of "flexing" (HOLDC-B), "moving" (HOLDC-B), and aspiring to "co-create" (HOLDC-C1) and "co-design" (HOLDC-A, HOLDC-C2 and HOLDC-C1) with "business" (HOLDC-B). With the differences in levels of maturity there is also the suggestion of "subcultures" (HOLDC-A) within the organisation.

On designing, the previous programme manager of the BankSeta IEDP at Delta Business School shares his view on the difference between the BankSeta IEDP and the "open enrolment" general IEDP. He states that "it's a lot more difficult to design" an open general IEDP where there is no specific sector or thematic focus and the "mandate" may not be that "clear".

> "Yes, there are differences. The BankSeta one is clearly for financial services, and therefore we consider it as one of financial services. We know where the majority of people come from – big banks, and therefore when we visit a country it's all about banking we have a clear mandate as to what to do and who to engage, whether it be micro lenders or whatever else, we will bring them in and let them onto the programme. Whereas the international IEDP open enrolment we have people come into from many companies, many sectors and therefore it's a lot more difficult to design a programme."

As noted earlier, the previous programme manager of the BankSeta IEDP at Delta Business School reflects on the fiscal and design 'space' they are afforded by the BankSeta IEDP: "we have the luxury of doing it our way". He and the current programme manager of the BankSeta IEDP point to the "personal developmental" "process" of the individual that is carried through the Leadership Quest, related "coaching", "study tours", "action learning" and "syndicate" work. The Leadership Quest is a central task and "process" through the IEDP. The Leadership Quest opens with the following description:

> "The Leadership Quest project builds on what you have already done as part of the pre-work and also the Personal Leadership workshop. In broad overview your quest will be to clarify in your mind what you want to become in terms of being a business leader."

As part of the Leadership Quest task and process the delegate is meant to "draft a "Personal Leadership Charter", which "will be a statement of [the delegate's] personal leadership philosophy." The delegate is required to articulate "four personal development goals": "performance", "other work related goals", and a "personal life style goal". The Leadership Quest and the personal development process is informed by the following two among the various models the programme managers are versed in; that is, the "personal development model" of Goleman, Boyatzis and McKee (2013, 2001) and Charan, Drotter and Noel's (2011) leadership pipeline model[51] (DBS, 2011). These help understand the personal development and change at different levels of leadership. The programme managers also utilise the Business School's model of the "head, heart and hands in leadership", which distils neatly and succinctly the need for a *holistic* focus on the ways of thinking, acting, relating and being of an individual leader.

One also finds the HoLDCs citing the differentiation of "levels" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z); that is, the differentiation of "levels" as defined by the "leadership pipeline" model (HOLDC-D1, HOLDC-Z) and the differentiation of "levels of work complexity" (HOLDC-C2) based on Elliot Jacques's (1990) model within their respective organisations. These help differentiate and articulate "levels" of "leadership", "management" and "complexity". Thus, one finds a "layered approach" (HOLDC-D2) to leadership development within the banks, which

[51] Goleman et al (2013, 2001) focus on the construct emotional intelligence. The leadership pipeline model differentiates "six leadership passages" (p15) based on the argument for "natural hierarchy of work" (p7). The authors argue that each of the six "passages represents a change in organizational position – a different level and complexity of leadership" (ibid). This change or "turn" (ibid) comprises a "major change in job requirements, demanding new skills, time applications, and work values" (ibid). The six passages are differentiated as follows in increasing "level and complexity of leadership" (ibid): "managing self", "managing others", "manage managers", "functional manager", "business manager", "group manager", and "enterprise manager" (ibid).

means differentiating leadership development for the different levels of management. HOLDC-C1, however, seems to suggest that one needs to differentiate leadership development itself, rather than treating it as a unidimensional or homogenous category. She asks the question of how one can differentiate "levels" of "authenticity" at an "Exco level" and "teller" level. For her these are "meta-skills" that straddle the levels. However, one may differentiate the "content" "according to levels". Thus, one can differentiate the levels of "content" while the "process" of personal development and the focus on one's "being", "meaning", and "meta-skills" straddles these levels. HOLDC-C1 differs from her organisation's model of differentiating leadership development "according to levels".

> "Ja and I won't go according to levels. *How do you go according to levels with regards to authenticity*? Must an Exco member be - *what does authenticity look like on Exco level*? How does it look like on with a *teller*? *It's exactly the same*. So people think levels. The *meta-skills*, the very skills, you can't say it's…courage. *What does courage look like for the executive*? And what does - it's about facing your fears, facing fears. It might - the **content** *might be a little bit different, but do you see it's not the skill is different*. I don't know. I don't think, *although in our organisation we have that, but that's not my thing*." (bold and italics added)

4.3.1.3 Developmental focus

The developmental focus of the BankSeta IEDP is on "accelerating the development [of the] historically disadvantaged individuals" (former BankSeta CEO, Groenewald, 2007, p1) and thereby the broader sector "talent pool" (BankSeta CEO) for "promotion [to] executive positions" (BSeta CEO, Past-M-BSeta and M-BSeta) within the banks. At the time of the interviews in 2014 the BankSeta changed the "nomination" and "selection process" (M-BSeta) for delegates to the IEDP. Although "it wasn't planned that way" (M-BSeta), the nomination and selection process is now aligned to the "talent management

process" and "internal perspective" of the individual banks rather than being "prescriptive".

> "Previously, we tried to do a very objective selection, and for the IEDP specifically, to say, well this is our picture, obviously with input from the banks, but this is the picture of what we want the candidate to look like and so this is what we will assess and this independent panel will say yes you get to go and you don't get to go, based on that, [..] What we've done this year and it wasn't planned that way, it was just really a fluke but so far it seems to work is that we said to the banks look you work with this person every day, this person has come through your talent management process. You as the executive manager or the business head that the person reports into, knows the person and if you are then happy with your selection then so be it. [..] and you'll find that the people that they've nominated, even though it''s through internal channels, have exactly the same kind of academic profile of our previous candidates, without us maybe being so prescriptive." (M-BSeta)

The BankSeta research participants locate the IEDP within the broader context of their other "skills development programmes", ranging from the offering of "bursaries" (BankSeta, 2016) for "management [and] executive education" (ibid) to addressing the education pipeline for the development of Chartered Accountants and other professionals. Together these "skills development programmes" address the current personnel within the banks' organisational pyramid or levels and the "pipelines" (BSeta CEO) for these different levels.

The banks' developmental focus is on the individual "leaders" within the respective organisations. This is from their "internal perspective" (M-BSeta) of career and talent development for and of the "levels" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) of the "management" hierarchy. It is part of the "talent management" (HOLDC-A, HOLDC-C2, HOLDC-D2 and HOLDC-D1) process, which includes "succession" (HOLDC-B, HOLDC-D2, Del-3, Del-5, Del-10, Del-12, Past-M-BSeta and M-

BSeta) "planning" (HOLDC-B) and management and the "accelerated development" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D2, HOLDC-D1, Del-2, and Del-1) of identified "high potential" (HOLDC-A, HOLDC-C2, HOLDC-D2 and HOLDC-D1) individuals.

The differentiation of the "levels" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) of the "management" hierarchy" means differentiated foci and purposes of development for these levels. As noted before, it means a "layered approach" (HOLDC-D2) to leadership development for the differentiated "levels" of the leadership pipeline and work complexity. Together with the differentiated foci and purposes there also appear to be the differentiated attention, funding, Business School destination, and individual discretion allowed for the different "levels". For example, it would appear that the international Business Schools are the destination of choice with the "senior" (Del-3 and Del-12) managers and executives at the "top end of the pyramid" (HOLDC-A). It opens up the question of whether "customisation" and delegates' discretion is differentiated for the different "levels" of "management" and "leadership development"

> "So we spend close to 400 million on development every year which is a big number but again if you had to see *who gets the benefit of it, it's not the full complement*. And we want to make it more virtual and more *accessible to more people*. [..] Ja, it is very much so [focused on the "top end" of the organisational "pyramid"]. We've got our junior management programmes in place of course. *But the high item tickets sit at the top end of the pyramid*." (HOLDC-A)

> "[..] so we used to have lovely programmes where we sent people off to *INSEAD* [Business School in France for "executive development"]." (Del-2)

> "So I've seen a number of exceptional senior people go to the *Harvard* summer school programme." (Del-3)

"I know a number of colleagues well probably *seniors* that have gone through a number of the programmes both in *local universities*, alright *Wits Business School*, *Gordon Institute of Business* and then you know the *UNISA School of Business Leadership*, but I hear a lot of guys saying I'm going for *executive development* for so many months at *Harvard University* or they are going into *some university in the UK*." (Del-12)

"Shouldn't we therefore be saying we [the banks and BankSeta] want part of the training for you guys to spend you know a month in the US at Harvard so that when you come out of there *Harvard* gives you an *certificate*, and, therefore, when Barclays in London says we want a promotion they can say we've got a guy *who spent a year and a half at Harvard University or a guy spent a month at MIT*, **there's everything in the name unfortunately**, *even if they've maybe giving you the same thing as what [Delta Business School] gives you but because…*" (one of the BankSeta IEDP delegates)

"[..] *what we don't have sight of* is where our managers, leaders in the organisation go to *Harvard Business School*, locally on a one day [or] five day intervention, and they book that with that business school, they sign it off and they pay it, and [the Leadership Development Centre] doesn't have sight of it right." (HOLDC-B)

"[previously during Apartheid] leadership development [then] was still skewed [along "racial" and "gender" lines] around intakes and who were the beneficiaries of those development programmes and some of the bursaries or funding or funded programmes that they would send people to, overseas to the likes of *INSEAD* [Business School] and the likes of maybe *Wharton* [Business School], I don't know if they did *Harvard* [Business School], [..] pick certain people to send there." (Past-M-BSeta) (bold and italics added)

It would appear then that there are nuances and variations regarding the differentiated developmental focus on individual "leaders" within the "management" "levels" of the individual banks. There are times when one finds the HoLDCs shifting developmental focus from that of the individual "*leader*" development to "*leadership* development". This is in relation to the discussion on locating the Leadership Development Centre within the Human Resource function or more broadly within the organisational structure. HOLDC-D1, for example, discusses how "leadership development" is "palatable" to the bank as "talent development", "succession" and "sustainability" rather than as "transformative work". She adds, with some jest, that "transformative work" is undertaken under the guise of "traditional labels", a "covert" manner of undertaking "transformative work" within leadership development and, more broadly, organisation development:

> "I think [positioning leadership development within Organisation Development and "Transformation" function] *depends* very much on the organisation and the *way the organisation thinks*. We've put it within the *broad talent development arena* so it's about *succession* and about *sustainability* and about *creating a pipeline of leadership,* etcetera. *So that's the way that it's palatable to the organisation*. It could be part of *OD and Transformation* but at [the bank] an organisation of [approximately 30,000[52]] people, our entire OD function is two people. [..] *So OD is not understood* at [the bank] at all and *there's no space to use that as an umbrella for anything,* so we do *transformative work within a number of different practises, but we give them fairly traditional labels so it's almost like covert types*." [laughs]

HOLDC-A draws attention to the "point of view" from which "leadership development" and its "mandate" is framed within the bank. She finds it limiting if leadership development is seen as "an HR thing", as individual "development", which then limits responsibility for it and ownership of it, to "HR". She also speaks of the "huge debates between OD and ourselves [as the Leadership

[52] The actual number is masked to maintain anonymity.

Development Centre]" on the ownership of the "leadership philosophy" of the bank and it being an "OD intervention". For HOLDC-A the leadership development function and centre "should be run from our CEO's office" to resolve these ownership and structural issues.

HOLDC-A points out that "everything draws from the leadership point of view" and therefore suggests that leadership development should be located in the CEO's office. The reality though means one needs to "navigate through those complexities" of "own[ership]", "mandate" and how "leadership development" is realised or implemented through the functions and structures of the organisation that leads to the splitting of and delegating the "piece[s]" to "training" and "OD", for example. It means "from the leadership point of view" there is a lack of integration and the delimiting of leadership development as individual "development" and as an "HR thing".

> "[..] The culture, the values, *everything draws from the leadership point of view*. *So where does it sit*? *Very interesting* and *we try and navigate through those complexities all the time*. [..] No *there's not an easy answer*. *Who owns it*? And that's why I said if you've got a *mandated office* with the *CEO* maybe it -- simpler. *But again then it will be given to training and development to handle*. *It will be given to OD to handle that piece so it all just sits all over the place*." (italics added)

HOLDC-B also seems to raise the question of leadership development being seen as and being "part of [the] HR function". She suggests that the "leadership and learning" "function" "should report directly to the leaders of the bank" to be "close enough and agile enough" to be "able to influence" and "inform [..] change":

> "I don't know that it is the ultimate model, and the jury is out on this, to have leadership and learning as part of your HR function, I think that kind of expertise should report directly into the leaders of the bank to be able to influence. [..] centres of excellence within HR versus actually being close enough and agile enough to the business to inform that change."

Coach2, who speaks from her previous employment experience at the local power utility, raises similar questions to the HoLDCs and also points to the dynamic and need for "integration" between "HR" and "OD" (Organisation Development). As with HOLDC-A and HOLDC-B, she also appears to suggest that one speaks of a "leadership" function, rather than delimit it as a "leadership *development*" function. Coach2 suggests that the "leadership" function should be based in the Organisation Development (OD) function, as it was in the power utility, given that the "change management" role resides within the OD function. She adds that the OD function was separate from the Human Resource function and reported directly to the EXCO. In this way it had an "integrative" role within the organisation and minimises the possibility of "people [not] know[ing] where to focus":

> "[..] so if you have an Organisation Development department like that they would also be the department *at high level who screen all the organisational projects*, but who also have *control over them*, that you would have a manager who who approves..who takes um all these proposals to the EXCO and has them approved and then tracks them, and um and and *sees that they are all integrated with each other*, so that they *not vying against each other*, because that creates such disruption in an organisation because people don't know *where to focus*, so that would be a key component that I would have in the uh..in an organisation development." (italics added)

The "integrator" role is meant to avoid the situation where different functions, initiatives, interventions and projects are competing or "vying against each other." This seems similar to the earlier discussion on the different "point[s] of view" (HOLDC-A) of the internal and external stakeholders. For Coach2 it appears that the differentiated functions within an organisation could have varying and "vying" vested interests of organisational politics and the stakeholders "not [being] well integrated politically". Coach2 points to the need for the "leadership", OD and HR functions to be "integrated":

> "[The "leadership" and OD function] wouldn't even need to be a very..a very big department, and it would *obviously have to be integrated with Human Resources,* and *that's where the rub often comes* that the..the..that they don't..they don't..*they not well integrated politically* and that's what happens at the department at [power utility], is that *that department was regarded as having too much power,* um and *dictating to other operational departments*, and when there was a *change in leadership* it was canned, and *we all thrown to the wind.*" (italics added)

The discussion of the "leadership" function, rather than "leadership development" function, and situating this function within the OD function seems to attend more to the *organisation* level rather than the *individual* level; on "organisational [level] projects" and "change management" (Coach2). HOLDC-DBS, for example, attends to the *team* level for the purpose of development. He opens with the "ethical" dilemma of how one frames the developmental focus within organisations. He states that "it is a really difficult space to be in" as one negotiates what "authentic[ity]" means for an individual, what it implies for others and the organisation, and "whilst on this side [what] constraints" the "organisation" sets. He cautions that developing an individual to be "authentic" does not necessarily mean they will become "more" ethical towards others and the organisation. HOLDC-DBS suggests that the best "space where you learn is in the team". His developmental focus is on "teams"; on "team learning" and "team leadership". One finds a similar focus with Past-PM-DBS and PM-DBS who speak of Delta Business School's "relational" "philosophy of learning"; of learning with and through others. HOLDC-DBS suggests the best one can do, developmentally and ethically, is to provide a "space" for a "good enough experience" for "growth" and "reflect[ion]". However, he argues that one needs to appreciate the "dynamics" of teams and the "role of the unconscious". This means, again, not being naive about leadership and leadership development.

The conversations of the IEDP delegates suggest there are dynamics at the team and individual levels regarding leadership within the banks, as will be explored in

detail in chapter six. There is emergence of the theme of the dynamics of agency within organisations; of the dynamics of leading and enacting, embodying and being a leader. The delegates seem to frame leadership as always being implicated in the relations between an individual's self, others and the organisation. This means attending to how individuals, dyads, teams and the organisation navigate and negotiate the boundaries of self, other and the organisation. For the HoLDCs (HOLDC-A, HOLDC-C1, HOLDC-C2 and HOLDC-D1) the delegates are the 'levers' and 'pivots' of their leadership development as they have a "ripple effect on the rest of the business" (HOLDC-A). There is the theme of the opening up and democratising of leadership development as part of the broader development of the organisation and organisational transformation. For example, in the case of HOLDC-C1, as she "creates a context" and "space" for the different paths of the delegates' leadership journey and development, so these same delegates are presumed to be "creating a context" and "spaces" for their respective teams' different paths of development. The hope for HOLDC-C1 and the other HoLDC is for a cascading and compounding effect within the organisation; of the continuity, replication, embedding and institutionalising of the specifically designed leadership development as it is cascaded through the organisation. It is then a means of realising leadership development, as designed, for the broader organisation, of leadership development cascading at the team and organisational levels.

4.3.1.4 Opening up questions on, and the "space" of, pedagogy

The above discussions explore the *evolving conceptual* differentiation of standardising, tailoring and customising leadership development within organisations, including the evolving differentiation of the customisation of leadership development in terms of customising the themes, customising for the policies, practices and systems of institutions, and customising the learning and development process. One finds the emerging suggestion of the *evolving practice* of blending the standardising, tailoring and customising leadership development as the Heads of leadership development attempt to "find where they [the internal and external stakeholders] are at" (HOLDC-A); that is, attend to where the

organisation “is at”, the *delegate*/*leader* “is at”, and where the *Leadership Development Centre team* “are at”. Along with finding where the stakeholders are at it is also a question of how one broaches, bridges and brings together the different stakeholders and their different “point[s] of view” (HOLDC-A). For example, as cited before, HOLDC-A suggests that the Business Schools as the providers of leadership development “need to get closer to business” and “work with [and] really build a relationship with us”.

The evolving conceptual differentiation of customisation, the practice of blending, and the finding and working and building relationships with stakeholders open up the question of how pedagogy is being shaped, influenced and framed and the resulting ways in which it takes form. It opens up the question of the “space” (HOLDC-DBS, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1 and Del-2) of pedagogy; a question of how one frames the learning and developmental “space”, how it emerges, how it is shaped, and the nature of it. The HoLDCs seem to argue that one negotiates or go beyond the “boundaries” (M-BSeta and IBS-MD) of an “academic” and “classroom[-based]” (HOLDC-A, HOLDC-B, HOLDC-C2, and HOLDC-D2) pedagogy.

From the discussion of the evolving differentiation of customisation of leadership development the one implication for pedagogy is the client *perspectives* and *themes* informing the design of the content, the constituents thereof, methods, and the way the leadership development programme is organised; that is, to bring in the client perspectives and themes into the learning and curriculum space. The other implication for pedagogy is the very constitution, location, and boundaries of the pedagogic space as a learning, developmental and client space and interface. This presents a question of what it means to bring the ‘classroom’ into the workplace or the workplace into the ‘classroom’; whether “on-the-job” “learning” (HOLDC-D1, HOLDC-D2, HOLDC-Z, HOLDC-DBS, PM-DBS, Del-5, Del-4, and Del-1), “on-the-job practice” (HOLDC-Z), “on-the-job type assignments” (HOLDC-D2), “on-the-job monitoring” (Del-4) and “work-integrated learning” (BSeta CEO). There is also the question of how the

pedagogic space, as a learning, developmental and client space, takes shape and form when broaching, bringing together, or bringing "closer" (HOLDC-A) the banks and the Business Schools. Here, one would need to consider the different "point[s] of view" as well as different policies, practices and systems (as discussed in the subsection on the differentiation of customisation). This may mean that one may need to consider the pedagogic space not as a singular space, but a multiplicity of learning, development, and client spaces.

The participants from the Delta Business School speak of the possibilities of "learning combined with delivery" and "working with groups" (Past-PM-DBS) in the organisational spaces, from "a right on time, while [..] on-the-job" (HOLDC-DBS) learning, the different analogies or metaphors of a "aquarium" (DBS-TM), and of coming out "from behind the closest bush or the bus stop" (HOLDC-DBS) for bringing the classroom and/or faculty into the workplace, to a "closer connection" (PM-DBS) with the organisation's Leadership Development Centre and developing a more "in depth understanding" (PM-DBS) of each other. Past-PM-DBS begins with presenting the opportunities as well as challenges and dilemmas of "working with groups" and the organisation. He suggests it is negotiating the tension between the "learning" and "development" process of the individual and the expectations of the organisation for a "return", "results" and "problem-solving". It requires "new learning methodologies".

> "I suspect that organisations are going to become more demanding in terms of leadership development, and they are going to want to see some sort of return for the money that they do spend. And there might be a questioning of the coaching model, because the coaching model is very, very expensive, and it doesn't always deliver the results that it should. I know that already there's a move afoot for learning to be combined with delivery so that you then have experts working with groups to produce a result, but at the same time learning."

> "[..] you'll find that there will have to be new learning methodologies, and you'll have to have much sharper people who are designing the programmes, this really will be a problem-solving. The problem with the model is it's very costly, because classrooms, you can have 60 people in front of you, one lecturer, and off you go – we don't have that obviously in our small programmes, but if you're having that type of system where you're actually working with them, it's very costly."

Past-PM-DBS suggest that with the "new learning methodologies" required for "working with" the organisation, one also requires a shift in the client organisations' "understanding [of] leadership development". This means "understanding that your best leadership development is going to take place at work [..] within the organisation" and requires multi-year timespan, coordination, effort, and exposure to "projects" and "secondment[s]".

> "So hopefully, hopefully, which I'm not sure it happens, that in business there's an understanding that your best leadership development is going to take place at work, and therefore you must engineer experiences that will develop people, and these unfortunately are long-term. It's not sitting in a classroom for two weeks and coming out of there as a great leader. Now, we would always say that there's a role for us as a university and a business school, but the real development must take place within the organisation. And there you must put people on projects, second them to departments, do all the good things we know, and if you do that properly you'll develop great leaders, but that will take your time; it's going to take you three to five years to get that great person, whereas it's so easy to say, go to business school for two weeks. It's not going to happen." (Past-PM-DBS)

DBS-TM utilises the analogy of an "aquarium" for straddling the learning and development space within the academic context and organisational context, of "watching" from the 'viewing glass' within an academic space and then being

"thrown" into the waters and "swim[ming]". This means organisations need to "open the door to us" the faculty, Business School, and delegates:

> "There are possibilities. For example, the aquarium approach. Aquarium approach, for example, the assessment. You can do that through assessment of learning because that's the only way for you to know. Isn't it, without assessment you will not know. You do not know, you cannot improve. Make sense. So my view is this. Instead of just creating and asking the guys to do a project in the classroom, asking the guys to do the project in a workplace, really in the workplace. So watching a workplace from outside, aquarium, like the fish [..] Then you jump into the [aquarium with the] fish to be with the fish. [..] So teach them to swim and then throw them in."

> "For our delegates. Allow them to observe [within the organisations], allow them to try their imagination and discoveries [within the organisations]. Allow them to recommend and suggest. Should open the door. Open the door to us, don't close it hey, don't close it."

Past-PM-DBS similarly calls for the 'door' to be opened for "greater involvement" in the developmental process:

> "[..] *we'd like greater involvement with things like the action learning projects. We'd like greater involvement in terms of allowing the group to go into the different banks and study maybe the centres of excellence*. It's *difficult*, because the banks are saying, you know, we are competing against the other banks, and we're not so keen, but having said that, you've got a group of people made up of people from different banks, so one maybe wants to take a **pragmatic view**, and what is true, the one day they work at ABSA, and the next day they work at Standard Bank. So if you develop somebody more than likely you'll get them eventually. But a little bit more on that side of things to be able to *talk about the real world and what we're doing*." (bold and italics added)

DBS-TM suggests that this needs a "combination of approaches" when designing and delivering leadership development, but he has not seen "publications" on designing "integrative" leadership development:

> "Yes, in fact there is not yet any publications, article related to those, but my view is always use a combination of approaches when you build a curriculum and when you deliver. It's not just the development content. It's also the delivery because those brings the learning process. The learning process is not the beginning. Learning process is the result. Then we have the change at the output. So my view is that use a combination. It's good to have a classroom, interactive lectures, debate of written cases. What I want to have is live case. Make that either supporting, understanding of concept and debating and disseminating of best practices, but I want to have a live case where people can swim in and apply what they have learned. It's good also to have some other discovery process. Like you do international trip but to mix it always, we call that integrative approach and development."

HOLDC-DBS speaks of "right on time, while on-the-job" learning, which means the possibility of "a business school professor or a team builder" being present and facilitating development as and when required whether a "conflict at [the] workplace", "conduct[ing] strategy planning", "find[ing] the new product" or "creative problem solving session". HOLDC-B similarly suggests alignment with the bank's organisational cycle: "looking at where the business is at in their business cycle and then matching". "So if the business is at the point of now needing to determine strategy and put a business plan together don't bring additional modules" other than those that speak to "strategy" and "planning". HOLDC-C2 shares how "this whole idea of scheduling training wasn't working" for his bank. The bank "needed" development "to speak to business results, to business objectives", which "was more important".

HOLDC-DBS uses the metaphor of the "business school professor or a team builder" coming out "from behind the closest bush or the bus stop" or being "right on top" "to be able to do that":

> "Why not go, while you have a conflict at your workplace and while there you have a team meeting or while you conduct the strategy planning or whatever, find the new product or creative problem solving session, does not matter what it is, why not do the training there because that is real, that is real life, it's while you are there but you need a very different kind of animal, a business school professor or a team builder that you can get from behind the closest bush or the bus stop, to be able to do that and to be right on top of what he or she knows about that. But the same thing applies to ops, marketing, strategy, HR, people, all those things you can bring it right into the workplace. I just don't think the way in which the methodologies about how that is going to happen, has actually really panned out yet in terms of how it can be practical. It is also going to be very expensive."

As with Past-PM-DBS, HOLDC-DBS cautions that this is "expensive". Past-PM-DBS points out that with the "classroom" one achieves economies of scale in terms of the "lecturer" time and the delegates delivered to:

> "[..] because classrooms, you can have 60 people in front of you, one lecturer, and off you go – we don't have that obviously in our small programmes, but if you're having that type of system where you're actually working with them, it's very costly."

PM-DBS points out that the above manner of working together with the organisations means building a "closer connection" with the Leadership Development Centres of organisations and an "in-depth understanding" of each other in terms of where each "is coming from", their "approaches", and "how [each one] dovetails" with the other:

> "so one of the things that might be helpful is to have maybe closer connection between us and the organisations' leadership development people. [..] so having a modified discussion of what we are having now so

that they have a very in-depth understanding of where this programme is coming from and also for us to have a good understanding of what their approaches are and how this dovetails with theirs would probably enhance it." (PM-DBS)

4.3.2 Access and partnerships beyond the bounds and competitive position of the banks

The previous discussion explored the first thematic line of differentiation − that of the differentiation of "perspectives" and "spaces" and the related "customisation", "developmental focus", and framing of pedagogy. The second thematic line of differentiation one finds across the research participants is that of "access" (BSeta CEO, Past-M-BSeta and HOLDC-B), "partnerships" (BSeta CEO, Past-M-BSeta and HOLDC-B) and "partnering" (HOLDC-B). The participants from the BankSeta and the banks seem to differentiate themselves in terms of the nature or forms of "access" and "partnerships and the manner of "partnering". The differentiator for the BankSeta is the "access" they have cultivated for the "international visits" of the IEDP with local, regional and global institutions, including "international banks", which they believe the local banks will not have. This means the development of "partnerships" beyond the bounds and "competitor" positions of the individual banks: "we're outside the confines of the hierarchical structure of the bank" (BSeta CEO). This allows for more open access to, and engagement with, global competitor banks and other major competitors in other industries. The BankSeta CEO provides examples of the access below:

"[..] the real benefit of our involvement is that we are able to get into international banks for corporate visits because we are not competitor with any bank, we have access to Citi Bank, JP Morgans, Google and people like those in the States. Freddie Mac and Fannie Mae and people like those in the [United] States. In the UK we have access to Investec International, the Investec in London to Barclays in Canary Wharf, to Standard Chartered, to Metro Bank, to Sainsbury Banking."

For the BankSeta IEDP programme managers at Delta Business School the "number of contacts already set up" (Past-PM-DBS) by the BankSeta was a "positive" that "made it easier" for developing and managing the "peer visits" or international "study tours" (PM-DBS):

> "BankSeta had a number of contacts already set up, so it made it easier for us to have a lot of the peer visits, so they'd been doing that for a few years when we took over the programme, and the visits have been very highly rated, so we kept them." (Past-PM-DBS)

The above "access" and "partnerships" is meant to provide the delegates with the opportunity of "global exposure" that they would ordinarily not have in their respective banks and the opportunity to develop their own personal international networks. This means that one needs to also attend to the access, partnering and partnerships afforded to the delegates of leadership development programmes. Although the delegates are developing personally and their personal leadership, the IEDP is also meant to facilitate the "global position[ing]" of the banks as the selected delegates are part of the "talent pool" of potential executives in their respective banks, as discussed in the section on the BankSeta mandate, vision and mission and as well as in the excerpt below.

> "The feedback from students themselves is twofold, being that – some of them have Masters Degrees but it's actually very good, the input they get from international faculty, they think it's actually good that they actually get international exposure. I bet about 20% of them have been abroad. About another 10% have been on overseas assignments for their employers but the rest of the guys it's something that they wouldn't have got on their own and to really show South Africa's – our integration to the global economy and also to solidify our position in Africa as until recently the leading economy in Africa [..]."

The IEDP delegates who participated in the research echoed the above purpose of "global exposure" as can be seen below. They share their experience of access, partnering and partnerships to different contexts, vantage points, "on-the-ground

learning" (Del-4), and "mistakes" (Del-6) and "life lessons" (Del-4). The following is a sample of their experiences. For Del-4 the "global exposure" allows for the accessing of a "reflective space" and time away from the day-to-day "work environment": "so the ability just to be able to think freely to give yourself that time to think because I think often in the work environment you're just so focused on what you have to do". For Del-3 and Del-4 it is seeing their "world" (Del-3) differently from "a different context" (Del-3), and hearing the experiences and "life lessons" (Del-4) from other contexts that leads to "on-the-ground learning" (Del-4). For Del-6 it is also learning from the others' "mistakes" and their humility ("come back to their humble selves"). Del-8 points to how the "international exposure [..] took you out of your comfort zone" and made you do things you would not "ordinarily do". Del-11 points to the "stretch" and "forcing you to move into areas of discomfort for you to be able to achieve the actual" "growth". Del-6 and Del-12, however, also point out that their experience included the opportunity to have "fun" and to have *informal* interactions with the delegates in their cohort as well as the international guests, speakers and facilitators.

For the BankSeta the "global position[ing]" is also realised in a "political" manner as well, as the BankSeta CEO states the delegates are hosted by the South African ambassadors or other senior diplomats in the countries where they visited. The topic of the events is "showcasing" and "facilitating" "investments" in South Africa.

With the HoLDCs there is the theme of partnering and developing relationships with internal and external stakeholders that emerges in relation to the "formalis[ing]" (HOLDC-D1) of the leadership development "function" (HOLDC-B) and centre as well as "customising" leadership development. The partnering in designing, developing and delivering leadership development takes the form of "flexing" (HOLDC-B), "moving" (HOLDC-B), and seeking to "co-create" (HOLDC-C1) and "co-design" (HOLDC-A, HOLDC-C2 and HOLDC-C1) with "business" (HOLDC-B). Here, one notes the theme of the differences in

levels of maturity as well as the suggestion of "subcultures" (HOLDC-A) within the organisation. These are explored in chapter five. The partnering with external stakeholders, such as the Business Schools, is from the "business point of view" and from the "need [for the external stakeholders] to get closer to business" (HOLDC-A).

HOLDC-DBS suggests that leadership development is at the "cusp" of evolving to the "right on time, while [..] on-the-job" learning that organisations seek. He suggests that the Business Schools have not "cracked that yet", but that the "consulting firms" may have an advantage or "best chance of doing that [as] they are [..] in the company already". They have already developed and established relationships and partnerships within the client organisations. He cites the example of the emerging "platform model of leadership development", which provides an "architecture" (World We Work In, 2015, p2) "bring[ing] together [a "network" of] intellectual free agents [as "consultants", "facilitators" and providers of leadership development] and corporate clients" (ibid); and the work of "some of the Scandinavian consulting firms, small leadership development consulting firms, [such as] MHOLDC-D2Z." This is taken up in chapter seven, which explores the theme of pedagogic space further. As noted in the previous subsection, PM-DBS points out that the above manner of working together with the organisations means building a "closer connection" with the Leadership Development Centres of organisations and an "in-depth understanding" of each other in terms of where each "is coming from", their "approaches", and "how [each one] dovetails" with the other.

IBS-MD, speaking from her past and present consulting experience at local and international business schools, similarly suggests that "it's all about relationships". However, as noted in subsection 4.3.1.2.1 on "customisation", there are many relationships and stakeholders or clients within the client environment, from the "CEO", "HR Director" to the delegates or "people at the coalface" who are attending the leadership development programme. IBS-MD points out from her consulting experience in leadership development that it

matters with whom one contracts with, whether the “CEO” or “HR Director”. She cites the perceptions held by the “business” of the “HR Director”, HR function, and their “power” in the organisation; and whether HR are themselves “seeking approval” as the external consultants and Business Schools.

> “It does [matter whether you are contracting with the “CEO” or “HR Director”], it does if you don’t have the MD, CEO, depending on the structure, if you don’t have the buy-in at that level a lot of HR directors will -- you get to know them pretty well and they’re not always seen in the business as the people that -- they don’t have the power, they don’t really have the power of business. In some progressive businesses they do, but in a lot of them you know they are seeking approval as much as -- as we are in terms of the relationship. You really want to be able to sell to the MD, the CEO, whoever sits there, the financial director. You know your sceptic and your cynic, you really want to sell to them, because if they buy into the process -- because it’s a process you needing them to come in every now and then and if the company says that this is -- this has been taken seriously you’ll see that shift happen”.

4.3.3 Contexts of organisations, “leadership”, and learning and development

The third thematic line of differentiation concerns the contexts of organisations, “leadership” and learning and development. For the BankSeta it is the opportunity they see themselves as having in bringing together the “learning”, “leadership ethos”, and “culture” from the “African” and “Western” contexts. For the banks, it is contextualising “leadership” and leadership development within the changing “local”, “African” and “global” contexts, “markets” and “operations”.

The BankSeta sees the opportunity of broaching and bringing together learnings from various contexts that the BankSeta IEDP has access to. The BankSeta CEO discusses more broadly the bringing together of the “Western” and “African” learnings, expertise, “leadership ethos” and “culture”. For example, he cites the possibility of bringing together “Ubuntu” with “economics”. However, he opens

up the possibility as a question; asking what this combination could mean and how it will take concrete form in the day-to-day management. Through his discussion the three thematic lines come together and illustrate the "space" that the BankSeta attempts to carve out for itself.

The "space" (BSeta CEO and Past-M-BSeta) that the BankSeta carves out for realising its mandate, vision, mission and the IEDP does not appear to be clear-cut and bounded within a singular level; that is, bounded and enclosed within the sector level. Although rooted within the sector level, the BankSeta's "space" seems to straddle the national, sectoral and organisational levels. M-BSeta illustrates this straddling of levels and boundaries by the BankSeta and the Heads of Skills Development from the respective banks who participate and represent the banks within the BankSeta committees and sub-committees. M-BSeta captures the emerging dynamic relations between the organisation, sector, and national levels as shifting "hats" moving between the "sector", "organisation" and "country" hats. In this way, the BankSeta staff and the participating Heads of Skills Development from the various banks seem to straddle levels and boundaries. However, at first this shifting of "hats", during the earlier precursor "interbank" formation to the BankSeta, was not an easy task. As they straddle levels and boundaries, M-BSeta also points out how the BankSeta IEDP delegates take on these "hats" and straddle levels and boundaries as well within the BankSeta IEDP.

In straddling the organisation and sector levels and boundaries, the BankSeta IEDP does not aim to "replace" or replicate the organisation's leadership development programmes, as has been stated before. Nor is the IEDP positioned "as THE leadership development in the sector" (M-BSeta). Rather it is to bring in something "different" and an "African flair" (M-BSeta and Past-M-BSeta) that speaks to the Africa agenda. Here again one notes that the discussion on access is broadened to include access to countries, industries and organisations that they see the bank's leadership development programmes not necessarily having. One also notes, as with the BankSeta CEO, the coming together of the thematic threads of

differentiation, access and partnerships, and wrestling with the question of the blend of "African" and "Western".

M-BSeta speaks of "gently steer[ing]" the banks on their "equity requirements", which illustrates the negotiation of boundaries, responsibilities and agency at the different levels. It raises the question of how the BankSeta positions and situates itself within the structures at the different levels and within these different levels; for example, the levels and structures within the individual banks as discussed in the previous subsection 4.2.3.1. One cannot treat the banks or the BankSeta as a singular or homogenous institution. The BankSeta is 'agnostic' towards the individual "talent management" processes within the banks and takes a process view in negotiating and straddling the levels and boundaries.

Ultimately, the BankSeta attempts to address the banks' needs as they are "expanding into Africa":

> "We now also need to bring in an *African flair* or element to these programmes because *most of our banks are expanding into Africa*, but other than that for an executive to be effective they need to *understand this continent*, but also to have a *feel of what is happening out there* and to *build relationships* also there to *understand the dynamics at play*." (Past-M-BSeta).

The HoLDCs, whose banks are venturing and expanding their "operations" within the African continent and globally, share how the banks are confronting the question of what "leadership" and leadership development means within the "African" and "global" contexts. Below are examples of the questions they face regarding defining "leadership", the use and appropriateness of "Western concepts of leadership" (HOLDC-C2), defining "culture", appreciating cultural differences and nuances within the African continent, and on how one frames and designs leadership development for the different operations in the different African countries. These are explored in more detail in chapter six.

> "..well look if we say we want to move into the rest of Africa as a strategy for instance are leaders prepared for that? What does it mean to lead in a different country? What does culture mean in terms of business impact? Those are the type of relevance programmes we need to put in place or might not even be a formal programme. It could be a coaching conversation with somebody just to sort of say how do I navigate my way through this changing environment in which we operate." (HOLDC-A)

> "No, no, and I don't think personally you can really take one model and say this is a model of leadership I will implement, it's such a precious topic, it's open to so much in terms of culture and more my work in Africa, that's kind of made me humble about the fact that you know Western concepts of leadership are really not going to cut it for Africa, right, there's all the cultural elements of an African landscape that we need to take and factor in into our vision of what leadership is." (HOLDC-C2)

> "I think sometimes if we think about Africa and the [number of the bank's] operations you think about your leaders, your maturity level of leaders across that function, and what leadership would look like in that cultural context, so I think any organisation trying to build management and leadership capability in emerging markets is going to have that same challenge, but as much as you say this is leading the [Bank's] way the way you get people to change behaviour in the context of whatever country they sit in, cultural difference, that diversity lens, is going to be a huge challenge, and some of it you can only do through experience and changing people's views on what good looks like." (HOLDC-B)

As they confront the question of what "leadership" and leadership development means within the "African" and "global" contexts, the above HoLDCs and the other HoLDCs are also confronted with the pace of events and changes at the global level in the world, "world of work" (HOLDC-C1 and HOLDC-A), and the "world of leadership" (HOLDC-C1). This includes changes to what is known,

knowable, unknown and unknowable in these worlds, contexts, "markets" and "operations". This is explored in chapter six in the discussion on the research participants' points of view or 'lenses' on how leadership development has evolved and is evolving. These are the 'lenses' with which they gain 'sight', frame and understand the evolution of leadership development within the complex, enmeshed realities of the many 'worlds' and spaces they experience and the waves of changes these realities are embedded within.

4.4 DESIGNING LEADERSHIP DEVELOPMENT AND THE THEME OF INTEGRATION

The discussion begins with exploring the relational nature of designing and the designs of leadership development. The importance of relationships through the lifecycles of the leadership development "function" (HOLDC-B), centre and programmes emerges through the participants' discussions; that is, the importance of connecting, partnering, working collaboratively, and "co-designing" (HOLDC-A, HOLDC-C2 and HOLDC-C1) throughout the programme cycle and as a "function", centre, and programme manager. The discussion then explores designing and design as deliberate and emergent. It then broadens the exploration of designing and designs as deliberate, emergent, dialogical, relational, contingent and learning processes. Thereafter the question of integration is engaged with. First there is the discussion of the use and clarification of terms. Second is the discussion of the forms, "perspectives", "point[s] of view", agency, "space", and time horizons of integration.

4.4.1 The importance of relationships in designing leadership development

Through the discussions of the participants from the BankSeta, banks or Delta Business School faculty one finds the emerging theme and importance of relationships in relation to customisation and, more broadly, the designing of leadership development. The BankSeta participants, such as the CEO and the previous Skills Development Manager, point to their various engagements and "relationships" through the programme lifecycle of the IEDP and beyond: with

the banks as clients; the local, African and international Business Schools as part of the education value chain; the various local, African and international companies as partners; and the delegates of the IEDP. As noted before, the previous and present programme managers of the BankSeta IEDP at the Delta Business School speak of their "relationship" with the BankSeta as clients and the fiscal and design space afforded to the Business School.

This importance of relationships is similarly the case with the Delta Business School's partners in developing and delivering the BankSeta IEDP such as the international Business Schools, who act as hosts for the delegates' international "study tours". The present programme manager seems to suggest that the design, development and delivery of the BankSeta IEDP, including the planning, co-ordination, logistics, supply chain, and the many adjustments and changes required through the programme, needs the "build[ing]" and managing of "relationships" and shared understandings with the various stakeholders. For example, he points out how their "good relationship[s]" with the partner international Business School facilitates the adapting and changing of the international "study tours" of the delegates:

> "[..] there has not been turnover in the people that we have been dealing with, there was turnover at [the international Business School] at a programme management level a few years ago and we thought that that might present some challenges to us, but it did not because we had a good enough relationship with the key people and built up the relationships with new people, so I have endeavoured to visit London in particular but also Kampala to set up in early phases of me taking over, to set up changes in the programme which, and also keep in contact with the companies that we visit, particularly in London."

The previous section explored the Delta Business School and HoLDCs' suggestion and caveats on working collaboratively, developing a "closer connection" (PM-DBS), and "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) leadership development with organisations. With the HoLDCs there

is the theme of partnering and developing relationships with internal and external stakeholders. This is not only in relation to "formalis[ing]" (HOLDC-D1) leadership development "function" (HOLDC-B), centre and programmes, but also "formalis[ing]" (HOLDC-D1) and getting "buy-in" (HOLDC-Z, HOLDC-B, HOLDC-C2 and HOLDC-D2) on the *evolving manner of designing and the actual design* of leadership development over iterations of programmes and the attempts at "tailor[ing]" (HOLDC-B) and "customising" therein. For example, HOLDC-B shares the importance of "contracting" and the "involvement" of the "executive team":

> "When we customise, when we design and build a programme specifically for a business unit, we have to say that that executive team is actively involved. If we don't have an executive buy-in we don't customise, we don't deliver, it's just one of the minimal criteria. So in order for us to partner with you this is part of our contract you guys need to be actively involved."

4.4.2 "begin[ning] with the end in mind" and "working the steps backward"

There is the theme that emerges with the BankSeta, banks and Delta Business School faculty of "begin[ning the designing of leadership development] with the end in mind" (BankSeta CEO). The specific "end", outcome, principle, or frame of reference may differ, but it is the similar logic of then "working the steps backward" (BSeta CEO). This suggests a process perspective when "working the steps backward", then designing the "elements" (HOLDC-B and Past-M-BSeta), "process[es]" (HOLDC-A, HOLDC-B, HOLDC-D2, HOLDC-D1, HOLDC-C1 and HOLDC-C2) and "modalities" (HOLDC-D1) of leadership development, and finalising and articulating a design. It is also a process perspective when working backward how the BankSeta IEDP links and aligns with the bank's "talent management" (M-BSeta) processes. Below are excerpts from the BankSeta participants. The BankSeta CEO points out that his approach to designing is "integrative" as it incorporates many lessons and learnings that he has "mashed [..] together". For Past-M-BSeta designing is a "craft".

> "It's actually been integrative. I've learned a number of those things and I've mashed a lot of them together and you listen to this and this, there's a lot of Covey in what I've just said, but you go right across to culture and, which is Edgar Schein and what have you, in terms of how corporate culture evolves and a lot of that has really been where I come back to say wait a minute, wait a minute let me begin with the end in mind, what do I want to achieve and how do I get there by working the steps backward in order to do that." (BSeta CEO)

> "We were looking at the needs in the sector obviously. We checked with the sector. What are the most burning needs and we looked at the competencies also. They guided us. The kind of competencies that we are identifying because *we started with the end in mind to say at the end we want to see this kind of a person emerge and that kind of helped us to craft what we needed and to design it*. [..] and we came up with something really good hey, really, really good, with all those elements that I told you about like the formal part, the action learning, the research, the cultural and social things, networking, all those things being brought together." (previous Skills Development Manager, BankSeta)

One sees this "begin[ning the designing of leadership development] with the end in mind" (BSeta CEO) take various shapes with the HoLDC, as illustrated in the examples that follow. From marking a shift from a programme "administration" (HOLDC-A) focus, evolving a "consultative" (HOLDC-A) or diagnostic or "root causes" (HOLDC-C2) conversation, to designing from the "learning principles" (HOLDC-C2) or "just-in-time" (HOLDC-B and HOLDC-C2) delivery and learning perspectives. HOLDC-A shares her journey of evolving and changing "over the last couple of years" the HoLDC role from an "administrative" to "strategic" and "consultative" one; from the "administration", "running" and "project management" of standard programmes to being "aligned with the strategy of the bank", "building a little bit of stretch" into the "business" to move it towards "best practice" in leadership development, evolving "co-designing" with

the “business” where possible, and asking the individual delegate “how do I rather help you become better in your job”. This means designing from the “point[s] of view” of the “strategy”, line management, the delegate, and the “stretch” the Leadership Development Centre wants to “build” in. HOLDC-Z describes a similar process of working backward from the “biggest challenge” the “business” is facing and “then work[ing] out what is needed”. She criticises the leadership development industry for being “divorced from business needs” and “sell[ing]” pre-selected, pre-designed, or pre-determined programmes, or “sell[ing]” a pre-selected, pre-designed, or pre-determined content and process without “understand[ing] the business needs”.

> “You need to talk to business. Start with their biggest challenge and then work out what is needed [with her hand indicates working backwards]. Present a draft and check if you got their concerns right. Don’t bring a programme and expect people to fit in them. It’s the other way.”

> “It is not where it should be. Leadership development is divorced from business needs. Institutions develop leadership development and then sell to organisations. It should be the other way around. They should come with a blank page and understand the business needs. Right now we fit people to what is offered out there, rather than the other way around. For example, the MBA. They may have an MBA but then can’t deliver.”

HOLDC-C2 shares his journey of evolving a diagnostic conversation with the line management in the bank to determine the “root causes of our problem” and “understand the organisation” as a whole. This then informs the purpose and the design of leadership development; rather than him entering the business units and marketing and implementing a pre-selected or pre-determined content, process, model and programme. This means the designer needs to be “humble” and not presumptuous about the leadership and leadership development need.

> “You’ve got to be humble, humility is very important here. [..] Understand the organisation – we introduced a concept here called performance analysis. So you say before a line manager tells you come and do this

> programme or he says come and do this programme, you say okay but can I come and understand what's going on first. Maybe it's not what you think it is, maybe it's something else that you don't know and you can't see, maybe it's you. So let's talk about what the real root causes of our problem are before we offer a solution, that's performance analysis."

As with HOLDC-A, HOLDC-C2 also appears to negotiate the designing of leadership development within the bank from the "point[s] of view" of the "strategy", line management, the delegate, and his professional training, expertise and experience. HOLDC-C2 discusses the introduction of the idea of "just-in-time learning" as part of his initiative and mandate to "innovate learning" in the bank to ensure "relevant" learning, "transfer of learning and "return on investment". He aligns the idea with the "Knowles principles of adult learning" and suggests that traditional "scheduling", structuring and delivery of development is not appropriate or seen as "relevant" by the organisation and the delegates. HOLDC-C2 suggests that the traditional "scheduling" and programmes are "cognitive-focused" and are more "training" than "development".

HOLDC-B suggests a similar change to a "conversation" and "consulting" with "business". She draws attention to the Leadership Development Centre team, in particular the differences and diversity within the team in relation to their individual journeys, "experiences", and "different way[s]" of "designing". For her the diversity of the team brings opportunities, but one is also needing to be mindful as the Centre of how the individual team members "package" leadership development when consulting with their line management clients.

> "The other benefit is you have a learning function [Leadership Development Centre] that all comes from different experiences and are all designing in a different way and all have their own best practise, but unless you can package it in a way that is easily understood within a learning community and then can be easily translated in a conversation with the business that's the opportunity as well in building an architecture."

As with HOLDC-C2, HOLDC-B discusses the introduction of "just-in-time learning" that is aligned to the business "need", the "business" and "performance" "cycle[s]", and, thereby, has "impact" as it is relevant and "translate[s]" or brings about transfer of learning.

> "That's exactly it and it's also meeting the business where you're at, so if the business is at the point of now needing to determine strategy and put a business plan together don't bring additional modules, bring the module that's going to help them do that effectively, and then build the additional module, so it is looking at your design but looking at where the business is at in their business cycle and then matching those because then you would get -- think about it even in your own life you would get better acceptance of that because you could take it, translate it, use it and see an impact and so it's having those little smaller chunks of nuggets we call them learning nuggets that you can translate a lot quicker."

As one engages with the above discussions, one needs to note that there appears to be the assumption that the delegates in the leadership and senior management programmes have a foundational management knowledge, experience and expertise.

Shifting focus to Delta Business School one finds similarity between PM-DBS and HOLDC-C2 and HOLDC-A in terms of designing from the "point of view" (HOLDC-A) of their professional training, expertise and experience. PM-DBS shares how his "background in team development [..] lends itself to [designing the "learning process" as] people learning by doing". PM-DBS sees his role, as the programme manager of the BankSeta IEDP, as "transforming [and designing] the learning process" from his "experiential angle", that is, "transforming the learning process from a largely classroom-based slash company visit for the international study tours". It means taking an "experiential learning" (PM-DBS) "point of view" (HOLDC-A) to redesigning the content, process, and international visits and immersions. He cites the example of "introducing field challenges" and the

various “downtown” immersions within the various “study tours” or country visits:

> “I suppose what I brought to the programme, progressively, was my interest in experiential learning, so transforming the learning process from a largely classroom-based slash company visit for the international study tours to more of an experiential angle to it, so, for example, introducing field challenges and we currently have I think it is seven field challenges including one in Johannesburg, one related to Monte Casino which is about customer experience, in Kampala there will be two, one called downtown Kampala and the other one Banking and Microfinance one, and then two in London, one is downtown London which is getting familiar with the kind of banking situation, financial services out there on the streets and getting people familiar with that, and the other one is Future Bank 2025, which is part of the assessment for strategic leadership, and then downtown Dubai. So [Past-PM-DBS] introduced it as a stop-over in Dubai which was purely a kind of, because we were flying Emirates, and I expanded that operation in conjunction with [the partner international Business School] and their regional operation in Dubai.”

With his “experiential learning” perspective and his “experiment[al]” attitude, PM-DBS sees the opportunity to expand the travel “stopover” at the Dubai airport hub on the way to London for example. This meant seeing the logistics of air travel and transit points and the impact on bodily rhythms and “sleep” patterns as an opportunity to create another “learning by doing” experience in Dubai, thereby creating another immersion experience in Dubai “looking at Islamic banking” and thereby further diversifying the international exposure.

Before the present programme manager of the BankSeta IEDP at the Delta Business School and his design focus from an “experiential angle”, the previous programme manager shared how the “inherited” (Past-PM-DBS) IEDP was redesigned from a focus on the “personal developmental” and “change” process of the delegate and changing how the delegates are “engaged” throughout the

programme. The redesign was based on a "personal development model" comprising the following elements: the Goleman, Boyatzis and McKee (2013, 2001) focus on emotional intelligence and "personal change model" (Past-PM-DBS); the Charan, Drotter and Noel (2011) leadership pipeline model (DBS, 2011), "which basically says that people have to change how they spend their time when they move up in an organisation [..]and what they value" (Past-PM-DBS); and the Business School's model of the "head, heart and hands in leadership", which distils neatly and succinctly the need for a *holistic* focus on the ways of thinking, acting, relating and being of an individual leader. This "personal development model" informed the introduction of the Leadership Quest as a central task and "process" that the delegates are engaged in throughout the programme and the use of the "coaching", "study tours", "action learning" and "syndicate" work.

The "personal development model" helps to understand, map and articulate the personal development and change at different levels of leadership. The banks similarly focus on "levels" as noted in the earlier discussion on customisation, but this is more from the perspective of the management levels and hierarchy of the organisation. For example, HOLDC-D2 states that her bank has a "layered approach" to leadership development where there is differentiation of leadership development for the different layers of management.

4.4.3 Working in the here-and-now of development: emergent process and design

The first subsection explores the participants' discussions on working in the here-and-now of development and the emergent themes, process and design. The second subsection develops on this and looks at designing and the design as an "ongoing process" through the programme lifecycle. Thereafter the third subsection discusses the practicalities of implementing the design-on-paper.

4.4.3.1 Working in the here-and-now and with the emergent

Along with the theme of "begin[ning] with the end in mind" and "working the steps backward", one also finds the theme of working in the here-and-now of development that includes the emergent process and design. This requires that the designers "create a context" (HOLDC-C1) and "space" (HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D1 and Del-2) for the developmental "process" and individuality. It also requires one being comfortable with the emergent process and design or "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) and "co-creat[ing]" (HOLDC-C1) in the process. This entails "flexibility" (Past-PM-DBS) and not being "prescriptive" (Past-PM-DBS), attending to the "way we design the conversation" with delegates, being able to "hold the space" and engage in "individual or group process facilitation" (HOLDC-D1), and "congruency" with how "Life happens" (HOLDC-C1).

The past and present programme managers of the BankSeta IEDP at Delta Business School suggest "flexibility", the opening up of the developmental "space" for the emergent process, the "ambiguity" this entails, and the delegates' "grappl[ing]". Past-PM-DBS states that with Coaches as well "we don't prescribe a model for coaching"; as "our coaches are all individuals and have their own approaches to coaching". He adds that on a programme level there is "no sort of models that we use to integrate all the material" or "everything" "fully". Again, this is to open the "space" for the emergent process and delegates' individual and syndicate "engagement" and "grappl[ing]". "We rely on the coaches to do quite a bit on integration *individually*." However, this may lead to pressure from the "operational line managers" or the "organisation" as "coaching [..]doesn't always deliver the results that it should" from their perspective.

> "It is a toughie, but *I'm also not totally convinced you want to integrate everything. You want to have some ambiguity, so you have to grapple with what is going on*. [..] We would *try not to prescribe ways of doing certain things*, because we'd be saying, here are the *general principles to make it work, in your circumstances adapt it as you should*. [..] *We certainly would be going more for a* **process** *than trying to* **integrate** *it fully*. Also,

in our defence, that if we tried to do it *too rigidly* it would suit some and not others, which is the other problem, but for us to integrate it more would be to *reschedule* our programmes so that the content is presented when the people need it for their ALPs [action learning projects] or something like that." (Past-PM-DBS)

"There are no other sorts of *models* that we use to *integrate all the material* in that way. We *rely* on the *coaches* to do quite a bit on *integration individually*." (Past-PM-DBS)

"You have to over-manage [the "programme", "administration", and "logistics"] but not the delegates." (PM-DBS) (italics and bold added)

One finds with the HoLDCs the similar "process perspective" (HOLDC-D1), "engag[ing] people at a very real level" (HOLDC-D1), and being "congruent" with how "life happens" (HOLDC-C1); a similar attention to, and opening of, the "space" (HOLDC-B, HOLDC-C1,HOLDC-C2, HOLDC-D1 and Del-2) for the emergent developmental process and "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) and "co-creat[ing]" (HOLDC-C1). HOLDC-D2 suggests that it is a "long-term" developmental "process" as well as the "process" of change within the organisation.

"So I think you get buy-in as soon as people [see a "difference"], so they were made aware. We delivered [the programmes] and people are now starting to see the differences that have been made and that's how you turn people. *It's a process*. *It's a long-term process*." (HOLDC-D2)

"From a *process perspective* I like to use people like [mentions a "consulting" company], it's a group of psychologist that have a transformational leadership development business and they do assessments [..] But they all -- psychologists with *layers and layers of experience, deep experience in process facilitation whether it's individually or a group process facilitation*. They've got that kind of *ability to hold the space*,

those are the kinds of people that I like to work with, and they've got a *psychological depth, they don't cling to a specific framework or an answer*, *they're not promoting any particular way of thinking but they able to engage with people at a very real level*, so those are the kinds of people that I like to work with." (HOLDC-D1)

"[..] the shift has being that we invest in mangers and leaders across the organisation, this is the facility [the Leadership Development Centre's academy] that helps drive that experience, that *learning experience* therefore it is accessible for all, and for different types of things, so not just management and leadership, you can do strategic, you can do *team processes* […] [We have the] *content pieces* [and] *process pieces* [of the leadership development "*journey*"]." (HOLDC-B)

"*So if I can sort out confusion in here* [referring to the person, their "being", and pointing to her "gut"] *I can deal with the confusion out there* [in the organisation]. [..] *congruency* with regards to ["*Life*"] -- they [the delegates] *don't get agendas or programmes*. You know what, *Life doesn't offer you an agenda* and *they struggle to deal with the uncertainty*. They know the theme of the programme but they don't know where they're going, nothing. That is *congruency*. *Life doesn't offer you agenda*. Why should I give you an agenda? The first thing that they do, 'can you please send me the agenda and the programme'. I'm sorry we don't. *I don't give you name tags*. *Life doesn't offer you*. It's about building relationships and networks. *It's the way we design the conversation*." (HOLDC-C1)

"So the process design is very congruent with the way that life happens here. [..] It's about picking up on the dynamics. It's about a lot of other things, so process. Do you see it's not content? Content, yes content will always be important but the process, the how you do it is more important than anything else." (HOLDC-C1)

HOLDC-C1, HOLDC-C2 and HOLDC-D1suggest that it is important to attend to the delegates' "sense-making" process; and how they "deal with uncertainty" (HOLDC-C1), "confusion" (HOLDC-C1) and where they, as persons and their "being" (HOLDC-C1, HOLDC-C2 and HOLDC-D1) are the very content of focus. With the delegates participating in the research one finds the similar theme of 'wandering at sea' and the difficulty with "verbalising" (HOLDC-DBS) and making sense of their internal experiences (as discussed in chapter six).

4.4.3.2 Designing and the design as an "ongoing process" through the programme lifecycle

Through the above discussions it would appear that, as with development, one needs to consider the design of leadership development as an emergent process in the here-and-now. This is even more so when opening the "space" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1 and Del-2) for, and facilitating the "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) and "co-creat[ing]" (HOLDC-C1) of leadership development with the client stakeholders, where the design itself evolves, unfolds, takes shape or is realised as an emergent process. For example, PM-DBS states that the "design is an ongoing process" and a continuous "engagement". HOLDC-C1 suggests that the design process is an ongoing conversation with, and learning from, others. IBS-MD, speaking from her working and consulting experience within local and now international Business Schools, points to the continual "adapting" of, and making of "changes" in, the design as one is "rolling out" the leadership development programme with the "people [..] at the coalface", including the "challenges" thereof.

For PM-DBS the "design [of leadership development] is an ongoing process" throughout the programme lifecycle, including during the delivery of the programme and working with the delegates within the developmental process itself.

> "[..] so the redesign or the evolving of the design is an ongoing process which does not happen in a flash. Of course at some point you are sitting

down, after the programme has run its course, and you are looking at how it can be improved."

This means there is the on-site in the here-and-now designing and adaptation process as well as the reflexive (re)design process prior to and post the development programme or intervention. PM-DBS refers to the importance of the formal and informal feedback from delegates throughout the programme for the design of the BankSeta IEDP. He is present and engages the delegates throughout the programme and experiences the process with them and receives "real time feedback". Here, PM-DBS refers to fortuitous discussions with the delegates and events from which emerge design opportunities, including opportunities to weave thematic threads through the programme. He cites the example of the introduction of "leadership stories", a process where the delegates "loosen [..] up and [get] thinking about [leadership stories] and their own stories and leadership".

> "I take feedback from participants seriously, because I am there, I know in advance more or less what the feedback is going to be, but we do it in detail and we take it seriously. For example, I was on the plane with [one of the delegates] two years ago, going to Uganda, and he was saying, we had just come from Kloofzicht, and he was saying you know, I am getting to know people quite well but I feel that it is at quite a superficial level and is there no way in which you can engineer a situation where we can get to know each other better. Next year I introduced leadership stories and the idea was to, first of all, for them to have as a -- I do not know if you have come across Peter Christie? [..] He has run electives on storytelling here, he runs programmes for companies, he writes stories for companies, [..] Peter spends two hours with them on Thursday afternoon at Kloofzicht, where he kind of loosens them up and gets them thinking about stories and their own stories and leadership, and they love that, and then on Saturday afternoon they are asked to share a story that reflects something about them as a person and their leadership, and they sit around a circle and tell their stories."

He then shares what appears to be a dynamic between his engagements with the delegates, his attending to the emergent developmental process, and his own internal processing of these and thinking on design.

> *"[..] and that was as a result of a bit of informal feedback, a sample of one, and it was in the back of my mind that that would be something quite relevant and it turned out to be extremely good, so I think being involved, actually being with the delegates when they are going through the experience,* you are not only getting what they are getting, you are getting *real time feedback from them and you are also thinking about well,* how can this be improved or that did not work, how can that be changed, *so the redesign or the evolving of the design is an ongoing process which does not happen in a flash. Of course at some point you are sitting down, after the programme has run its course, and you are looking at how it can be improved."* (italics added)

It seems that as he is engaged in the delivery of the programme he also mulls over the design and design process itself, the formal and informal feedback he receives through his engagement with the delegates through the programme, and the thoughts "in the back of [his] mind". Of the experience, thoughts, "angle" (PM-DBS), disciplinary "background" (PM-DBS) and literacies of the designer being a fertile and rich 'field' for the 'seeds' of feedback, fortuitousness and unfolding events to take root and be cultivated. HOLDC-C1 similarly views the design process as an ongoing conversation with, and learning from, others. She uses the title, "On the Shoulders of Giants", as an analogy to illustrate the "exposure", readings and "conversation[s] that have "become part of me" and how it is a process that "happens intuitively". Thus, she states, "[n]othing is new":

> "Nothing is new. We just evolve it to a new level and I use this book in my design as well but not all, some of the articles, but it's "On the Shoulder of Giants". That's how I look at design. Maybe because of the conversation we had today, you might see something in a new perspective, in a new way. And tomorrow you have a conversation with me and you say something and I walk away with - we're just standing on one another's

> shoulders. So when one comes up with an idea, once again it's not the arrogance in thinking that it's all within me. It has become part of me, but it's a lot of the people's thinking and the reading that I've done and the exposure that I had, that added. I don't think about it. It happens intuitively, but do you see how it all flows."

IBS-MD, speaking from her working and consulting experience within local and now international Business Schools, points to the emergent process, design and the dynamics thereof in the "rolling out" of a programme that is contracted with the "CEO" or "HR Director" for example. It is during the "roll out", the actual delivery of the programme, that one is engaging with and "adapting" to the "people [..] at the coalface" as delegates within, and as clients of, the programme. This suggests that the design continues to evolve through the programme lifecycle (from contracting and designing to delivery) and is an emergent process where one works with and "adapts" to what "emerges" through the process of contracting, designing, developing and delivering leadership development as well as the learning and development therein of the stakeholders and delegates of the programme.

> "[..] because as we're rolling it [the designed leadership development programme] out we're adjusting it. Because now we're dealing with the real people, the people at the coalface, not that the CEOs are not real but they not at the coalface, so now as we rolling it out and we're dealing with it at -- the people who are at the coal face you have to make these changes, we're having to adapt, and that's what business schools need to get right."

IBS-MD gives one a sense of the challenges and dilemmas faced when attending to, and working with, the here-and-now emergent process and the "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) and "co-creat[ing]" (HOLDC-C1) during the delivery of the programme. She shares one of her experiences where the "CEO" called her during the "roll out" of a programme and stated to her, "I don't know what the hell you think you're doing":

> "I've had a CEO phone me on a Friday night at 18:00 to say to me I don't know what the hell you think you're doing. He said I've had feedback from my -- the people in the programme, a group of executives, I've had feedback and you're telling them that -- and what's emerged is that this business -- I used Professor Ghoshal's -- the 'smell of the place', and he says you're either downtown Kolkata or you the Fontainebleau forest and he says you're telling my -- you told my people that this company is downtown Kolkata. *And I didn't. It emerged in the conversation*." (italics added)

She suggests that it is a question of "how do you work with" the process, the delegates or the "people [..] at the coalface", and the "CEO" and/or "HR Director" as clients. On how one works with and manages the process, the emergent themes, and expectations of different stakeholders, she suggests that one needs to ask "what's the best approach [with the stakeholders and] how [are you] going to influence and lead this person to an understanding". It is similar to the discussion on the theme of the "blank page" in section 4.3.1.2.1 on customisation and the discussion on the continual negotiation between finding "space" (HOLDC-D1, HOLDC-C2, HOLDC-B and HOLDC-C1) for "best practice" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z) in leadership development and due consideration for the organisation's "appetite" (HOLDC-B), what is "palatable" (HOLDC-D1) to the organisation, and the possible "resistance" (HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z) from within the organisation. For HOLDC-D1, HOLDC-C1, HOLDC-C2 and HOLDC-A it is a question of how the organisation allows for the opening up of the developmental "process" and "space" to allow for the emergence of themes, dynamics, "doubts" (HOLDC-C1), questioning and "relativising" of (HOLDC-D1) one's ways of thinking and "sense-making" (HOLDC-D1, HOLDC-C2 and HOLDC-C1). HOLDC-C2 speaks of the need to "dislodge" the delegates within a leadership development programme; of the need to 'uproot' them from their confined 'pots' or their rootedness in the familiar, in their comfort zones and operational routines. The

above along with the theme of "resistance" within organisations is explored further in chapter five.

IBS-MD continues with the above experience with the CEO and how it could lead to "a witch hunt".

> "*I never said that, it emerged, so you have to deal with it and you have to find a way to* -- I mean because *that could get totally out of hand, so it's how do you work with that CEO* to say look I really didn't say that about your business, this is what *emerged*, then *he wants to go on a witch hunt* and so who said it, okay why are they saying that, *and that's where process comes in,* because you then have to almost -- for me I don't have this conversation unless I can sit face to face with them because I'm not going to have that conversation over the phone, it's let's have a meeting, let's sit down where I can have a pen and a paper I can draw if I need to because I need to assess exactly where I started this conversation, *I need to assess that CEO to say what's the best approach, how am I going to influence and lead this person to an understanding*." (italics added)

IBS-MD emphasises that one needs to appreciate the "challenges" with the "co-creating" and "co-design[ing]" with the CEO or HR Director as a client and "clearly understand what they will and will not allow". Is it a question of a client wanting you to "just tell them [the delegates] what Porters was" and "keep them in line" or are they seeking "real emergence":

> "So I've worked from very hectic -- I've had groups go back and the CEO or the HR Director to call me in to say you're fired. *I didn't want you to raise the real issues in the business, I wanted you to just tell them what Porters was*. I didn't really want all the *issues to emerge, but now these issues will come up and I have to deal with it*. So it's interesting, so it's interesting challenges and *experience has taught me be very aware of what the client will allow and not allow*, so now part of the *conversation* in terms of that *co-creating*, that *co-design with a client*, is to say *how ready are you for this*, do you want me just to *train* the people or do you *really*

want to hear what's happening, if they say I really want to -- I say hear what you're saying to me, if you really want things to *emerge* these are some of the things that could *emerge*, if that happens *are you comfortable to deal with it*, because if you're not, then we're not talking about *real emergence* here. We're talking about let's *brainwash* the people and *keep them in line*. So you have to understand the executive group that you're working, *you have to clearly understand what they will and will not allow*." (italics added)

4.4.3.3 Practicalities of implementing the design-on-paper

Along with managing the process, expectations of the different client stakeholders and the "challenges", IBS-MD and PM-DBS also point out the management of the practicalities of the day-to-day or here-and-now of "rolling out" (IBS-MD) a programme. That is, how the design-on-paper plays out in the day-to-day programme delivery and the coordination, administration, logistics, and supplies management this entails. As noted before, PM-DBS cites Past-PM-DBS's "recognition" that one needs to "over-manage" the "many dimensions" of a programme and the practicalities entailed:

> "[..] just, on the design, what I inherited from [Past-PM-DBS] was a recognition that we needed to, in a sense, over-manage the programme because there are so many dimensions to it, so we have someone who coordinates the action learning projects and the action learning project coaches; we have someone who oversees the coaches, I take that role, so I allocate the coaches to the groups and I oversee the process of the coaches and we pay a huge, I oversee the travel as well because the travel is a key dimension and, left to their own devices, you do not get the flights you want and which has major impact on the design, so the balance between getting the right flights and getting them feeling right about what they are going to be doing is quite important. [..] You have to over-manage but not the delegates."

4.4.4 Designing and designs as deliberate, emergent, dialogical, relational, contingent and learning processes: attending to the designer, design-work, design context, stakeholder contexts, and "spaces"

The above discussions on the participants' experience with the task of designing leadership development within organisations, including the blending of standardising, tailoring and customising within specific programmes, suggests that this task and the designs therefrom are not abstract, formal processes/procedures or products respectively. Designing and the designs of leadership development appear to evolve through the programme lifecycle, across iterations of programmes, across evolving programmes, and within the "function" (HOLDC-B) or centre. One needs to attend to both *designing* and *design* as a process. This means as a *deliberate* and an *emergent* process as well as a *relational*, *dialogical*, *contingent*, "trial and error" (Past-PM-DBS), and *learning* process. This suggests that a design or a programme of leadership development is not a complete, bounded 'object' or a fully and completely articulated formal object/structure.

Attending to designing and design as a *relational* process follows from the discussions on the theme of relationships, where one finds the importance of connecting, partnering, working collaboratively, and "co-designing" (HOLDC-A, HOLDC-C2 and HOLDC-C1 and IBS-MD) throughout the programme cycle and as a function, centre and programme manager. In these relational processes, there is a continuous *dialogue* within and across stakeholders, contexts and "spaces" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1and Del-2). One sees this in the "conversational design" (HOLDC-C1) of the developmental process, the "relational" and "experiential learning" in "syndicate [group] discussions" (PM-DBS), the "solid robust conversations" (Del-3) in the syndicates, the "delegates [dialogue and] finding the personal connection with the content" (Del-6), the quality, diversity and "the kind of conversations [delegates] had" (Del-2) within the BankSeta IEDP, the "conversation" (HOLDC-B) with line management as clients, and the way leadership development is packaged in "traditional labels" and made

understandable and "palatable" (HOLDC-D1) to others. It appears to be the connecting and dialoguing with the other, the other as something different and diverse. Del-1 makes the following subtle remark regarding the dialogue with others: "I think if we were all the *same clones* there, we wouldn't have the *same learnings*" (italics added) in the BankSeta IEDP. For HOLDC-C1 it is the "shar[ing]" and "respect[ing]" of different "views [and] mind-sets" in the "conversations"; and the "humility", "self-insight" and "wisdom" that develops from that.

> "[..] *create a context for quality conversations, people share their views and their mind-sets*, because of that they get to a greater level of understanding, because of this high level of understanding people in that room develops wisdom. *At the core for me leadership is wisdom*, and wisdom linked to it, it's got two things linked to it, respect. To *respect* my own view and respect the view of others, to respect people whatever that respect may be, and *humility*, to know that I don't know. When you get more *self-insight* about yourself you develop wisdom." (italics added)

Attending to designing and design as a *contingent* process means appreciating the "trial[s] and error[s]" (Past-PM-DBS) and attending to the fortuitous events, moments, reflections, reframing and synergies that emerge. This emerges in the discussion of designing and "design [as an] ongoing process" (PM-DBS) in the previous section. PM-DBS, for example, shares his fortuitous discussion with a delegate of the BankSeta IEDP and feedback from delegates. Thus, one finds a dynamic between his engagements with the delegates in the here-and-now, his attending to the emergent developmental process, and his own internal processing of these and thinking on design in the here-and-now and thereafter. Past-PM-DBS and PM-DBS also share their experiences of working with what is at hand as it were as programme managers; that is, working with, within and beyond the IEDP they "inherited" (Past-PM-DBS) when the retail banking BankSeta IEDP became "anchor[ed]" (PM-DBS) at the Delta Business School. The BankSeta CEO shares how his personal history and experiences shaped his approach to designing the BankSeta IEDP and developing "integrative managers". Through these

discussions one finds designing and design as a learning process. HOLDC-C1 aptly captures this by her reference to the title of a book, "On the Shoulders of Giants". As discussed in the previous section on designing and design as an "ongoing process" (PM-DBS), HOLDC-C1 uses the title as an analogy to illustrate her broad "exposure", her many readings and her many "conversation[s] that have "become part of" her and that now inform her designing as a process that "happens intuitively". Thus, she states, "[n]othing is new". We learn and stand "on the shoulders" of others.

It would appear then that one needs to attend to designing and design as a *deliberate*, *emergent*, *relational*, *dialogical*, *contingent* and *learning* process. More importantly, one needs to attend to how these processes are situated, embedded and evolve within different "levels" (and the varied ways in which "levels" are differentiated), different "spaces", the policies, practices and systems therein, the differing "point[s] of view" of internal and external stakeholders, and the different ways of "working". It appears that one needs to explore and situate *design-work* within the personal histories, organisational histories and contexts, and the "spaces" that the *designers*, *design context*, *delegate/learners* and the *institutions* are situated and embedded within. It is these personal histories, organisation histories and contexts, and "spaces" that the designers work within and take up *positions*. This is explored in the chapters that follow, where chapter five explores the organisational histories and contexts of the evolving leadership development within the BankSeta and banks and chapter six explores the personal histories. Through these discussions one finds the theme of the formalisation, opening up, differentiation and maturation of leadership development over time within the different "levels", "spaces", contexts and histories. It seems that one cannot speak of leadership development in the abstract or the design (both as a noun and verb) thereof as an abstract, formal, technical activity, procedure or process.

In the participants' discussions there are different "perspectives" (BSeta CEO and HOLDC-D1) that emerge, from the "sectoral", "organisational", to the "process

perspective" at the programme level. Along with the differentiation of "perspectives" there is the differentiation of "levels" and "spaces". As one attends to the differentiation of "levels" and "spaces", one finds the different "point[s] of view" (HOLDC-A) of the various internal and external stakeholders. These are the many "point[s] of view" (HOLDC-A) through the programme lifecycle that the designers are engaging with. Through the programme lifecycle there appears to be different ways of "working" (BSeta CEO) or design-work.

It is in this context of "point[s] of view" (HOLDC-A), "spaces" and "perspectives" that it appears the designers are "beginning [the task of designing] with the end in mind". One could also suggest the designers are "beginning [the task of designing] with the end[s] in mind" as these are negotiated with the different stakeholders. This "beginning with the end in mind" requires the designer to be deliberately "working the steps backward" to meet these negotiated "end[s]" and the themes discussed in the previous section on customisation. However, when working in the here-and-now of programme delivery and the "coalface" (IBS-MD) of development it appears that these "end[s]" are continually negotiated. This is through the whole programme lifecycle. When working in the here-and-now of programme delivery the designer is confronted with emergent themes and an emergent developmental process. Working with the emergent themes and process means being open to designing and design as an emergent process as well, and of being comfortable with working within a "process perspective" (HOLDC-D1). This means being open and comfortable with designs not being seen, referred to, and used as static, formal objects.

Although one can *conceptually* differentiate the process of designing, designs and ways of "working" (BSeta CEO) from a research perspective and context, for the research participants their lived experience, engagement with, and reflections on designing and designs of leadership development within their respective organisations appears to be more interconnected, intertwined and enmeshed. As much as it is multifaceted, it is also at the same time a phenomenal "world" (HOLDC-C1) that is not experienced and engaged with in a conceptually

differentiated or compartmentalised manner. In their narrating one finds that there are constant movements. They move and weave between the conceptually differentiated themes, designing, designs, levels, contexts and "spaces". Thus, one finds that the standardising, tailoring and customising in the designing of leadership development is informed by their personal histories, organisational histories, "perspectives", "point[s] of view", lenses, contexts and "spaces". This brings one to the question of integration.

4.4.5 The question of "integration" of, within, and through the design of leadership development: of "integrat*ion*" of leadership development, "integrat*ed*" leadership development, and "integrat*ive*" leadership development

One can formulate the question of integration as a question of how the designers negotiate, broach, bring together or balance these different demands, histories, "perspectives", "point[s] of view", lenses, policies, practices, systems, contexts and "spaces" in designing and the designs of leadership development. One could also formulate it as a question of how these different demands, histories, "perspectives", "point[s] of view", lenses, policies, practices, systems, contexts and "spaces" shape and influence the designer. That is, the manner in which the designer negotiates, broaches, brings together or balances the selection of the "content" and "process pieces" (HOLDC-B) of a leadership development programme, the structuring of the programme as a whole, the iteration of programmes, the evolution and development of programmes over time, and the evolution and development of the leadership development "function" (HOLDC-B), centre and team over time.

The above framing of the question of integration is centred on the *designer*. What seems to emerge from the research participants' discussions is that one can explore integration as different *forms* and from different *points*, "*perspectives*", *levels*, "*point*[s] *of view*", "*spaces*" and *agency*. This means that integration can take on different modes and meaning depending on the above, including the

intended or projected time horizon. These are discussed below. Before this one needs to note some of the participants' use and clarification of the term 'integration', and the suggestion, for example, that "integrat*ive*" (HOLDC-C2) is more apt than "integrat*ion*" or "integrate*d*", as it indicates, firstly, an attempt at integrating and secondly, it does not presume that the attempts at integrating will lead to a fully resolvable finality, solution, end-result or end-product. It opens up the question of *what* one is attempting to integrate or what the *process* of integrating is *attending* to and *results* in. It requires one to clarify the noun (whether, for example, ideas, concepts, or conceptual, developmental, individual or organisational objects) and domain(s) or the range thereof. It poses the question whether integration can be pictured as (1) realising *something* resolvable, achieving closure and accomplishing an *end-state* or end-product; or (2) as *being open-ended* and a *continuous process* of integrating; as (1) *something* that one can predesign or predestine; or (2) an open-ended and continuous integrative *process*.

4.4.5.1 Attending to the use of terms and clarification thereof

It would appear that one needs to attend to the research participants' use of the following noun, verb, and adjectives: "integrat*ion*", "integrat*ing*", "integrate*d*" and "integrat*ive*". This emerges in the discussion on *leadership* as the question of the possibility of an "integrate*d*" or "integrat*ive*" leadership "framework", "model" and "theory", that is, a question of a resolved, final and all-encompassing framework of "leadership" or a continuous and "provisional" work-in-progress. It emerges in the discussion on *leadership development* as being conceptualised as "open" and as being an open "process"; and the design thereof and as a programme being characterised by "flexibility" yet also being "over-managed", a space for the emergent and "integrative work" and as a "seamless solution" for a "client". This poses the question of *what* and *how* one is attempting to integrate and the *form* of integration; and whether integration means closure, resolution, end-result, and end-product or openness and a continuously evolving work-in-progress and emergent process. Integrating or integration also emerges as "integrative *work*", whether the integrative work of the designer, coaches or delegates. It opens up the question of the *agency* and *centreing* of integration.

Through the discussions then it appears that one needs to attend to the *use* and *form* of "integrat*ion*", "integrat*ing*", "integrate*d*" and "integrat*ive*" and the question of *how* and *what* is integrated, being integrated, one is integrating, attended to in integration, attended to in "integrative work" or attempts, the resulting object of integration, realisable through integration, and realisable through "integrative work", attempts, effort or processes. That is, the referent(s), object(s) and the domain(s) or range thereof and whether, for example, it is a *conceptual*-based (disciplinary, multi-disciplinary, inter-disciplinary,[53] case, or problem-based), *developmental*-based (developmental content, methods or process), *organisational*-based, or *individual*-based integrating, integration, or approach of being integrative. It poses the question of *what* is the *resultant* from the integrated, or of "integration", or of "integrative work"; whether a bounded *conceptual* 'product' such as a "leadership framework", a bounded *developmental* 'product' such as a defined programme, or a "*process*", or "*work*" that is undertaken, as well as what tense is implied, whether the past, present, future or future continuous tense. Here, one can see the complexities with the use of the term 'design', as it can be both a noun and a verb, as design can be seen as both an object and a process.

HOLDC-C2 at one point references the "integrate*d* leadership programme" developed at the bank: "it was really a first time in the bank we're using simulated environments, using the computer, using some leadership tools, using knowledge management, using connecting with other people, sharing, asking questions, getting responses back all of that to develop leaders, this is a new thing here". At another point he differentiates the terms "integration" and "integrative". In his discussion on "leadership" and a possible "framework" of or for "leadership", HOLDC-C2 argues against "integration", as in an "integrate*d*" "framework" or "model" of "leadership". He does allow for the possibility of an "integrat*ive* framework". Elsewhere HOLDC-C2 speaks of the need for an "*open*, integrat*ive*, connected, synergistic leadership" for the "complex" and "chaotic" worlds he

[53] In chapter eight the definitions and differentiation of multi-disciplinary, inter-disciplinary and trans-disciplinary forms of thinking, work and collaboration is discussed.

suggests we are in (citing the categories of the Cynefin framework). As he discusses this he notes that the "leader" him/herself as a person is the "foundation [of] integrat*ive work*"; or the 'site' or centre of the "*work*" of "integrat*ion*" of the "cognitive, the somatic, the emotive, relational, how I relate to other people, and spiritual domains" to be a "holistic leader". He argues that one needs to find "integrat*ion*" *within oneself* rather than searching for it *in the organisation*. It is only then that the "leader" can find "integration in the world of work":

> "Because if there's *no integration within the leader* himself in terms of his mind, his body, his soul, you know, his relationships -- if there's no integration in that he *will not be able to find that integration in the world of work*." (italics added)

HOLDC-D1 similarly argues that "leadership is [..] complex" and that one "shouldn't even try and pin it down" or assume that one has arrived at a final, complete or "integrated leadership" "model", "framework" or "theory". She argues that our current "frames of reference", such as the "Drotter [leadership] pipeline" "model", serves us as a "provisional language". She adds that one could "use" these "interchangeably" and "critically" by comparing and contrasting these "frames of reference". It seems both a pragmatic and critical "use" of the available "frames of reference" by comparing and contrasting these "frames".

> "But maybe you shouldn't, *you shouldn't even try and pin it down*. You can *use* these things and *interchangeably*, you can *use different frames of reference* and *compare different ideas and theory*, theoretical models, but the idea of leadership is as complex as the idea of society so we've got to constantly be evolving in our thinking [..] Not tied up." (HOLDC-D1)

The BankSeta CEO appears to make a similar point to HOLDC-C2 regarding the "leader" him/herself being the "foundation [of] integrat*ive work*". However, the BankSeta CEO attends to the "*work*" (HOLDC-C2) and "*experience*" of the *delegate* as a "leader" and the *designer* of leadership development, of "somebody who's actually been in the trenches". Through the conversation one finds the BankSeta CEO suggesting that the designer's thinking on and through the design

of leadership development needs to be "integrat*ive*" if the purpose is to develop a "manager [..] at an integrat*ed level*".

> "So you need somebody [a designer] who *understands business in an integrative sense and also at that level* and that helps. That really helps. I'm not saying that is the only way. I'm sure other people can do it differently but it has *helped me a lot, my own broad experience in business.*" (italics added)

Although he does not agree with the design of leadership development or leadership development itself being a "*closed system*", the BankSeta CEO does note at the same time that "we say to people you know we want a *seamless solution* to clients". Here, the BankSeta CEO shifts his point of reference from the delegate and designer's work to the programme as a whole, as a "seamless" product or "solution" to a client.

> "A client is not interested that finance and IT did the following [in the leadership development programme]. He wants a solution to the problem that he has."

The past and present programme managers of the BankSeta IEDP at Delta Business School suggest that one needs "flexibility" (Past-PM-DBS) in a leadership development programme and its structure. This allows for the opening up of the developmental space for the emergent "learning" (Past-PM-DBS) and "relational" (PM-DBS) process, the "ambiguity" this entails, and the space for the delegates' "grappl[ing]" with, within and through the programme. HOLDC-C1 suggests the same.

> "I'm also *not* totally convinced you want to *integrate everything*. You want to have some *ambiguity*, so you have to *grapple with what is going on*." (Past-PM-DBS)

> "[..] they don't get agendas or programmes [for the leadership development programmes they attend at the bank]. You know what, Life doesn't offer you an agenda and *they struggle to deal with the uncertainty*.

> They know the theme of the programme but they don't know where they're going, nothing. That is congruency [between the developmental "process" and "Life"]. Life doesn't offer you agenda. Why should I give you an agenda? [..] I don't give you name tags. Life doesn't offer you." (HOLDC-C1) (italics added)

As noted in the discussion on design as an emergent process, Past-PM-DBS states that there is space for the coaches as "individuals and [..] their own approaches to coaching". There is not one singular or integrated "model of coaching" that is "prescribe[d]". He adds that on a programme level there is "no sort of models that we use to integrate all the material" or "everything" "fully". Again, this is to open the space for the emergent process and delegates' individual and syndicate "engagement" and "grappl[ing]. It is at the level of the coaches and their interaction with the delegates that "integration" is meant to occur: "We rely on the coaches to do quite a bit on integration *individually*." However, Past-PM-DBS notes that "coaching [..] doesn't always deliver the results that it should".

With HOLDC-A and HOLDC-D1 one finds the similar suggestion that, although when designing one "ties everything end to end" (HOLDC-D1) to create an "overall journey" and "over-manage" the programme as Past-PM-DBS suggests, leadership development needs to be "open" (HOLDC-A) and an open "process" (HOLDC-D1, HOLDC-C2 and HOLDC-C1). As PM-DBS states, one does not "over-manage [..] the delegates".

> "It needs to be an open framework." (HOLDC-A)

> "[..] so we tie everything together end to end and we hand pick certain things to tie into the overall journey. So that's what we mean by end to end, it's just a process'" (HOLDC-D1)

> "You have to over-manage [the programme] but not the delegates." (PM-DBS)

Del-2, one of the delegates, questions whether it is "possible to integrate leadership development". She suggests that if it is a possibility then it would not serve the "purpose" of "stretch[ing]" and facilitating the "change" in the delegate. She points to the "individual perspective" and the "point where some things clicked" for the individual and he/she realises a "change" and difference in their person and the way they act.

> "I don't think it's possible to integrate leadership development, I think leadership development always kind of happens over and above, so I think once you start integrating it, it might not necessarily be serving its purpose of that stretch that you want to enable, so ja I don't necessarily see the integrate part, ja but I think it's also important as I said before to kind of volunteer yourself to these leadership development programmes when you feel you're ready for some change or development."

> "And from an individual perspective you've got to realise that if you want the full value you've got to hop onto those things at the time where you have reached that point where something's clicked and you know now you need a change. You need to do something differently."

Del-6 similarly points to the agency of the individual delegate in "connecting [the] dots" and "personalis[ing] the integration of these things [the "perspectives" and "learning" within the BankSeta IEDP she attended]".

> "So I'm always looking for connecting this dots and integrating and the nature of my role."

> "[..] because I had a personal agenda of personal growth, I had a purpose, I was looking forward to take something out of that and I got it out from a business perspective, from a personal perspective, from a leadership perspective, all the other perspectives that were there. I made sure I leveraged those perspectives, and it worked for me, and I made it my own agenda to integrate those to make me a better person and make it a better

> contribution that I bring in as a leader into an organisation or whatever I do. So sometimes we must personalise the integration of these things, especially if we are executives in development, in the making. Integration is a must and maybe we don't need to wait for the BankSETA or [Delta Business School] to integrate those things for us, to find a way of integrating it for us. I think it must be an assignment that is given and it must be an individual assignment and then there must be a broader syndicate assignment that brings the minds together to integrate these things. That's how we're going to solve it."

PM-DBS suggests that designing leadership development and the actual leadership development itself faces the same "leadership dilemma" that "leaders" in organisations do: "I suppose it is the same, it is the leadership dilemma of how do you get people on the bus, the same bus". He uses the metaphor of a bus that aptly points to the richness, diversity and heterogeneous paths entailed in leadership and leadership development. It suggests different individuals sharing the same space, vehicle, direction and 'road conditions' *yet remaining individuals who bring their own histories and experience to, and have their own individual experience of, the bus, the space within, trip, and the destination*.

One also finds analogies that speak to the theme of integration. Past-PM-DBS in his discussions on leadership development uses different developmental metaphors and analogies that provide a sense of the diverse and generative ways of visualising and formulating integration. These concern the developmental "process" and the focus on realising and bringing together the delegates' potential: "*cultivat*[*ing*]" the "seeds" or potential of the delegates and "help[ing the delegates] *sharpen* [their gifts] to be better rather than give [them] new gifts as it were". It is the recognition of, and "*flexibility*" to allow for, "*many routes* to effectiveness". This means acknowledging that each delegate will develop, harness and bring together their potential through "many routes". It is also the positioning of the BankSeta IEDP programme as a "*springboard*", a focus point to launch or spur the "personal development [and] change"; and then the delegates'

journeys "*carry on* [and that is the reason] why I say one of the things is to *inspire* them to want to change". This means harnessing their motivation through the Leadership Quest process and acting as a catalyst of "change". It is also "designing experiential exercises" for "*engineering* the [delegates'] insights" from the "experiential exercises" and various immersions locally, on the continent and globally. This suggests bringing about and emerging "insights" as an "outcome", as well as the "continuation" of these "insights" that "lead to them [the delegates] changing how they operate with their teams and back at work".

> "What happens outside of that [during and after the BankSeta IEDP], hopefully a lot of the insights that they gain in the programme lead to them changing how they operate with their teams and back at work. So we'll see that sort of continuation coming through."

This means the further integration of learning and "insights" from the programme to "how they operate" in the workplace. Thus, Past-PM-DBS states, "we hope that we *set the stage* and then *other people pick it up along the way*, and therefore *reinforce* the whole idea of their own personal development *through everything that is done*". This suggests that integration continues and, "reinforce[s]" the Leadership Quest and "personal development [and] change" "process" "through everything that is done". The key word here is "everything". It suggests finding integration and integrating "through everything that is done". This means designing leadership development not as an arrival at a final point or destination, but rather as part of a continuing journey that the delegate him/herself and "other people pick [..] up along the way" and "through everything that is done".

4.4.5.2 The forms, "perspectives", "point[s] of view", agency, "space" and time horizons of integration

One can infer from the participants' discussions the following forms of integration in relation to the forms of designing discussed earlier. There is the possible *deliberate* and/or *emergent* integration in the designing of leadership development, the design itself, the implemented programme content, process, methods, cases, "study tours" or company, local, continental and international

visits, developmental processes, experiences and/or alignment with the delegates' and organisations' developmental and performance cycles. The *emergent* integration could be facilitated, aided, serendipitous or fortuitous. This means integration can be *contingent*. Integration can be a process of *learning*. Here, one can cite HOLDC-C1's description based on the title of a book, "On the Shoulders of Giants", as suggestive of appropriating, reframing, repurposing, refocusing and (re)integrating from others, and cite the delegates learning and consolidating in the syndicate groups or integrating various "perspectives" (Del-6) through their learning process. Integration as learning implies the *relational* form of integration or integration through, within or centred in relations and engagements with others. Integration can also take a *dialogical* form, a dialogue of "shared mind-sets" (HOLDC-C1), "perspectives" (Del-6) or the delegate with him/herself as they "verbalise" (HOLDC-DBS), narrate, reframe and make sense of their journey and being a leader.

In the previous subsection on designing and design as a *deliberate*, *emergent*, *relational*, *dialogical*, *contingent* and *learning* process, it was suggested that one needs to attend to how these processes are situated, embedded and evolve within different "levels" (and the varied ways in which "levels" are differentiated), different "spaces", the policies, practices and systems therein, the differing "point[s] of view" of internal and external stakeholders, and the different ways of "working". This suggests that one needs to attend to integration from these "perspectives" and "point[s] of view" and the agency, "spaces" and time horizons of integration.

The integration from the different "perspectives" and the "point[s] of view" of different stakeholders can be listed as below. The research participants' descriptions of these are explored in more detail in the subsequent chapters. The different "perspectives" and the "point[s] of view" of different stakeholders suggest that integration is not solely centred in, with or by the designer. This links back to the earlier discussion of the many forms of integration. It suggests that one needs to attend to the many forms, "perspectives", "point[s] of view",

"spaces" and agency of integration *together*, that is, how together these shapes and centres integrate and equally are themselves shaped through the integration process.

- "**SECTORAL PERSPECTIVE**"
    - Integration from "*sectoral perspective*" (BSeta CEO) of the themes, "golden threads", pedagogical methods and "exposure" (BSeta CEO and Past-M-BSeta).
    - Integration as alignment with the purpose, policies, practices and systems of the BankSeta and the sector and national skills development strategy.

- **BANKS' OR "BUSINESS PERSPECTIVE"**
    - Integration from the *individual bank* or "*business perspective*" (Del-6) of the themes, "golden threads", pedagogical methods, and pedagogy.
    - Integration as alignment with the purpose, policies, practices and systems of the individual bank.
    - Integration at the organisational level from a "*leadership* point of view" (HOLDC-A), as a "*leadership*" function within the CEO's office, rather than only a "*leadership development*" function, incorporating the organisation development and transformation function (Coach2), or as a "leadership and learning function" within the CEO's office (HOLDC-B).

- **DELTA BUSINESS SCHOOL PERSPECTIVE**
    - Integration from the *Business School faculty perspective(s)* of the themes, "golden threads", pedagogical methods, and pedagogy.
    - Integration as alignment with the purpose, policies, practices and systems of the Business School, University and National Qualifications Framework and National Accreditation Standards.

- "**INDIVIDUAL PERSPECTIVE**"
    - Integration from the "*individual* perspective" (Del-2) and "*personal* perspective" (Del-6) of the delegates, by the individual delegates, through the individual delegate, and/or centred within the individual delegate.

- **THEORETIC PERSPECTIVE**
  - The question of the possibility of an "integrate*d*" or "integrat*ive*" (HOLDC-C2) leadership "framework", "model" and "theory". The suggestion of an "open, integrative, connected, synergistic leadership" for the current "complex" and "chaotic" worlds (HOLDC-C2).

- **PROGRAMME AND DEVELOPMENTAL PROCESS PERSPECTIVE**
  - *DISCIPLINARY AND PROGRAMME MANAGEMENT FOCUS*
    - From the point of view of individual disciplines, discipline of the lecturer/facilitator, "integrating the various strands [and] modules" (HOLDC-DBS) through team-teaching, multi-disciplinary curriculum, inter-disciplinary curriculum, and/or a programme manager present throughout a programme.
    - A programme manager, programme administrator, "learning integrator" (HOLDC-B) or other acting in an integrator role:

"We need a personal coach, we need a team coach and we need an academic coach. They could be the same person but they don't necessarily have to be, but all three of those elements need to go into making that integration really tangible." (HOLDC-DBS)

"So learning integration for us, depending on the level of audience, we actually assign an individual as a learning integrator, so they stay with the group through their entire journey, and all they do is they weave in the entire conversation. So if you could imagine the golden thread through the entire piece, we would call that learning integration." (HOLDC-B)

- From the point of view of the need to "tie everything together end to end" in and as a programme (HOLDC-D1 and HOLDC-B).
- The question of whether it is necessary or congruous to "integrate everything" (Past-PM-DBS) in a programme; of the need for "flexibility", "space" as well as structure for "different routes", "ambiguity", delegates' "grappl[ing]" (Past-PM-DBS), delegates' "stretching" (Del-2), and "congruency [with] Life" (HOLDC-C1).

Acknowledging that there are "so many levers that you have to pull to put all these pieces together".

- *ORGANISATIONAL FOCUS*
  - From the point of view of problem-solving specific organisational issues.
  - From the point of view of the individual and/or organisations' performance and development cycles and process.
  - Addressing the lack of attention to the integration of leaders with teams and of teams within organisations "where people teach and link how people interact as leaders and as teams while they work on their action learning stuff" (HOLDC-DBS).

- *INDIVIDUAL FOCUS*
  - Integration "individually" (Past-PM-DBS) with each delegate from the point of view of the coach.
  - Integration from the point of view of personal "change" and their "being" (HOLDC-C1).
  - Integration through the individual Leadership Quest assignment, "verbalising" and "journaling".
  - From the point of view of "cultural integration" (Past-M-BSeta) of the delegates during the international visits or "study tours" (PM-DBS).
  - The intention of the BankSeta IEDP to give delegates a full sensorial experience; taking the delegates outside of their comfort zones and providing an "integration of the senses" to allow for "comparisons" and "contrasts" across contexts, experiences and learnings.
  - From the perspective of the delegate "personalising integration" (Del-6).
  - Integration from the perspective of the delegate's "journey" (Coach4) over time across programmes entitled as management, leadership and executive development, where one does "not lose sight of the [need for] integration between the two [management and leadership development]" (Coach4).

The differentiation of the agency of or for integration is listed below. These are explored in more detail in the subsequent chapters.

- **BUSINESS SCHOOL**
    - HOLDC-D1 and HOLDC-Z suggest the Business Schools can help them "keep up to date" (HOLDC-Z), integrate "new thinking" (HOLDC-Z) and research, and help them "think about how [they] can apply ["the latest research"] in a very real way" (HOLDC-D1).

- **BANKS**
    - From the point of view of "contracting" (HOLDC-B) with the delegate's line management, articulating the individual's development journey and the opportunities for development on-the-job.

- **DELEGATES**
    - From the point of view of the delegates' personal journey of their developing agency, sense and narrative of being a leader, evolving perspective, and being a whole integrated person.

- **BANKSETA**
    - Aligning the sector IEDP and broader development strategies and programmes to "talent management processes" (M-BSeta) of the individual banks.

The possible spaces of integration appear to be the same that emerge in the discussions with designing. These are, for example, the organisational, programme, developmental (coaching, syndicate, classroom, cases, action learning, and company, local continental and international visits), relational and 'internal' "space[s]" (Del-2) of the delegates. The integration time horizon spans the here-and-now of development, programme duration and "continuation" (Past-PM-DBS) post-programme. This means the different forms of integration as these evolve in the here-and-now, through a programme, post-programme, across programmes and organisational change and the related change in leadership development.

4.5 CONCLUSION

The chapter explores and maps the landscape of leadership development within the retail banking sector. The discussion introduced the post-Apartheid context of the sector and the national and sector skills development strategies. It locates the emergence and functioning of the BankSeta within this context. The discussion then attends to the "mandate[s]" and funding of leadership development within the retail banking sector before exploring how the stakeholders, the BankSeta, banks' Leadership Development Centres and Delta Business School, position and differentiate themselves from each other. The discussion traces the differences and similarities between the stakeholders and the emerging nuances, complexities, dynamics and continuities and discontinuities in relation to leadership development. These are discussed along three thematic threads: of their differentiated "perspectives" and "spaces"; "access", partnering and "partnerships"; and contextualisation and the lenses through which they view contexts. The evolving differentiation of "customisation" and the practice of blending standardising, tailoring and customising are explored therein. The discussion on designing and designs of leadership development follows. It suggests that designing and design be explored as a process; that is, as deliberate, emergent, dialogical, relational, contingent and learning process. This leads to the discussion of the question of integration, of the terms, visualising, framing and centreing of integration. The tables below (compiled by the author) map how chapters five, six and seven take up the discussion, themes and thematic threads from the present chapter.

Table 5a: Mapping the chapters and themes: Stakeholders and their positioning

(Compiled by author)

4.3 LEADERSHIP DEVELOPMENT WITHIN THE RETAIL BANKING SECTOR: THE STAKEHOLDERS AND THEIR POSITIONING OF THEMSELVES IN RELATION TO, AND AS DIFFERENTIATED FROM, EACH OTHER		
Stakeholders differentiating leadership development within the retail banking sector along three thematic threads; and the emerging nuances, complexities, dynamics, and continuities and discontinuities amongst the BankSeta, banks, and Delta Business School		
(1) Participants' differentiation of the "sectoral" and banks' "organisational perspectives" and "spaces"	Exploring the differentiation of the BankSeta's "sectoral perspective" from the individual banks' focus on its "strategy", "business", "customer centricity", "culture", organisational "alignment" and "strategic direction"	**CHAPTER FIVE** The evolving BankSeta IEDP
	Exploring the differentiation by the Heads of the banks' Leadership Development Centres of their leadership development "function" (HOLDC-B), centre and programmes from that of the Business Schools	**CHAPTER FIVE** The banks' evolving leadership development "function", centre and programmes **CHAPTERS TWO AND EIGHT** Strategic alignment **CHAPTER EIGHT** HR journey and design
	Exploring the evolving "customisation" and forms of differentiation thereof within the BankSeta and banks. The *conceptual differentiation* of standardising, tailoring and customising leadership development and the *practice* of blending.	**CHAPTER EIGHT** Situating the themes, thematic threads and histories within the debates on instructional design, curriculum design and design in general
	Exploring the evolving referents and use of the terms "customising" and "customisation" as the retail banking sector stakeholders' "sophisticat[ion]", "maturity", "capability", and the challenges therefrom evolves.	**CHAPTERS FIVE AND SIX** The evolving BankSeta IEDP and the banks' evolving leadership development "function", centre and programmes. The organisational and personal histories.
	Exploring the evolving lines of customisation and differentiation thereof: (1) *the themes and thematic or "golden" threads that are informed by the "perspectives" and "spaces" of the institutions*; (2) *the "policies", "practices" and "systems" the leadership development "function" and programmes are embedded within*, and (3) *the learning and developmental process within the programmes and interventions*	Exploring the theme of identity-work
	Exploring the developmental focus of leadership development	The journey of the IEDP delegates
	Opening up questions on, and the "space" of, pedagogy	**CHAPTER SEVEN** Framing and delimiting the pedagogic space **CHAPTER EIGHT** Exploring the granular concepts, 'space' and 'place'. Exploring these concepts with the levels of analysis to suggest a 'geometry' of leadership development
(2) Differentiating "access", partnering and "partnerships"	Exploring the BankSeta differentiation of their access and partnerships from the individual banks; and the banks partnering with internal and external stakeholders, including the Business Schools. The discussion of the partnering with the Business Schools continues the opening of the question of the pedagogic space.	**CHAPTERS FIVE AND SIX** The evolving BankSeta IEDP and the banks' evolving leadership development "function", centre and programmes
(3) Differentiating contexts of organisations, "leadership" and learning and development	Exploring the differences and similarities of how the participants contextualise organisations, leadership, learning and development within the local, African and global contexts.	**CHAPTER SIX** The participants' 'lenses' differentiated as levels

Table 5b: Mapping the chapters and themes: Designing, design and integration (Compiled by author)

4.4 DESIGNING AND DESIGN OF LEADERSHIP DEVELOPMENT AND THE THEME OF INTEGRATION				
Exploring designing and design as a process and its varied forms			**CHAPTERS FIVE AND SIX** The organisational and personal histories within and through which the design-work, design contexts and designer evolves	**CHAPTER EIGHT** Situating the discussion of designing, designers and design within the debates on instructional design, curriculum design and design in general
	The relationships and relational nature of designing leadership development	The importance of relationships through the lifecycles of the leadership development "function", centre and programmes; of the importance of connecting, partnering, working collaboratively, and "co-designing" throughout the programme cycle and as a "function", centre, and programme manager.		
	Deliberate designing and design	Exploring participants' discussions of the deliberate process of "begin[ning] with the end in mind" and "working the steps backward" when designing leadership development.		
	Emergent designing and design	Exploring the participants' discussions of working in the here-and-now of development; of the emergent process and design.		
		Exploring designing and the design as an "ongoing process" through the programme lifecycle		
		Exploring the practicalities of implementing the design-on-paper.		
	Designing and designs as deliberate, emergent, dialogical, relational, contingent and learning process	Designing and designs as processes evolve through the programme lifecycle, across iterations of programmes, across evolving programmes, and within the leadership development "function" and centre. It appears that one needs to explore and situate design-work within the personal histories, organisational histories and contexts, and the "spaces" that the designers, design context, delegates/learners and the institutions are situated and embedded within.		
The question of "integration" of, within, and through the design of leadership development			**CHAPTERS FIVE AND SIX** Integration at the organisational level (theme of centralisation and decentralisation) and at the leadership development "function", centre, programme, and individual levels. **CHAPTER SEVEN** Implications for the framing and delimiting of the pedagogic space.	**CHAPTER EIGHT** **Exploring integration in the literature on design.**
	The terms and visualisation of "integration"	Attending to the participants' use of terms and clarification thereof: of "integration" of leadership development, "integrated" leadership development, and "integrative" leadership development. Picturing integration as: (1) realising something resolvable, achieving closure and accomplishing an end-state or end-product; or (2) as being open-ended and a continuous process of integrating.		
	Framing and centreing integration	Exploring integration beyond the centreing in, on or by the designer. Appreciating the forms, "perspectives", "point[s] of view", agency, "space", and time horizons of integration.		

CHAPTER FIVE
ORGANISATIONAL JOURNEYS IN FRAMING, FORMALISING AND INSTITUTIONALISING LEADERSHIP DEVELOPMENT

5.1 INTRODUCTION

The present chapter explores the organisational journeys in framing, formalising and institutionalising leadership development by the BankSeta and the retail banks. The chapter begins with the evolving BankSeta International Executive Development Programme (IEDP). The subsections discuss the perspectives of the BankSeta and Delta Business School on the purpose, positioning and evolution of the IEDP. These discussions provide insight into how a "leadership development *programme*" (BSeta CEO) and the *design* thereof evolves over time. Thereafter the chapter explores the evolving leadership development "*function*" (HOLDC-B), *centre*, *designers* (HoLDCs) and *designing* within the retail banks. The subsections begin with the discussion of the negotiated purposes of leadership development. This is followed by the discussion of the organisational journeys of "formalis[ing]" (HOLDC-D1) the leadership development "function", partnering with management, and "resistance" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z). Here, one finds the thematic thread of the dynamics of centralisation and decentralisation within organisations. Thereafter the discussion focuses on the layers of journeys of and within the Leadership Development Centres and of the internal differentiation of the Centres. This includes the relation with, and external differentiation from, the Business Schools.

Visual summaries are presented to help map, locate and draw linkages between the national policy, national skills development, sector skills development, BankSeta, retail banks, and leadership development "spaces" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D1 and

Del-2). These revert one's attention to how leadership development evolves within institutional contexts, spaces and histories, rather than on a 'blank page'.[54]

5.2 THE EVOLVING BANKSETA INTERNATIONAL EXECUTIVE DEVELOPMENT PROGRAMME (IEDP)

Chapter four provided the historical and institutional context of the post-Apartheid skills development landscape, the BankSeta and the BankSeta IEDP. The present section focuses on the BankSeta IEDP as a "leadership development *programme*" (BSeta CEO). The discussion begins with the perspectives of the BankSeta CEO and the responsible past and present[55] Skills Development Managers, and thereafter explores the perspectives of the Delta Business School past and present programme managers and the faculty and coaches who are part of the team on the IEDP.

5.2.1 The perspective of the BankSeta on the purpose, positioning, and evolution of the IEDP

5.2.1.1 Purpose of the IEDP

The BankSeta IEDP falls within the responsibility of the Manager, Skills Development. The BankSeta research participants, which include the CEO and former and current programme managers, frame and locate the purpose of the BankSeta IEDP purpose mainly in relation to their "sector" focus, which ties in with their legislated mandate, vision and mission regarding the banking sector's education, training and development. Through this sectoral focus the discussion centres on (1) the task of equity "transformation" in the sector; (2) "build[ing]", developing and "harness[ing]" a "talent pool" for the "executive level" of management within the sector as a whole; and (3) addressing "common themes and problems" within the sector. The task of equity "transformation" and the development of a "talent pool" are linked, as the BankSeta aims to develop a more

[54] The theme of "blank page" is discussed in chapter four in relation to customisation and navigating and negotiating "point[s] of view".
[55] Present at the time of the interviews. There have been subsequent changes in the staffing at the BankSeta.

representative "talent pool" in terms of race and gender. One notes the continuity of the thematic lines from the discussion of the BankSeta's mandate, vision and mission.

The BankSeta CEO describes the IEDP with differing emphasis at various points in his conversation. He, as well as the former and present Skills Development manager responsible for the BankSeta IEDP, tend to focus on the "global exposure" to various institutions, "contexts" and "content" afforded to the delegates and the "network[s] of very capable people internationally" with whom the delegates engage. It seems likely that the IEDP will aim to develop "the skills that any manager at executive level would need in any event". However, the BankSeta CEO does at times point out that the focus is "leadership": "but it's leadership really rather than content of banking". Below the BankSeta CEO provides a description of what the BankSeta IEDP comprises as a development programme.

> "The IEDP aims to accelerate the development of senior, high potential, historically disadvantaged individuals in the [..] banking sector, and places **leadership** and **self-reflection** at the heart of its course. We aim to impart the idea that collaborative leaders are personally mature, and so our IEDP candidates present a **personal development plan** [in the form of a personal Leadership Quest][56] as part of their overall assessment. We assist our candidates with their personal development plans by providing regular *feedback* and *reflection sessions*, and everyone has the chance to spend time with a *coach* in each host country. The programme *combines structured learning together with project work, networking, coaching, business simulations and visits to top-level firms locally and internationally*" (bold and italics added, BankSeta CEO cited in Shirley, 2012, p38).

[56] The Leadership Quest was introduced by Delta Business School when the retail banking sector focused IEDP became "anchored" (PM-DBS) there. The "anchor[ing]" and "partner[ing]" (BankSeta CEO) with the local Business School is part of the evolution of the IEDP, as discussed in the subsections to follow. The perspective of the Business School participants and their use of the Leadership Quest for the personal leader development process will be discussed in the section on the Business School perspective.

The discussion on the task of equity "transformation" revolves around the provision of "access" to "developmental opportunities", including "global exposure" and experiential and learning opportunities not afforded within their respective formal and informal organisational "spaces" (BSeta CEO and Past-M-BSeta). It accords with the earlier cited findings by Booysen (2007) and Horwitz et al (2011) of the "lack of progress" (Booysen, 2007, p64) in the "implementation of employment equity" (p47) and the continuing challenges with "transformation" (Horwitz et al, 2011, p397).

The CEO of the BankSeta elaborates below:

> "The purpose of the IEDP is to give global exposure to people who are in the talent pool inside banks [..] So you *give them the skills that any manager at executive level would need in any event,* and you *expose them to a network of very capable people internationally*. *So for the first time a South African has a business card of a guy in the U.K. or in the U.S who can say, look my friend I'm doing this presentation, can you look at if you give me maybe your feedback? Can I look at what you guys are doing? Can I look at your organogram? Can I look at that?* And that is something that we are beginning to find that it's something we should have done a long time ago." (italics added)

The "global exposure" helps the delegates to "experience" and go beyond the 'margins' of the many disciplinary and management textbooks and cases they are exposed to. It provides them with opportunities and experiences to ask, explore, appreciate, sense, and develop a 'hands-on' feel of the realities of different contexts and institutions. More importantly, it appears that the exposure and networks is meant to address the access to, and opportunities for, learning from others, that were "skewed" (Past-M-BSeta) along racial and gendered lines during Apartheid. In the international literature one also finds examples of the attention to race and gender in relation to the differential access and the lack of access to developmental opportunities, relationships, experiences and support, whether in formal or informal organisations or networks (Cianni & Romberger, 1995; Livers

& Caver, 2004; Ruderman, 2004; Teboul, 1999; Yukl, 2010).[57] Developmental relationships, such as a mentor [formal or informal], can act as the facilitator, campaigner, connector, lever and contact within an organisation to access developmental opportunities and experiences therein. One could think of these developmental opportunities and experiences as providing the required "motivation" (van Velsor et al, 2004, p5) and "resources" (ibid) for an individual's developmental process.

The "global exposure" also provides a bridge for the "talent pool" across the banking sector to develop global networks for the sharing of expertise, practice and experience. It is not just the individuals and their organisations that are developing the networks and relationships for sharing; the sector as a whole is seen as developing global networks and relationships. This includes informal networks and relationships *within and across the South African banking sector itself*.

There seems to be continuity of the BankSeta IEDP purpose over the years as with the BankSeta purpose. The CEO and some of the staff have been a continuous presence and anchor in the BankSeta IEDP (at the time of the interview) as their continuous tenure has been more than eight years. As the CEO states, "So I've been here, we've always been here and we've expanded fairly big [..]".[58]There are also the similar sector focus and thematic lines in the BankSeta participants' discussions and the earlier published statements of the BankSeta, including those of the former and present CEO of the BankSeta. Below are examples of these earlier published statements in chronological order; these provide the entry point to the discussion of the positioning and *evolving* of the BankSeta IEDP:

> "BankSeta's Canadian International Exchange Programme has been devised to support the **Financial Services Charter**.[59] The programme targeted 12 **historically disadvantaged individuals** (HDIs) who currently

[57] However, the attention to race and gender does not appear to be prevalent within, or the central focus of, the research and literature on leadership development.
[58] Exploring how the BankSeta IEDP will evolve with the recent changes in 2016 in the BankSeta CEO and Skills Development Manager positions is beyond the timeframe of the study.
[59] The Charter and the post-Apartheid context in which it appears are discussed in chapter four.

hold senior positions in banks in South Africa, and who are well positioned to be **promoted** into very senior positions within the next two years. We recognised that a lot of work still needs to be done in wholesale banking in terms of social transformation and employment equity. BankSeta wanted to support this component of banking by **creating a pool of potential leaders from which participating banks would be able to promote**" (bold added, former BankSeta CEO, (BankSeta, 2006b).

"It is unique in that it is a six-week **international experience** within a four month high-powered, high-impact programme. Programmes of this nature are generally of a much shorter duration. It is also unique in that it is a **cross-organisation programme**. Business-driven Action Learning Programmes are usually run by organisations for their own executives. One seldom sees **collaboration** between a number of organisations." (former BankSeta CEO, (bold added, BankSeta, 2006c))

"One of the primary functions of the BankSeta is to assist in the **social transformation of the banking sector** and the International Executive Development Programme (IEDP) [is] aimed at **providing opportunities for Historically Disadvantaged People** (HDIs) to **access development opportunities at the highest levels both locally and internationally**. In 2006 the BankSeta and its Canadian partner, The Immersion Lab, organized an action learning programme which took twelve Senior Executives from the Banking Sector in South Africa to Canada for six weeks for an accelerated leadership development programme. Designed specifically to support the ambitious objectives of the **Financial Services Charter**, the six-week Canadian module combined academic learning, onsite workplace days with leading Canadian Banks, "outside in meetings", networking, and participation in socio-cultural events." (bold added, former BankSeta CEO, (Groenewald, 2007))

"The programme is designed to **accelerate** the development of senior, **high-potential managers** who belong to **historically disadvantaged groups** of people in South Africa." (TFSA, 2007)

"[..] candidates from nine South African banks will depart for Canada [..] for six weeks of intensive leadership development in Toronto as part of the BankSeta's International Executive Development Programme. The BankSeta's International Executive Development Programme: Canada has proved a resounding success. The programme continues to play an important role **in increasing the pool of South African bankers with international experience, while also increasing the pool of management talent available for promotion into senior leadership positions**" (present BankSeta CEO, (2007a)).

"The BankSeta IEDP is designed to **complement existing Executive Development Programmes implemented by employers in the sector**. The programme provides an **opportunity for high potential senior managers**, to spend time with senior executives in their host country, and to participate in formal learning in a leading Business School in the host country." (bold added, BankSeta, 2008)

5.2.1.2 Positioning the BankSeta and the IEDP within the leadership development in the banking sector

As noted in chapter four, the BankSeta participants position their role and that of the BankSeta IEDP as adding value to the existing leadership development initiatives of the individual banks, rather than replicating, substituting or "replac[ing]" these initiatives. Three thematic lines were discussed. These thematic lines are linked and together seem to help 'carve out' the space and value for the BankSeta and the BankSeta IEDP. However, as noted before, this space does not appear to be a clear-cut and bounded one, nor is it neatly ensconced within the sector level.

5.2.1.3 The evolution of the IEDP: narrating milestones in and punctuating the evolution of the IEDP

The BankSeta participants argue that the IEDP is continually evolving across the cohorts and the years of implementation, while adapting and improvising for and within a specific cohort and year. In the words of the CEO of the BankSeta: "[we] customise as we continue". They "fine-tune" the IEDP with the Business School within a specific cohort and iteration of the programme as well as across the cohorts and iterations, which comes through more clearly when discussing the Business School's perspective in the next section. It is a process of adapting and improvising in the here-and-now of programme delivery and tailoring[60] to the current cohort as well as reordering, reworking and reframing post-programme, that is, from refining and fine-tuning to reviewing, redesigning and restructuring. It is a process that focuses on the entire *programme lifecycle* from the design, delivery (from programme initiation, delivery to closure) and evaluation of the programme as well as the *broader context, discourse and agenda* the programme is embedded in. This includes, for example, the developed and developing partnerships, shared and differing understandings amongst partners and stakeholders, spanning boundaries, and the supporting infrastructure, logistics and resources.

The process of adapting, improvising, tailoring, reordering, reworking and reframing does not appear as clear demarcated sequences or phases. Nor do the BankSeta participants provide concrete cases or examples of these, but rather appear to 'paint broad strokes'. Their discussions move between the **content** and the learning and development **process** to the **structuring** of the content and process as they narrate their experience with the evolving IEDP. They punctuate the evolving IEDP by certain milestones, in particular the changes to the **international leg** of the programme in tandem with their changing "needs" with regard to the "global exposure" of the delegates. The question is how "relevant" the specific "global exposure" is, a question of the relevance and "quality" of the "immersions" and "content" for the delegates and sector's changing contexts and

[60] In chapter four tailoring was differentiated from customising.

"needs". With the discussion of the changes in "needs" and the international leg of the programme there is the discussion of the **various partnerships** for the designing, structuring, contextualising and supporting of the programme; that is, partnering with local, regional and global institutions, partnering with the banks' skills development team on the selection and "talent management", and partnering with the delegates. Figure 4 below collates and illustrates the discussion of milestones with supporting information from various sources of documents sourced through web-based and document searches.

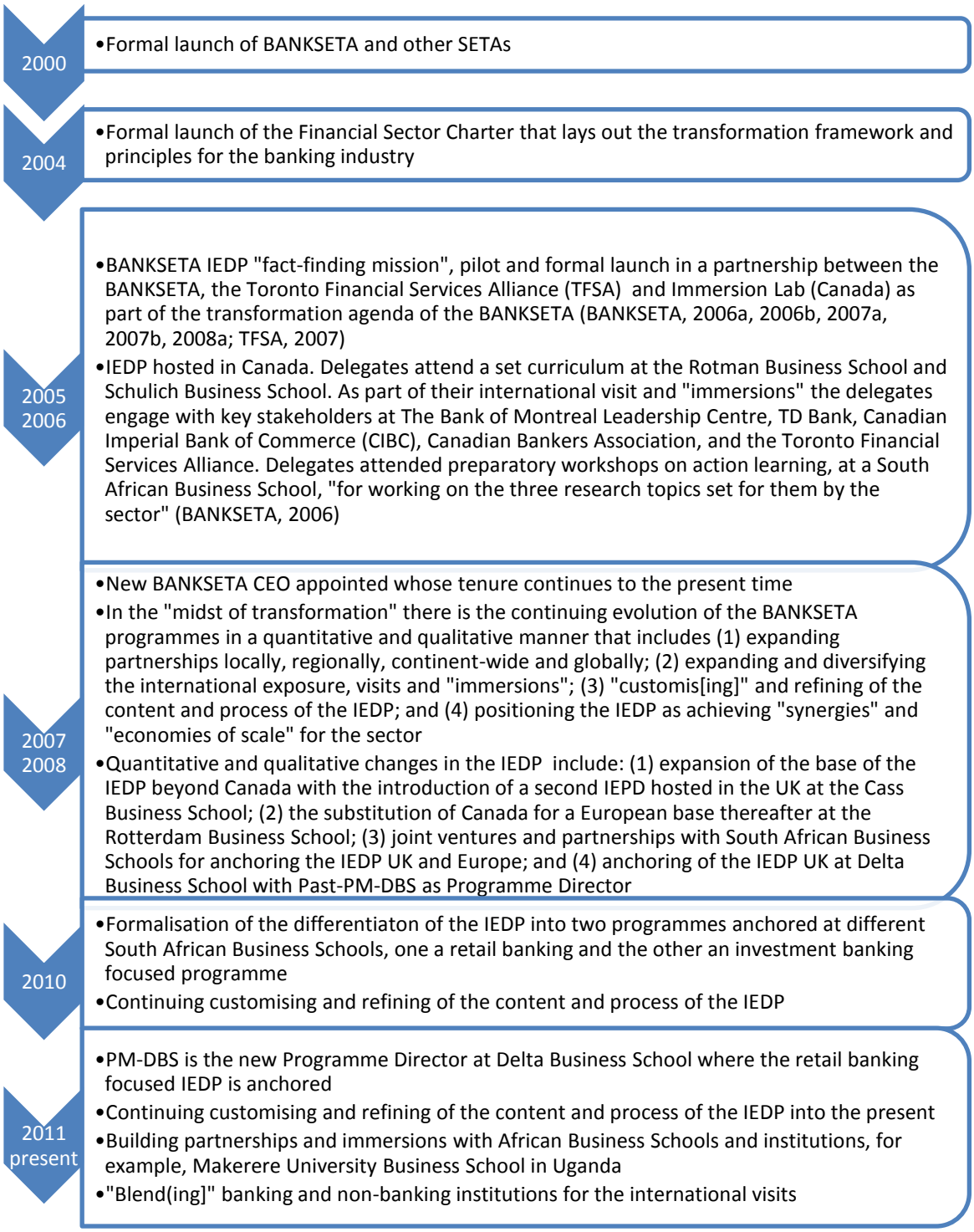


Figure 4: Evolution and milestones of the BankSeta_IEDP (compiled by author

For the BankSeta participants the content and process of the BankSeta IEDP has constantly evolved since the "fact-finding mission",[61] pilot and formal launch in 2005 and 2006 respectively. The IEDP, in partnership with the Toronto Financial Services Alliance (TFSA) and Immersion Lab (Canada),[62] was first hosted at the Canadian Business Schools,[63] namely Rotman Business School and Schulich Business School (BankSeta, 2006a, 2006b, 2007a, 2007b; TFSA, 2007). The IEDP was differentiated by the international visits and "immersions" afforded to the delegates, who are mainly meant to comprise individuals from historically disadvantaged groups. This differentiation and emphasis on the international visits and immersions continues in the BankSeta participants' discussions with some change in nuances; as discussed below it includes expanding globally and within Africa on a regional and continental basis. This continuity is also seen in the participants' descriptions of the IEDP and the transformation agenda it is meant to address and the earlier published statements.

In Canada, the delegates' visits, immersions and engagements are mainly at banking and financial institutions, such as The Bank of Montreal Leadership Centre, TD Bank, Canadian Imperial Bank of Commerce (CIBC), the Canadian Bankers Association and the Toronto Financial Services Alliance. The participants do not reference or discuss any form of tailoring or customisation of the IEDP or the programme at the Business Schools at that point. The appointment of the present CEO in 2007 seems to be a marker for the BankSeta participants on the changes in the BankSeta and BankSeta IEDP. The waves of

[61] M-BSeta makes reference to the "fact-finding mission" to Canada.

[62] Immersion Lab is a Canada-based consulting company, founded in 2001, that utilises action learning "immersions" (2011) and "interactive exchanges" (ibid) within various organisations, which it terms "In-Market immersions" (ibid): "Each In-Market program is custom built and includes a wide range of immersive experiences from interactive exchanges with senior leaders in local organizations recognized for their success in their markets, to ethnographic field trips and other direct experiences with customers, consumers and future talent" (ibid). One notes the link with the BankSeta international visits and immersions in various countries, institutions and markets, including exchanges with key stakeholders, therein.

[63] The BankSeta CEO states: "We looked at what the Canadians were doing. In fact in Toronto they have two big Business Schools, Rotman and Schulich Business Schools, which formed the very basis of the very, very first IEDP." M-BSeta describes the "fact-finding mission as follows: "[..] first of all the CEO at the time and a group of the sector went, it was Canada at the time. [..] And so they went to Canada to investigate what are the kinds of things that we could do with the programme like this and based on their feedback when they came back they then structured the programme and I think the first group went either in 2006 or 2007 and so from there on".

changes are *quantitative* and *qualitative* in nature, which includes (1) expanding partnerships locally, regionally, continent-wide and globally; (2) with the expanding partnerships there is the expanding and diversifying of the international exposure, visits and "immersions"; (3) continuing "customis[ing]" and refining of content and process of the IEDP; and (4) positioning of the IEDP as achieving "synergies" and "economies of scale" for the sector. There is the continuing differentiation from the individual bank's own "customised" programme with the continuing "customis[ing]" and "fine-tun[ing]" of the content and process of the BankSeta IEDP. Of the need to continually illustrate the value of the BankSeta and sector-focused IEDP, this is in line with the earlier discussion on differentiating the BankSeta IEDP from the leadership development initiatives of the individual banks.

The quantitative and qualitative changes in the IEDP include the expansion of the base of the BankSeta IEDP beyond Canada in 2009. At first Canada provided the sought-after "international exposure" and vantage point. Below is the present CEO's previous description of the "similarities" between the South African and Canadian "banking models" and similarities in the challenges of "diversity management and inclusiveness":

> "Although the cities of Johannesburg and Toronto may be separated by a distance of over 8 300 kilometres, South Africa and Canada are logical project partners nevertheless. There are marked similarities between the South African and Canadian banking models and this creates synergy, and diversity management is a challenge that both countries face. Canada is widely regarded as a world leader in diversity management and inclusiveness, and it was the first country ever to implement an official Multiculturalism Policy. In fact, Toronto, where the candidates will be based, is often dubbed the global village in one country" (present BankSeta CEO cited in BankSeta, 2007a).

The Canadian 'crossing' now appears as the first entry point in the *journey* of developing a "global footprint" (BankSeta, 2008a). The BankSeta "sought to

broaden that [Canadian-based] experience". There was first the introduction of the BankSeta IEDP in the United Kingdom hosted at the Cass Business School to "broaden that experience" of the IEDP in Canada.

> "We have maintained our international footprint. We have learnt a number of credible lessons from the International Executive Development Programme (IEDP): Canada and have sought to broaden that experience through our IEDP: UK and the international experience gained in India through the Women's Development Programme (WPD). As part of our international programmes, we believe it is very important to partner with local universities as this develops capacity in South Africa and broadens the capacity of the country as a whole." (BankSeta, 2009)

The practicality of language literacy of the delegates informed the selection of site as the BankSeta CEO states below:

> "So we wanted to expose people to international banking and if you really look at international retail banking, of course the choice was between Frankfurt, Paris and London and because then language issues -- was London -- London won [..]".

Thereafter, there was the substitution of Canada for a European base at the Rotterdam Business School. In contrast with the earlier similarities drawn between Canada and South Africa, Europe was then later seen as "more appropriate in terms of the (South African) banking environment" (BankSeta, 2008b) and with regard to the global financial crisis that began in 2008:

> "We have opted instead to offer the IEDP Europe, which we believe is more appropriate in terms of our banking environment – and the current turmoil in financial markets confirms this." (BankSeta, 2009)

Canada now appears as more "insular" as the BankSeta CEO later states in the interview. On a more practical level the change was meant to "reduce costs" (BankSeta, 2009) as well, including the logistics costs of flights and accommodation. With these changes in host countries and institutions, joint

ventures and partnerships emerges with South African Business Schools to serve as "anchor[s]"[64] for the IEDP. As indicated in the above excerpt from the 2009 BankSeta Annual Report, the belief was that it is "very important to partner with local universities as this develops capacity in South Africa and broadens the capacity of the country as a whole". With the anchoring at South African Business Schools there is the consolidation of the differentiation of the BankSeta IEDP, with one for delegates in retail banking and one for those in investment banking. Delta Business School successfully won the tender and continues to host the retail banking focused IEDP. Past-PM-DBS was the Programme Director for the BankSeta IEDP at the Delta Business School. In 2011 PM-DBS took over as the new Programme Director for the BankSeta IEDP at the Delta Business School. In the next section the perspective of the past and present Programme Directors of the IEDP at the Business School will be explored.

With the anchoring of the IEDP at South African Business Schools there is the consolidation of partnerships with other African universities, such as the Makerere University Business School in Uganda. It is part of the "internationalisation objective", as discussed in the previous section, and allows for the full realisation of partnerships and for the delegates immersions at the local, regional and continental level along with the global level. It is also part of the African agenda that emerges in the BankSeta participants' discussion. Through the expansion of the host countries and institutions one also notes the expansion beyond the focus on banking institutions. As the BSeta CEO and Past-M-BSeta indicate, there is blend of banking and non-banking institutions. The BSeta CEO provides the example of Google below:[65]

> "[..] the real benefit of our involvement is that we are able to get into international banks for corporate visits because we are not competitor with

[64] PM-DBS, the second Programme Director of the BankSeta IEDP at Delta Business School, also refers to the anchoring of the IEDP at the local Business Schools: "Look, where this programme started, according to [BankSeta CEO], it started -- they went to Canada and that is where -- that was the programme, the next model was that they went to Cass [Business School] for four weeks and that was it and then I think they realised that they needed something to anchor it, and hence this business school being involved in it."

[65] It is not clear whether these cited examples of non-banking visits are for both the retail banking and investment banking focused IEDP.

> any bank, we have access to Citi Bank, JP Morgan, Google and people like those in the States. Freddie Mac and Fannie Mae and people like those in the [United] States."

Past-M-BSeta shares more examples and possible companies to visit from a strategy perspective:

> "we realised that even in the company visits we need to bring in, blend them with non-banking companies, and we did the likes of Google, the likes of Sony, and because we were looking at those from the point of view of other elements of strategy. Sony is a company, at the time when we started working with them, it was a company in distress in that they were trying to turn around after massive competition and they were run over by competitors in many respects. The likes of Apple with their tablets and their phones and all that and their laptops and all that, and with BlackBerry also which is now in trouble also and Samsung."

The differentiation of the content and process of the IEDP and being "outside the confines of the hierarchical structure of the bank[s]" appears to allow for "space" (BSeta CEO and Past-M-BSeta) to experiment with the design of the content and process. BSeta CEO describes the IEDP and the BankSeta as aspiring to be more "dynamic" and anticipatory of emerging themes, dynamics and patterns rather than being a "standard" programme and content. This in part informed the shifts of the IEDP "international" host sites.

> "I would like the [BankSeta] to remain dynamic rather than offer standard programmes year on year. That we actually continue on a monitor, monitor and evaluation of existing programme. Do impact assessment of the kind of programmes that we do, but also read what the market requires going forward so that we can develop and inform the new programmes."

> "Finally it was to say this is not a mini MBA. Once anybody who starts the programme says I want to condense an MBA to a six week stay, you're actually making a mistake."

The selection and design of the content of the BankSeta IEDP appears to go through various consultative forums and iterations. Past-M-BSeta, the previous BankSeta manager responsible for the IEDP, shares below his experience of some of the consultative processes and how external events (such as the "economic crisis") can act as a pivot in informing changing themes of the programme.

> "The other thing that I ensured was to make sure that the programmes were powerful, really, really, really good. Like the content was well thought through. I remember we involved stakeholders around high level curriculum thinking, curriculum development thinking. Of course we do do research but it usually does not give you the specifics, but we kind of ran a focus group that have brought the relevant people, and at the time it was a time in 2009, the two [IEDPs in the year] were delivering almost the same thing,[66] and thereafter, so we took it to Netherlands, we worked with RSM, the Rotterdam School of Management in the Netherlands, and we worked with the Dutch Banks. It was just after the crisis. Actually the crisis had just hit, the economic crisis, and there was a lot happening. We had left Canada. We were having one programme in the U.K. and one in the Netherlands and we went with Dutch Banks. They were very receptive."

The BSeta CEO references the "management development committee" and "Deans of Commerce" that he consults with. There are also the international conferences hosted by the BankSeta that aim to explore industry, economic and broader themes and issues. The BSeta CEO also continuously engages with stakeholders such as the local and international Universities to ensure the "quality" and relevance of the IEDP and other programmes; that is, "continue to make sure that the content remains fresh and relevant as the years continue". Relevance was one of the reasons that the IEDP was shifted from the initial Canada base. Together with relevance, the BankSeta CEO also speaks of his

[66] Past-M-BSeta is referencing the two cohorts per year. The differentiation between retail and investment banking focused IEDP occurred later, as indicated in the figure four above.

reliance on his own work experience and history in the "trenches" to identify "what it takes to be a manager, to be at an integrated level".

The learning and development process appears to have evolved to provide "space" (Past-M-BSeta) for an individual's developmental process and a team-based developmental process. The section exploring the Business School's perspective provides more detail on this, or rather more detail on how the Business School (re)framed this. It is in their discussion of the development process, both the individual and team-based, **that the** BankSeta **participants emphasise that the focus is "leadership"**. As noted before, the BankSeta CEO states, "it's leadership really rather than content of banking" that is the crux of the IEDP. With the focus on "leadership" there is also the attention on the meta-learning and reflexive practice required at the executive management level; of reflecting on and "test[ing one's] assumptions".

> "*Finally the subject is immaterial*, but *what you want is a* **process** where they now eventually come and say, 'wait a minute, before I come with a solution I must test my assumptions against what works outside and here and make sure that I come with something that is robust', because finally the world is not requiring you to come with the right answers but the world wants you to come with appropriate answers." (bold and italics added, BSeta CEO)

> "[We expect that] they should be able to engage at that [executive] level and be able to cope with the kind of challenges that they meet there [..]." (Past-M-BSeta)

Past-M-BSeta adds that the intention is to afford the delegates a full sensorial experience to facilitate their personal development as leaders, taking the delegates outside of their comfort zones and facilitating the "integration of the senses" to allow for delegates' "comparisons" and "contrasts" across contexts, experiences and learnings.

The structuring of the content and process of the IEDP is a "craft" (Past-M-BSeta) and appears to be informed by a reverse-process or "backward" process perspective. As noted in chapter four in the discussion on designing as deliberate, BSeta CEO and Past-M-BSeta suggest it is where one starts with the "end in mind" and then from that point of view will map the process, the "step[s]", and how one is to bring together the elements of the programme: "begin with the end in mind, what do I want to achieve and how do I get there by working the steps backward in order to do that" (BSeta CEO).

> "We were looking at the needs in the sector obviously. We checked with the sector. What are the most burning needs and we looked at the competencies also. They guided us. The kind of competencies that we are identifying because *we started with the end in mind to say at the end we want to see this kind of a person emerge and that kind of helped us to craft what we needed and to design it*. [..] and we came up with something really good hey, really, really good, with all those elements that I told you about like the formal part, the action learning, the research, the cultural and social things, networking, *all those things being brought together* ["with the end in mind"]". (italics added, Past-M-BSeta)

This reverse-process perspective or "backward" process perspective also comes through in the partnering with the local banks, which takes the form of developing relations with the respective bank's skills development teams. As noted before, the HoLDC state that they do not liaise directly with the BankSeta, nor do they play a role in the BankSeta IEDP. The partnering with the skills development teams and talent management teams of the respective banks is on the selection processes for the IEDP delivery. The selection process changed in 2014. The IEDP selection process now taps into the respective bank's "talent management" processes wherein the banks identify "high potential" (BankSeta, 2008) individuals for development and growth. As the BSeta CEO states, "[..] one of the [selection] criteria is that they [the delegates] have to be in the [talent] pool that the banks themselves consider promotable [..]". M-BSeta describes the shift from using an "objective", standard selection and "assessment" process and "panel" to

now utilising the banks' internal "talent management" processes for selection into the IEDP. She states that it was not quite "planned that way" and that "it was just really a fluke but so far it seems to work". It was meant to be a process of providing space for the individual bank's "internal perspective" and discretion, but has come to include improvisation, fortuitousness and "luck".

Allowing the individual banks the space and discretion seems to allow for the "various models" of "talent management" at the different banks and space for identifying "talent" at "different levels" within the banks. It appears to allow the BankSeta a more 'agnostic' position with regard to holding to a specific "talent management" or other forms of human resource management and align with the internal processes of the different banks. By adopting a more process view on the selection process the BankSeta participants seem to avoid various theoretical dilemmas and conundrums regarding the varied ways in which human resource processes and functions within the various banks are framed and given meaning. It also seems to avoid the question of the varied "business strateg[ies]" of the different banks. This emerges in the conversation below.

> "[..] at the moment there's various models [of "talent management"] and not everybody does it equally, in an equal effective way. [..] *So there's different ways. I think obviously all of this is linked, your succession planning, your talent management, your performance management processes. All of that must form part of a bigger policy or a bigger model in the organisation and what comes out of there is what we can assist with*. That same organisation also for example has other interventions [..] So I think the crux of the matter for me personally is doing things for the right reason and knowing what your business strategy is upfront. So not taking what you get just *because you can get it, not doing things just because you know it's easy and it's funded, but having a very clear picture of what the business strategy is and what you want to achieve and then once you have that clear in your head, sort of slotting in, okay and this is how my people will help me get there and this is the interventions that they need, rather than sort of being influenced by external factors*. So for me talent

> management is that. Who are the people? Who are the key individuals in my organisation that's going to help me achieve my business strategy? And it can be at different levels [..] because at every single level you'll need that group of talent in order to help you" (italics added, M-BSeta).

However, the situation appears more complex even if one suggests that there is the possibility of an 'agnostic' position or process view. There still appears to be the negotiation of different frames and meanings among the different stakeholders. For example, Past-M-BSeta discusses at times how the banks and Business Schools "impose" their own frames in the designing and evolving of the IEDP, which suggests that the design and meaning are negotiated. He speaks about the need to build relations and shared understandings. Although positioned as differentiated from the individual bank's programmes, Past-M-BSeta shares that "on the side lines" there are questions from the banks on the relevance and the expenditure of the BankSeta IEDP. Some of the HoLDC interviewed had similar questions regarding the expenditure, as discussed in chapter four on "funding" (Past-M-BSeta) the "mandate[s]" (HOLDC-A).

> Yes definitely [there is the need to navigate "negative perceptions" on the "side lines" and it "takes time" to build "relationships" with the *banks*] and I think another thing is that with the *business schools* they might want to *impose* their own, um, how can I put it -- that's another problem, to impose what they perceive is what you need, and when you tell them that's not what you need there's *that little friction that happens*, but obviously *you manage it*. So I would spend time managing those kinds, especially around the content and how things had to happen. So I would be involved deeply in it in the content design of it" (italics added, Past-M-BSeta).

Although Past-M-BSeta speaks of the design of the IEDP as evolving in collaboration with stakeholders, he cites the example of the downtown Johannesburg informal market visit that was not implemented as he wanted at first:

> "They [Delta Business School] didn't do it *the way I really liked it, I wanted it*, and then the second year they did it *exactly the way I wanted it*, but even the first group [of delegates], with that very small taste that they had they were crazy [..] amazing, amazing [..]". (italics added)

In the next section the suggestion of a triadic relationship between the Business School, the delegates and the BankSeta in the design and delivery of the IEDP emerges. One gets sight of the Business School's perspective on collaborating and negotiating in the design of the BankSeta IEDP.

5.2.2 The perspective of Delta Business School on the purpose of the BankSeta IEDP and its evolving and positioning within the Business School's space

5.2.2.1 Programme managers and faculty's "point of view" on the purpose of the BankSeta IEDP

The programme managers and faculty members' "point of view" (Past-PM-DBS) on the BankSeta IEDP purpose appears to be mainly from (1) the focus on the development process of the individual delegate as a "leader" and the realities thereof; and (2) the programme, including the international visits, being seen as "peer-to-peer education". This means the faculty have a particular perspective and position on the BankSeta IEDP and this informs the (re)design of the IEDP and its implementation with the anchoring at Delta Business School. For example, Past-PM-DBS, who was part of the Business School team that compiled the successful tender for hosting the ongoing BankSeta IEDP and who was involved in the structuring of this inherited programme in the Business School, begins as follows: "Right, so *we take it from what they tell us*, and one of the aspects is to give the group *international exposure*, and as you know, we go to three different destinations, so we go to Uganda, Dubai and London – that's part of it. Also another aspect which is one aspect, I may as well say it straight away, is to also *experience living in a foreign city* as opposed to staying in a hotel."

> "[..]I think from *our point of view* it is to *allow them to experience different* economies and countries and to see what happens, and also to realise that they hopefully are right up there with their peers in the different countries. So it's exposure to your peers, because we talk about the visits that we do in London as *peer-to-peer education*. So to go to your peers like the Standard & Charter, and you speak to them, that you know what they're doing and they know what you're doing, and that's really *at that level, rather than getting the chief economist to speak to them*." (italics added)

One notes the "global exposure" the BankSeta CEO referred to is translated and given form at the "level" of "peer-to-peer education", which is aligned with the Business School's "philosophy of learning" that PM-DBS describes as being "relational". That means one learns from others and through others and the diversity of voices and experiences. At another point, PM-DBS explains that they frame the international visits and trips as "study tours"; as being part of the personal developmental process of the individual delegate as well as continuing the theme of "peer-to-peer education" or learning in relation to, and through, others.

As with Past-PM-DBS, PM-DBS, who now directs the BankSeta IEDP at the Business School, begins with his understanding of the BankSeta brief, "purpose", and "rationale". He adds that "there are lofty objectives [that are] framed in the mission" of the BankSeta, but that from his "point of view" it is a "process" of "developing leaders" and one that "continues". The journey continues. The "certificate" does not mark the end of the journey or the 'arrival' of the individual as complete, as a fully formed "leader" or executive. With Past-PM-DBS and PM-DBS the image that emerges is that of a "springboard" and of grounding, or a blend of the two as it appears, being embedded and also uprooted and stretched. The focus is on the individual and on "leader development".

> "I understand the *rationale for the sector*, for it being sector-driven, so banking financial services, I would think that the *primary purpose is to*

> *develop the participants to be the best leaders that they can be*, which is then going to be in that *sector* in the organisations that are putting them forward and that BankSeta are selecting against. What I am saying is that I think there are *lofty objectives* that's framed in the *mission* and all of that, but it is *fundamentally, from my point of view, it is about developing the leaders so that they really are quite transformed from when they start to when they have finished the programme but the process continues*, so it needs to be, in a sense, *self-sustaining*, and that is why the *Leadership Quest* is so really important and the *discipline of that* is something that does not go away. The ALP [action learning project] comes to an end and it was more or less successful in achieving its particular objectives and scope, but the Leadership Quest and all of the other subjects really contribute to the modules, contribute to the *leader development*."
>
> "[..] the *certificate* is really just *a point in that journey that continues*, and we *start* the *journey*, when they come for the one day orientation, they are already briefed to complete a pre-work assignment which is looking at their career progression to date and looking at what their priorities are as leaders and all of that, *so they are already thinking longer term, it's what is your next step and what's the step after that*." (italics added)

DBS-TM, who galvanises[67] the delegates on the topic of "talent management", sees the "global exposure" that the BSeta CEO refers to as a process of the delegates "enlarge[ing their] horizons". For DBS-TM the "opportunity to see other realities" is meant to incite a process of discovery, rather than one of copying or emulating international models or practices. This fits in with his differentiation of "generative" and "conventional talent". Generative means the discovery of "something new" and "creat[ing] something new"; of "market creation" rather than "market war". He aligns the above differentiation with the differentiation of strategy, as 'blue ocean' and 'red ocean' strategies (Kim &

[67] The delegates appear to be excited and challenged by DBS-TM's method of engagement and how he frames talent management in the "world after midnight".

Mauborgne, 2004); where generative talent is aligned with the "blue ocean" mind-set and conventional talent with the "red ocean" mind-set.

DBS-TM sees value in the "international study trips", but asks if the delegates were "clear about the alignment of the trip and the purpose of the programme". For DBS-TM this requires the "alignment" of "pedagogy", the "pedagogy" philosophy and methodology, including the "learning content", "learning delivery" and structuring of the learning process. It also requires the "alignment" of the whole delegate by him or herself; the alignment as a whole of the delegate's "managerial competencies, [..] mindset, [..] values, [..] talent-set, [and] role-sets" by him or herself.

Coach4 also speaks of broadening horizons. He begins by stating that there are a "number of aims and objectives" and that one is "to give a very holistic understanding of banking in different markets". Coach4 though shifts focus to the action learning projects where he suggests the "real learning" comes together. This is where the delegate brings together the entire programme in answering the question of "how can you make a difference" within organisations. This is a point in their journey where the delegates confront the "actual gritty stuff" of the "real world"; of being tested, challenged, interrogated, criticised, stretched, and 'sent back to the drawing board'. Coach4 emphasises that one should not "mollycoddle" the delegates though their developmental process. As a coach he is not engaged in "babysitting", but rather he is seeking the "adult" in them. He is facilitating the development of agency of the delegates: "Solution-orientated adults who will recognize and acknowledge problems" and who take "responsibility" and "accountability". The reference to "gritty", "real learning" and "real world" opens up the question of the agency of leaders within organisations and agency within organisations; a question that arises with the HoLDC as discussed in chapter six. Here, Coach4 states that leadership and leading is "not romantic"; it's "blood and guts and gore" for the individual taking up the 'leader' position. In this way he illustrates how the Business School

participants' conception of, and approach to, leadership is not a disembodied and disconnected one.

5.2.2.2 Evolving and positioning the BankSeta IEDP within the Business School space

Past-PM-DBS, the first Programme Director of the BankSeta IEDP at Delta Business School, states below that the Business School's initial involvement was in the preparatory work prior to the delegates departing for their international programme. This was prior to the tender and anchoring of the IEDP at South African Business Schools.

> "Right, so I was asked to contribute to the original BankSeta programme that was run by the consultant[68] and at that stage you had international universities; I think they had one in Canada and one in the UK, and they would do some work in South Africa, and they wanted to do some sort of pre-work before the group left for overseas. The programme was mainly overseas. [..] Previously mainly overseas, mainly run by overseas universities, so we did some pre-work on action learning. We did some pre-work on presentation skills; we did some pre-work on media skills; and odds and ends like that for the groups. And then the tender went out and we as a business school, we bid for that tender and I then was leading that bid, so that's why I actually came into the programme, but I did know a little bit about it before we got to the bid."

Past-PM-DBS discusses below "inherit[ing]" the international programme's "standard [..] design" and "curriculum" and how it is (re)positioned and (re)articulated within the Delta Business School, that is, how it is focused and differentiated. Past-PM-DBS, for example, describes the positioning of the BankSeta IEDP as a "personal development programme" for the delegates with a more deliberate "design" that focuses on "leadership" or rather "leader development process" (PM-DBS). In terms of the pedagogy and faculty there is a "difference" in how the delegates are "engaged" and the quality of the

[68] This may be a reference to Immersion Lab (Canada), which was mentioned earlier.

relationships all round. One notes the focus on learning with and through others; that learning is "relational" (PM-DBS) in nature.

> "Right, the curriculum is fairly, talking about when I was doing it before the change, the *curriculum is fairly standard*. [..] we *inherited some topics* which we were *happy to inherit*, we thought they were good, *but there's no magic in the actual design of it*, so we have, you know, we have economics, a little bit of economics, doing business in Africa, which is very good for them because they're going into an African country, they're doing an assignment on that. *They do* **leadership** *which is of course something they have to do**, but it's not a design element**. How we do it I think is very good. We're very pleased with what we do in terms of leadership*. They do communications which is important, and that was inherited from the previous programme that we did. They do talent management with Professor [X] next door, and I think they'll never ever forget that. But I'm just saying the topic talent management is nothing new or special. They would have been exposed to it before, but they won't forget what [Professor X] had to say about it, so that's very important."

> "Yes, I think not only ["difference" in "design"], but the *people we get to deliver are exceptionally good*. So that's the difference. So you might *inherit* economics as a subject, which is quite great to do so they can understand both local and international economies, but the *people* that we've got to do it would *present it in a way that they'll never forget*. *They're truly engaged*; they don't just sit there and listen, they truly engage, and their *minds would change*."

> "[..] engagement and relationships, this is not just say, sitting and watching a YouTube video; this is very much *being engaged, asking questions, being an individual in that learning set* where you're known and you're expected to ask questions, which is necessary." (italics added)

For Past-PM-DBS, in a nutshell, the IEDP is "helping people become the best leaders they're capable of becoming" and, therefore, "it's a personal development programme with content on the hard subjects" that is focused on the personal "leadership" of the delegate. When asked about the theoretical frameworks and models that informed the design of the "personal development programme", Past-PM-DBS highlights two among the various models he is versed in; that is, the "personal development model" of Goleman, Boyatzis and McKee (2013, 2001) and Charan, Drotter and Noel's (2011) leadership pipeline model (DBS, 2011). He also shares the Business School's model of the "head, heart and hands in leadership", which distils neatly and succinctly a *holistic* focus on the ways of thinking, acting, learning, experiencing and being an individual leader. The "head, heart and hands in leadership" seems to pose the question to the delegate or leader of their "personal leadership philosophy" (DBS, 2011, p2) and identity; the question of reflexive enactment of, embodiment of, and identification with leadership. It concerns the "knowing", "doing" and "being" of leadership (Snook, 2008; Snook et al, 2012). Snook et al (2012) present their "handbook for teaching leadership" as a means to organise the "field of leadership" (pxiii) and help navigate the "incredible array of approaches to teaching this ill-defined, yet important topic" (pxii). Thus, they utilise the triad of knowing, doing and being to organise the varied ways in which leadership and leadership development is framed and given form. One could suggest that the model of "head, heart and hands in leadership" and the triad of knowing, doing and being of leadership are similar in the manner in which they organise the "field of leadership" (Snook et al, 2012, pxiii).

These then informed the design of the "Leadership Quest", which is the central thread and continual point of return and "reflection" for the delegates throughout the IEDP programme from its initiation to closure and beyond. The "Leadership Quest" is a process where the delegates develop a "personal leadership charter" (DBS, 2011, p2) and "personal development goals" (ibid) with a coach. It "forces" the verbalisation and formalisation of the "personal development" and "personal change" that the delegates commit to. The descriptor, "forces", is

deliberately used as it is a theme that emerges from the delegates narrating of their experience of the IEDP.

> "I, we have used a number of models. One is a **personal change model** which is the *Goleman, Boyatzis and McKee model*, which is a five-step model of change. I live with the idea of the **leadership pipeline** which basically says that *people have to change how they spend their time when they move up in an organisation*. So they have to realise that they're *leaving behind certain things*, and they're going to a *new state* and they're going to other things, and they must *both change how they spend their time and what they value*. So our coaching model took into account both the *difficulty of personal change* and *also the element of the leadership pipeline approach to change*, that these people would be changing and would be moving to higher positions. [..] The Drotter pipeline and that's what we used as part of the process, and as you know we, I designed the *Leadership Quest* for the programme, and in that *Leadership Quest we have both the Drotter model and also the five-step model of change*. And we've designed exercises in the Leadership Quest which link both to the five-step model and to the leadership pipeline."

> "[..] we start off the programme by talking about *head, heart and hands in leadership*, and they do an *assignment* on head, heart and hands in leadership, and then it's *reinforced through the coaching* head, heart and hands *all the way through*, so we *hope that we set the stage and then other people pick it up along the way*, and therefore *reinforce* the whole idea of their own personal development *through everything that is done*." (italics added)

As noted in chapter four, Past-PM-DBS uses different developmental metaphors and analogies in his discussions on leadership development that provide a sense of the diverse and generative ways of visualising and formulating integration. These concern the developmental "process" and the focus on realising and bringing together the delegates' potential: "*cultivat*[*ing*]" the "seeds" or potential of the

delegates and "help[ing the delegates] *sharpen* [their gifts] to be better rather than give [them] new gifts as it were". It is the recognition of, and "*flexibility*" to allow for, "*many routes* to effectiveness". It is also the positioning of the BankSeta IEDP programme as a "*springboard*" to launch or spur the "personal development [and] change" and the "personal leadership charter" (DBS, 2011, p2), which the delegates then "*carry on*". It is also "designing experiential exercises" for "*engineering* the [delegates'] insights" from the "experiential exercises" and various immersions locally, on the continent and globally. This suggests facilitating and emerging "insights" as an "outcome" of the IEDP; as well as the "continuation" of these "insights" that "lead to them [the delegates] changing how they operate with their teams and back at work".

It is about setting, facilitating and "springboard[ing]" the delegates on their "personal leadership" journeys. The key facilitator and focus is again the developmental relationships forged all around with the various stakeholders. It seems consistent with the "partnerships" (Past-M-BSeta) and relationship-building focus of the BankSeta participants. What does seem to emerge is a triadic relation between the Business School, the delegates and the BankSeta in the design and delivery of the IEDP. This can be seen in Past-PM-DBS's discussion of the BankSeta's involvement in developing the IEDP and even in the delivery of the programme, including developing their own relation with the delegates. He speaks of the challenges with designing the programme that meets both the BankSeta and the delegates' needs:

> "Some of them are *just dealing with BankSeta in that they have a view as to what they would like*. We were lucky, I think, I know it's not a challenge, *we were lucky and we had very good people to work with*, but later on the BankSeta would say *they want to do this*, and *you might accommodate them, but it doesn't tie in with what you're trying to do*. But they have *their own relationships* [with the delegates] *which they want to maintain through the programme*, but if you do it, like we have done on occasion, it can *change the nature of your day that you have with the students*."

> "Yes, [relationships] with the students, because you might do something where the *students say*, well, *that is not a great idea and it wasn't really of your making*. It was because *you tried to accommodate*." (italics added)

Regarding the design of the content of the programme, Past-PM-DBS suggests that it is part "trial and error" and "experimental". It would seem that across the various cohorts of delegates and within a single cohort there is the need for adapting, improvising, tailoring and customising.

> "The other is maybe just *getting the right content, which is a little bit by trial and error*, so we would choose a module and *sometimes it does work well*, because very often we were choosing from [the international partner Business School for the "study tours" (PM-DBS)], so we got this, this and this, so we'd take that, but *sometimes it doesn't work as you would want*, so maybe *not knowing how the groups will appreciate what has been given to them* when they get to the overseas destinations. And we've also here, we've *experimented with sessions and they haven't worked. We dropped them*."
>
> "If you *change your programme* and *somebody doesn't like it* because it's too short, *next year they don't like it either*."

It is not just the dilemma of the dynamics and particularity of a particular cohort in comparison to other cohorts; it is also the catering and providing "space" (Past-M-BSeta) for individual differences and needs and how syndicates evolve within a particular cohort, that is, accommodating people with different experiences and being in different "spaces" (Past-M-BSeta) and different times and developmental points in their lives.[69] It links with the earlier discussion on the BankSeta participants' conversations on the evolution of the IEDP, where the learning and development process is framed as having evolved to provide "space" (Past-M-

[69] This can be seen with the two cohorts of delegates interviewed. Chapter six discusses their individual and personal journeys in leadership and leadership development.

BSeta) for an individual's developmental process and a team-based developmental process.

> "It is relationships, and hopefully they see it that way too. You're not always just focusing on business aspects. We do have a broader view. [..]There would be some [delegates] and they'd say it's a waste of time. Where's the exam – kind of thing."

> "We try to do things, not in this programme, but the one programme we like to give them an extra day in London as some of them have never been to London before. Then other people say to us, and I fly to London 10 times a year, why are you wasting my time, we're having a day free. Let's get on and go. So, we can't cater for that, we just say it's for the majority we're doing it, I'm sorry it doesn't suit you." (Past-PM-DBS)

The focus on "team development" seems to have become more prominent with PM-DBS's entry to the BankSeta IEDP. PM-DBS was brought into the IEDP fold in 2010. He then took over the "existing process" as Programme Director in 2011. He describes the (re)design of the IEDP within the Delta Business School as positioning and articulating the IEDP as a "leader development process" that is more "engaging and process-orientated", albeit within the constraints of the allocated time and resources, rather than being content and classroom or lecture-orientated. He contextualises this within the broader evolution of the leadership and executive development, from his vantage point of being "involved in the EDP [executive development programmes], for example, since the 80's" in various other international Business Schools.

PM-DBS sees his role in the design and delivery of the BankSeta IEDP in "transforming the learning process" from an "experiential angle". This means shifting from being "largely classroom-based" to a more "experiential learning" (re)design of the content, process and international visits and immersions. He cites the example of "introducing field challenges" and the various "downtown" immersions within the various "study tours" or country visits.

PM-DBS states that his "background in team development [..] lends itself to [the designing the process of] people learning by doing". This "experiential learning" perspective can be seen in the changes to the visit to Makerere University Business School and Uganda, which seems to be aligned with the other Business School and country visits where the delegates are exposed and live outside the comfort and shelter of the classroom:

> "[..] for example, when we first went to Uganda, the programme was structured by a Makerere University business school and they basically slotted into a lecture programme which ran all day for the time that they were there. They did not, for example, get into a bank, downtown Kampala, hence – similarly, notwithstanding the composition of the group few had actually spent time in the Park Station [in Johannesburg's] informal precinct taxi ranks [and with] vendors and so they found it an amazing experience to go and ask about banking and financial services to a cross-section of people that they would never normally talk to [..]."

It is with this "experiential learning" perspective and his experimental attitude that PM-DBS views the programme schedule, practicalities and logistics. For example, as noted in chapter four, he sees the opportunity to expand the travel "stopover" at the Dubai airport hub on the way to London for example. This meant seeing the practicalities and logistics of air travel and transit points and the impact on bodily rhythms and "sleep" patterns as an opportunity to create another "learning by doing" experience in Dubai, thereby creating another immersion experience in Dubai "looking at Islamic banking" and further diversifying the international exposure. Here, one also notes the practicalities, logistical planning and support, and infrastructure considerations that come into play in the design and delivery of the IEDP. Given these, it means one needs to ask and explore how the design-on-paper plays out within the specific iterations and cohorts, and also how learning experiences actually unfold and are realised. PM-DBS, citing Past-PM-DBS, states that one needs to "over-manage" the programme, but not the delegates.

> "[..] just, on the design, what I inherited from Past-PM-DBS was a recognition that we needed to, in a sense, *over-manage the programme* because there are *so many dimensions to it* [..] You have to over-manage *but not the delegates*. For example, in London, I point them in the direction of they need to get Oyster Cards and that in itself becomes a *learning experience* for those who have never been to London about how you get onto the public transport, and then the routes I give them in their itinerary, I give them a detailed itinerary, and say get onto the central line and get off there, *we do not move as a herd because as a herd they are just following like sheep*, so basically after I have seen them to the business school on the first morning, *they manage themselves* [..] *so it has got to be really well planned and once it is planned they can manage it*, *they can manage themselves*." (italics added)

For PM-DBS the design and delivery of the programme, including the planning, co-ordination, logistics, supply chain and the many adjustments and changes requires building, maintaining and managing relationships with the various stakeholders. This includes building and managing relations with the delegates. For example, the adapting, tailoring, customising and changing of the IEDP over the years, within a specific cohort and year and across cohorts and programme iterations, is informed in part by the delegates' formal and informal feedback.

5.2.3 Summary

The above subsections explore the organisational and programme journeys of, and the spaces for, the designing, developing and delivering of the BankSeta IEDP. It draws out the evolving framing, formalising, institutionalising, positioning and narrating of the IEDP as executive and leadership development and as fulfilling the BankSeta purpose. This includes drawing out the evolving benchmarking (and standardising) and differentiation (and customisation) as a programme along with the evolving partnerships, "base[s]" and "anchor[ing]" of the programme, manner of contextualisation, framing of relevance and contexts over time, and ways of

punctuating milestones of, and shifts in, the programme. Through these organisational and programme journeys one finds the blending of standardising, tailoring and customising of the IEDP evolving and taking shape; and one finds the forms of designing and integrating, including the design-work and integrative-work, evolving and taking shape within a specific iteration of the IEDP and across its iterations. However, this is not a linear and cumulative evolution or journey, nor is it a linear and cumulative narrative thereof.

The descriptions of the evolving BankSeta IEDP illustrate the discussions in chapter four (for example, subsections 4.4.3.2 and 4.4.5.1) on designing, design and integration being an "ongoing process" and taking on different forms. One finds Past-PM-DBS, PM-DBS and the BankSeta CEO similarly describe a consultative, experimental, experiential and evolving and contingent process to designing the BankSeta IEDP. Thus, PM-DBS states that design "does not happen in a flash". One notes that there are various perspectives on, and framing of, integration as one traces how they negotiate between designing and delivering a coherent programme for a cohort and the opening up of spaces for the designers, delegates, the other stakeholders, and the evolving programme and developmental process.[70] This is in the context of the other spaces. Figure 5 below (compiled by the author) maps the national policy, retail banking and leadership development "spaces" (BSeta CEO and Past-M-BSeta). Figure 6 (compiled by the author) maps the IEDP within and in relation to the different "spaces".

[70] Chapter four notes the BankSeta CEO suggestion that the thinking of the design needs to be "integrative" if the purpose is to develop a "manager [..] at an integrated level" while also speaking to the need for space for development. Past-PM-DBS and PM-DBS point to the "planned" and "managed" (PM-DBS) space needed for the delegates' developmental and "personal change" process, integration at the individual level, and the evolving and emergent design. Past-PM-DBS cautions that he is "not totally convinced [that one] want[s] to integrate everything". "You want to have some ambiguity, so you have to grapple with what is going on".

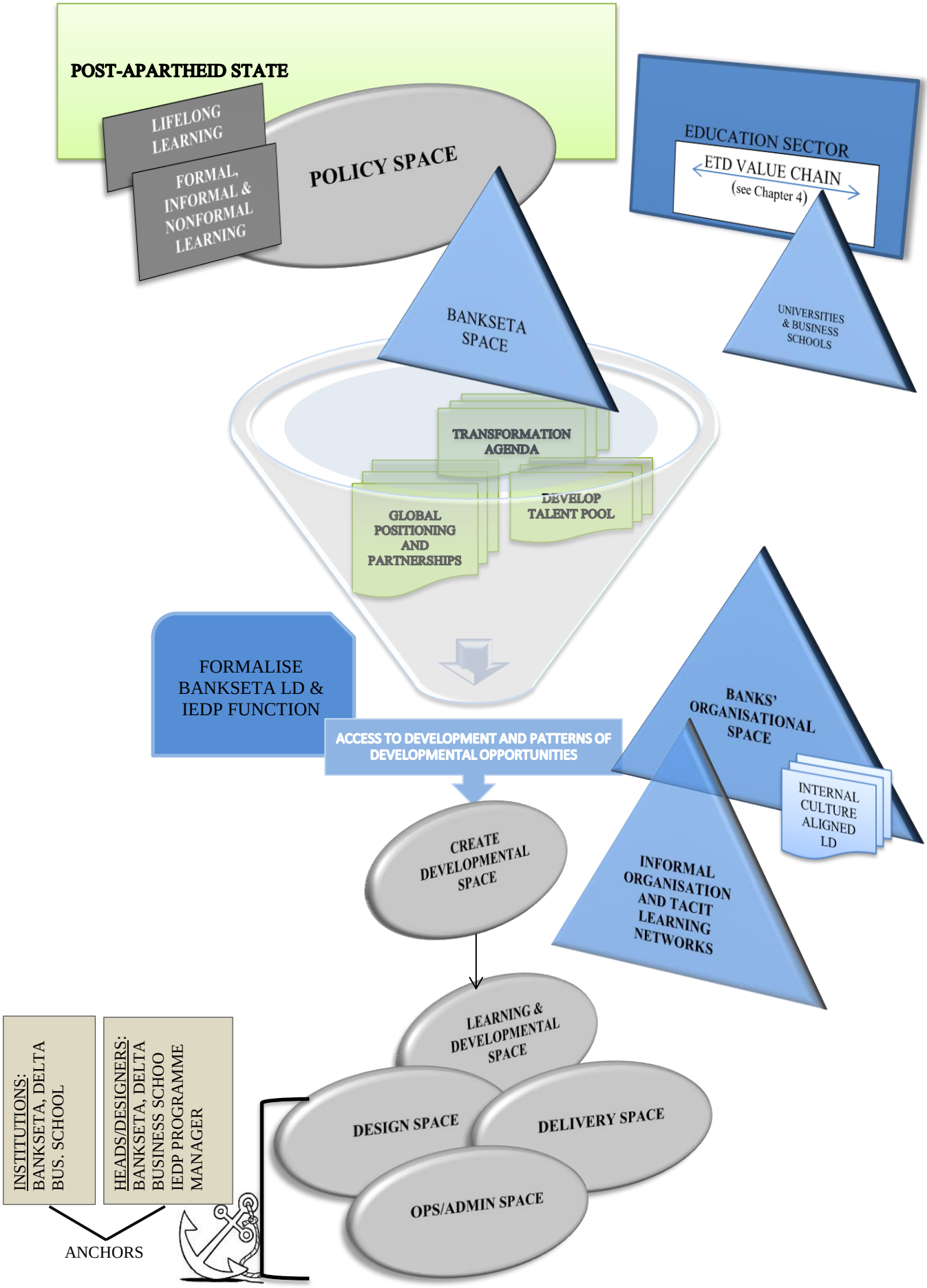


Figure 5: Mapping the BankSeta IEDP within the national policy, retail banking and leadership development spaces (compiled by author)

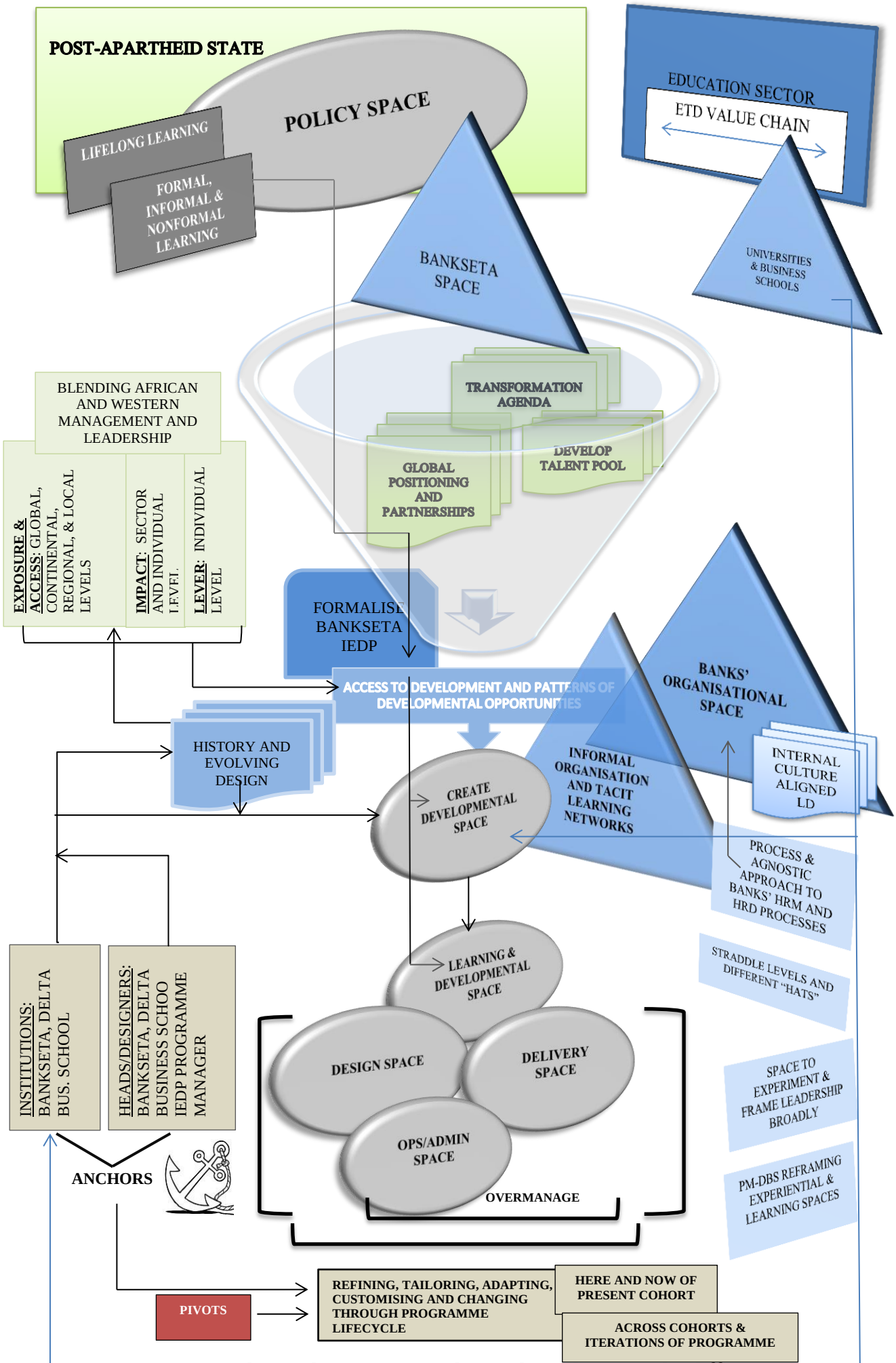


Figure 6: Mapping the BankSeta IEDP within and in relation to the different spaces (compiled by author)

5.3 THE EVOLVING LEADERSHIP DEVELOPMENT "FUNCTION", CENTRE AND PROGRAMMES WITHIN THE BANKS

The present section explores the evolving leadership development "*function*" (HOLDC-B), *centre*, *designers* and *designing* within the retail banks. It begins with locating the retail banks within the South African post-Apartheid retail banking landscape, which was discussed in chapter four along with the post-Apartheid skills development landscape. The discussion then explores the negotiated purposes of leadership development at the organisational and individual levels; and the focus on strategic and organisational alignment, "voice" (HOLDC-C1), "agency" (HOLDC-C1), pragmatics, discourse of "competency" (all the HoLDCs), and the "current leaders" and related "layered approach" (HOLDC-D2). This is followed by the discussion of the organisational journeys of "formalis[ing]" (HOLDC-D1) the leadership development "function", partnering with management, and "resistance" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z). Through this discussion one finds the thematic thread of the dynamics of centralisation and decentralisation within organisations and the centreing and bounding of leadership and leadership development in that discussion of the organisational journey and of the purposes of leadership development. Thereafter the discussion focuses on the layers of journeys of and within the Leadership Development Centres, or the internal differentiation of the Leadership Development Centre. The discussion includes the relation with, and external differentiation from, the Business Schools. The internal differentiation and the external differentiation direct one's attention to the negotiation of organisational boundaries with internal and external stakeholders. The discussion then shifts focus to the personal journeys of the Heads of the Leadership Development Centres (HoLDCs) within the retail banks.

5.3.1 Locating the banks within the South African post-Apartheid retail banking landscape

The pattern of retail banking in Apartheid and post-Apartheid South Africa was discussed in chapter four. There it was noted that the post-Apartheid retail

banking landscape comprises a number of large and smaller banks in terms of the relative weight of banking assets, retail banking market share, and client base (Bick et al, 2004; Coetzee et al, 2012; Maredza et al, 2013; Simbanegani et al, 2012). The large banks tend to dominate the retail banking landscape, which in part stems from them purchasing over the years a number of the smaller banks. As noted before, the popularised term "big four" (Coetzee et al, 2012, p10559; Maredza et al, 2013, p1362) refers to Standard Bank, Nedbank, First National Bank (which is part of the First Rand group), and ABSA Bank (a subsidiary of the Barclays Africa Group) (ABSA, 2015). These are represented in the sample, including one of the functioning smaller banks.

HOLDC-D1 and HOLDC-C1 are the only HoLDCs who have been part of the emergence, "formalis[ation]" (HOLDC-D1) and evolution of the leadership development *function* and *centres* in the banks early in the post-Apartheid period. HOLDC-D1 provides a sense of leadership development in her bank prior to the "formalised" leadership development function and centre. This discussion is taken up in the subsections below.

> "Well at [Bank D] there was nothing. Every department, every business unit did their own thing and if it was a big business unit and it saw the need it would invest in something, like send people on a programme with [X] Consulting or [Z] Business School or whatever, people procure certain programmes."

HOLDC-Z, HOLDC-B, HOLDC-C2 and HOLDC-D2's experiences of the "formalis[ing]" (HOLDC-D1) and evolution of the development function and centres in their respective banks are more recent, roughly within the past five years.

5.3.2 The evolving purpose of leadership development and the dynamics of framing, negotiating and straddling purposes

The HoLDCs frame the purpose or "strategy" (HOLDC-A, HOLDC-B, HOLDC-D2 and HOLDC-Z) of their respective bank's leadership development mainly in terms of the organisational and individual levels. The focus, however, is on the *organisational level* and the theme of strategic and organisational alignment. At the *individual level* the focus is on the needs of the individual and his/her own personal leader development and career lifecycle. One does note the link back to the organisational level as the individual career life-cycle is framed and structured by the organisation; for example, the HoLDCs cite the use of the Charan, Drotter and Noel (2011) leadership pipeline model to articulate the management career lifecycle and transitions within their respective organisations.[71] HOLDC-C2 refers to Elliot Jacques' "levels of work", which articulates "qualitatively different" "levels of complexity" of work. One could suggest that there is a certain similarity between the leadership pipeline model and the "levels of work" defined within Jacques' (1990) Stratified Systems Theory in that both differentiate, qualitatively, levels of complexity of management roles. In the case of the Stratified Systems Theory it speaks to the qualitative levels of complexity of work for all roles, including non-management or professional roles.

At the *organisational level* the conversations on the theme of strategic and organisational alignment centres on the following: "leadership" (all of the HoLDCs); the expectations of, and demands on, "leaders"; "culture" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, and HOLDC-D2); "values" (HOLDC-C1, HOLDC-C2, HOLDC-D2 and HOLDC-Z); "ethics" (HOLDC-C1 and HOLDC-C2); "strategic direction" (HOLDC-D1 and HOLDC-B); "results"

[71] The prioritisation of, and allocation of resources to, the lifecycle and the particular transitions within the cycle seems to be dependent in part on the organisation and business' lifecycle and the many challenges, constraints and opportunities it is experiencing. However, there is no explicit reference made by the HoLDCs, but rather it appears to be more implicit in their discussions of particular programmes or of their engagements with the management as clients. One does find reference to the asymmetrical allocation of resources for the development of the executive level of management. HOLDC-A states that the "high item tickets sit at the top end of the pyramid" where international Business Schools such as "Harvard" and "Insead" are the destinations. One could cite the examples of HOLDC-D2, HOLDC-A, HOLDC-C1, HOLDC-B and HOLDC-Z who do make reference to their negotiation with their respective executive committees (EXCO), senior management or line management with regard to the funding and/or prioritisation of leadership development, and of "figur[ing] out where you can put resources" (HOLDC-A) and how one uses the "limited budget available" (HOLDC-D2) given where the organisation is at. One also needs to consider where the developmental "budgets" (HOLDC-B) are allocated within the organisation.

(HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-D2, and HOLDC-Z), "business challenges" (HOLDC-B); "business needs" (HOLDC-Z); and organisational, team and individual "performance" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z). One finds the suggestion that "**leadership**" or "**leaders**" "drives" (HOLDC-C2) "**culture**", which "drives" organisational "**performance**", "**results**" (HOLDC-C1) or "**business results**" (HOLDC-A, HOLDC-B, HOLDC-D2 and HOLDC-Z). Although at first it may appear as a crisp and transparent formula, it confronts organisations and the HoLDCs with a "question" (HOLDC-A) of what the terms and their relations mean for them. As noted in chapter four, it is a question that asks "what does it mean" for "leaders" within the banks to "liv[e] the values" (HOLDC-C2), "live [the] culture" (HOLDC-D2), and "instil the culture" (HOLDC-D2) as part of realising "performance" or "business results". The question appears to take shape in three forms depending on whether the form of "leadership", "culture" and "strategic direction" (HOLDC-D1 and HOLDC-B) is seen as being already set, an aspirant future, or needing to be transformed to a yet to be articulated future and be transformational. Relatedly, there are the implied expectations and demands of leaders to adhere to or maintain a set form of "leadership", "culture", "performance" and "strategic direction" (HOLDC-D1 and HOLDC-B), drive and realise an aspired form of these, or envision anew and attain the new forms.

The above question takes on additional nuances when one considers the theme of external and internal changes.[72] On external changes, HOLDC-A, HOLDC-B and HOLDC-C2, for example, suggests that their respective banks' strategy of expanding into African countries appears to re-"open" (HOLDC-A) the question of what "leadership", "culture", "alignment" and leadership development means and how it should be shaped.[73] Another example is HOLDC-C2 and HOLDC-

[72] Chapter four, subsection 4.3.1.1, introduces the theme of evolving and emerging nuance in relation to the "organisational perspective" (BankSeta CEO) and purpose of the banks' leadership development. Chapter six explores in more detail the changing landscape of the "world of leadership" and "leadership development".

[73] For example, HOLDC-A states:
"And now we say, well look if we say we want to move into the rest of Africa as a strategy for instance are leaders prepared for that? What does it mean to lead in a different country? What does culture mean in terms of business impact?"

C1's citation of the "scandal" in the financial and banking industries and the resultant renewed focus on "culture", "values" and "ethics". [74] Through their discussion one finds the dynamic of what is *espoused* and what is *enacted* within organisations. This distinction and dynamic of the espoused and enacted is a theme within the human resource management, human resource development, organisational studies literature with regard to values, policy, practices, performance and behaviour (Boudreau & Rice, 2015; Cunliffe, 2004; Gill & Mayer, 2011; Valentin, 2006). For example, Boudreau et al's (2015) study explores how "Juniper Networks, a Silicon Valley-based innovator of high performance networking technology, ["tests"] and tackles [the] challenges [of] integrat[ing] new ["HR"] approaches" (p72). They share a caveat from one of the participants from Juniper Networks who points to the contrast between the "espoused values" and the company's "talent" and "performance management" practice (p74). It is a similar contrast that HOLDC-D1 speaks of with regard to changes in her bank's internal environment. However, with HOLDC-D1 one also sees the multiplicity of espoused "values" and "cultures" and the contrasts and conflicts between these; that is, contrasts and conflicts between the "innovation culture" and "performance management" "culture" of the bank.

HOLDC-D1 is critical of "performance management" as being antithetical to leadership and leadership development in her particular bank from a "values perspective". She states that the "culture" of "performance management" is

[74] HOLDC-C2 states that the "reintroduce[d] values" in his bank is meant to address the "2011 [..] scandal" within the global financial industry (Aldrick, 2012; BBC, 2013; Elliott, 2011). That is, an external catalyst and pivot for reinforcing, renewing and reframing "leadership", "values", "culture", "performance" and the alignment thereof, and for the attendant organisational and individual change required. The BankSeta participants (CEO and former manager), HoLDCs such as HOLDC-C1, and some of the delegates also make reference to the "global financial crisis" (Elliot, 2011, p1), a crisis spanning 2007 to 2011 and which included the derivatives trading crisis, quantitative easing by governments in response, and the "scandal" (Aldrick, 2012) regarding the London Inter Bank Offered Rate (LIBOR). This is the "rate at which banks in London lend money to each other for the short-term in a particular currency" (BBC, 2013).

As noted in chapter four, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-A and HOLDC-D2, for example, are critical of their organisation's leader, task and current financial performance focus. HOLDC-C1 goes further and argues that the Business Schools, the banks and their leaders have "failed the world of leadership" and in developing "moral agency".

"mechanistic" and antithetical to "authentic conversations[s]" and the "culture" of "innovation", being "entrepreuner[s]" and "achiev[ing] better results".

> "[..] so before it was kind of *one broad HR strategy with a few different pieces,* but *now* we've got a *practise that does performance management, a practise that does OD* and a *practise that does reward,* [..] so *achieving integration between these different pieces and mainstreaming leadership,* mainstreaming ja -- certain ways of thinking is becoming more *challenging*. So, for example, the *performance management practise is going down a track that is unbelievably mechanistic*, [..] it's got KPIs [key performance indicators], weightings, it's *very counter-cultural* and I think most people are probably going to ignore it because culture eats that kind of stuff for breakfast as you know." (italics added)

HOLDC-Z, in contrast, speaks about the attempt at bringing together "leadership development", "performance management" and "OD [organisation development]" functions in her human resource "portfolio", including the challenges of aligning the functions "leadership development", "performance management" and "OD" themselves that are meant to address leadership, culture and performance. HOLDC-Z's focus is at the level of a "competency" and its use in alignment. As noted below, the other HoLDCs point out that "competency" is the official discourse, "common terminology" (HOLDC-B), and vocabulary of their respective banks, but they criticise it as a limiting and reductionistic construct, framework and organising method. The criticisms of the competency construct and framework and the organisational realities of its use are discussed in more detail in chapter seven.

Shifting focus to the *individual level* one notes the emphasis is on the current leaders, on their individual development of "metaskills" (HOLDC-C1), their needs and "gaps" (HOLDC-B, HOLDC-C2, HOLDC-D2, and HOLDC-Z) as they progress through the "levels" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) as articulated in the "leadership pipeline" (HOLDC-A, HOLDC-D1, HOLDC-D2, and HOLDC-Z) model, and facilitating their "full

performance in [their] job" (HOLDC-A) and "prepar[ing them] for broader or more complex roles" (HOLDC-A). However, HOLDC-B and HOLDC-A also point to the challenge of the developmental time horizon; of balancing the needs and demands of the present and "building for future capability" (HOLDC-B). HOLDC-B points out that within organisations and the leadership development "function" and centre there are "trade-offs" in terms of what the organisation "build[s]" or develops, as in a "trade-off" between "build[ing]" for what the organisation requires and "needs to be done *now*" in the present and "building for *future capability*". Adding 'fuel' to this "trade-off" is the organisation's expectation that one "aggressively build[s for the present] in a short space" of time, given the organisation's needs and operational continuity in the here-and-now. HOLDC-A similarly shares the journey and balancing of the needs and demands of the present (whether at first the "attending of "courses", "develop[ing] people around certain competencies" or "equip[ping]" on "what leaders should be able to do" now) and "navigat[ing] through [the] changing environment in which [they] operate".

Through their discussions one begins to appreciate the dynamic and complex realities of organisations and of the purpose of leadership and leadership development as it is negotiated and realised within the organisation. Although one can *conceptually* differentiate the forms of strategic and organisational alignment that emerges in the HoLDCs' conversations and the related expectations of, and demands on, "leaders", the "*lived*" (HOLDC-C2) *realities* and practices of organisations and the HoLDCs may be more complex and mixed. That is, there is the mixing, intermingling and/or paralleling of the above discussed forms of alignment as the organisation evolves, changes and shifts. The HoLDCs' discussions suggest that their organisations are not static nor a uniform and homogenous 'body' or 'cognitive schema'. The banks seem to be continually evolving, shifting and changing. This includes evolving, shifting and changing across their differentiated business units, functions, "subcultures" (HOLDC-A), "layers" (BSeta CEO) and "levels" (all the HoLDCs), and "levels of maturity" (HOLDC-B, HOLDC-Z and HOLDC-A). It then appears that the purpose of

leadership development, including the levers (from individuals to teams) and levels of impact of leadership development, evolves as the organisation evolves and changes.

Through the discussion one also finds a dynamic between (1) making leadership development "digestible" (HOLDC-D1), "palatable" (HOLDC-D1) and "tangible" (HOLDC-B, HOLDC-C1 and HOLDC-D2) for and within the organisation; and (2) some of the HoLDCs differentiating themselves from, and being critical of, the patterns of leadership discourses and practices within the organisation. There is a dynamic where one finds these HoLDCs differentiating their 'voices' from that of their respective organisations; including their ways of framing *leadership* and *leadership development*, that is also a dynamic of how leadership development is "positioned" (HOLDC-Z) and "formalised" (HOLDC-D1) as a centre or "function" (HOLDC-B) within the organisation. This includes how leadership development is "formalised" (HOLDC-D1) in a "common understanding" (HOLDC-D1) or "terminology" (HOLDC-B) across the organisation. As a "formalised" (HOLDC-D1) centre, "function", vocabulary and framework the aim is to address and bridge the "fragmented view" (HOLDC-D1) and implementation of leadership development within the organisation. The official discourse of "competency" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D2, HOLDC-D1, and HOLDC-Z) and the utilisation of competency frameworks within the human resource function of their respective organisations is an example of the dynamics of '*voice*', finding "*space*" (HOLDC-B, HOLDC-C2, and HOLDC-D1) and the *pragmatics* of framing and organising leadership development within organisations, given the organisations' "appetite" (HOLDC-D1).[75] Ultimately, though, there is the reality of the leadership development centre or function's 'bottom-line' as it were:

[75] HOLDC-C2, for example, illustrates this in the following description:
"I personally don't like to use competencies for leadership, I think it's old school, I think it's very limiting and I think it's kind of too boxing, it boxes you up and presents it like a gift saying this is a leader, if you tick off these competencies then you're a leader, but it's a big struggle because I know that in a corporate world they will speak of competencies. These are the competencies we're looking for, you know can you do this, can you lead like in this way and do you have these skills for leadership etcetera, these are competencies that you have."

"And I only exist to the extent that there's demand for the programmes that I create" (HOLDC-D1). This means "selling the concept" (HOLDC-D2) of leadership development within and to the organisation. This brings one full circle to the discussion on strategic and organisational alignment and addressing organisational "challenges" and "performance".

5.3.2.1 The question of the positions that the HoLDC take on

The above discussion of the different emphases of the purpose of leadership development and of the dynamics, complexity and organisational realities suggest that one needs to attend to how the purpose of leadership development is negotiated and evolves within the organisation; that is, how it evolves across the "business units" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-D1), "subcultures" (HOLDC-A), levels and organisation as a whole over time. This opens up the question of how the HoLDCs position themselves, the leadership development "function" (HOLDC-B) and centre, and their own aspirations within the organisation; what positions the HoLDCs take on and the "spaces" (HOLDC-B, HOLDC-C1, HOLDC-C2, and HOLDC-D1) they inhabit and carve out for themselves and the "function" and centre within the organisation. This is "flexing and moving [the leadership development "function" and centre] with the business as they need it" (HOLDC-B), but also asking "how do I stretch the business" and "slow moving machine" (HOLDC-A) and bring "change" (HOLDC-C1) in "families" (HOLDC-C1 and HOLDC-C2), the "community" (HOLDC-C1 and HOLDC-C2), "society" (HOLDC-D1), "the country" (HOLDC-A) and the "world" (HOLDC-A) at large. One could suggest that it is question of how they navigate the 'centres of gravity' and levels as illustrated in Figure 7 below.

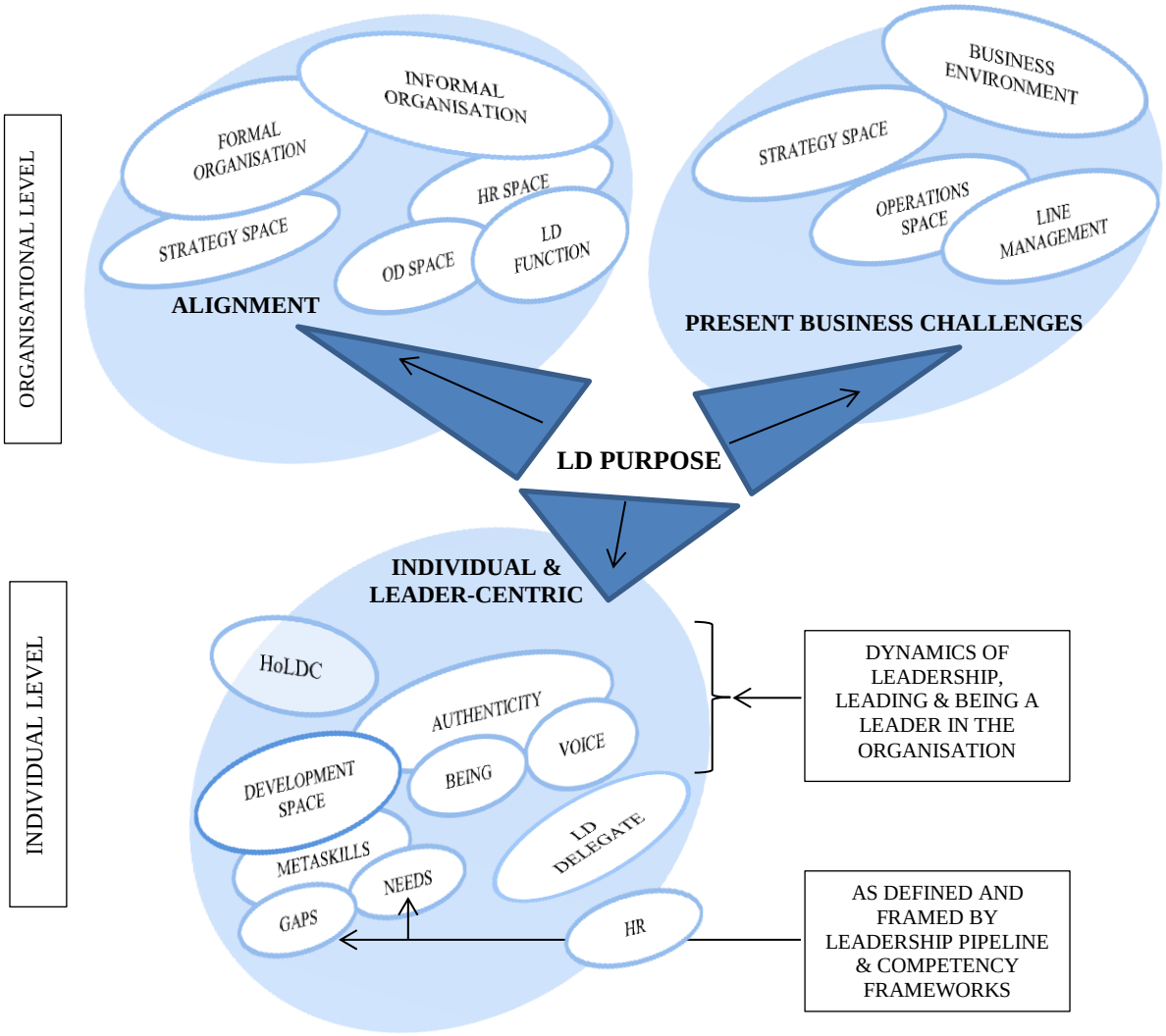


Figure 7: HoLDCs navigating 'centres of gravity' and levels (compiled by author)

This question becomes more pertinent as one explores the organisational and personal journeys in the next section of the present chapter and in the next chapter respectively. In chapter six the discussion evolves to exploring three positions that the HoLDCs seem to straddle and take on within their respective organisations and, importantly, how leadership is framed. As one explores these positions it prompts one to consider how the purpose of leadership development may be reframed, reworked and repurposed during the programme lifecycle; from the initiation, design and delivery to the here-and-now of the developmental process of a programme. This suggestion also follows from the earlier discussion in subsection 5.2.2.2 of the Business School attempting to broach and bridge the BankSeta and delegates' needs; of how the BankSeta IEDP evolves during and through the designing, planning and the actual delivery of the programme.

5.3.3 The organisational journeys of "formalis[ing]" the leadership development "function", partnering with management, and "resistance"

Certain HoLDCs, such as HOLDC-C1, HOLDC-D1 and HOLDC-D2, share the journey within the organisation of differentiating and "**formalis[ing]**" (HOLDC-D1) **the leadership development "function"** (HOLDC-B) from other human resource and development functions. For those HoLDCs entering an already founded and established leadership development function, such as HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z, it appears to be the **continual task of** "**formalis[ing]**", "**mainstreaming**" (HOLDC-D1) **and (re)positioning** the leadership development function within the organisation and among the various business units and stakeholders. The discussions here centre on the emergence, inertia and/or "resistance" (HOLDC-D2) of human resource functional silos. This includes the dynamics of centralisation and decentralisation of leadership development initiatives, interventions and programmes as well as the centralisation and decentralisation of human resource processes and functions. With most of the banks there appears to be a "hybrid" (HOLDC-B) model of "centre(s) of expertise" (HOLDC-D1) or "centres of excellence" (HOLDC-A, HOLDC-B and HOLDC-Z) and decentralised human resource business partners

and services. The discussion of "**resistance"** (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) broadens to the organisation as a whole, in particular the levels of management as clients and the levels of management as delegates. Thus, one notes the HoLDCs emphasising the importance of **partnering** and developing relations with the levels of management.

HOLDC-D2 shares part of the journey of, and the organisational imperatives for, differentiating and formalising the leadership development function below. She indicates that the leadership development function was differentiated from the skills development function, where leadership development resided previously.

> "So basically leadership development in [the bank] started like I said because of the huge focus on it. [..] That was beginning of 2013. So at the beginning of 2013 the role was split into two [that is, skills development and leadership development function]. Previously there was no leadership strategy. It also came about, you know, as a -- obviously it's linked to our business objectives which is obviously linked to our EE [employment equity] substantive objectives, because it's such a huge focus and I mean all the fines imposed if you don't reach your targets and all of that."

HOLDC-C1 similarly shares how the leadership development function at her bank evolved from the "training and development" function. However, she points out that there is a "change [required in] organisations [..] about what is valued and not valued", including the Human Resource function, for leadership and leadership development. She cites the example of the contrast between "what is rewarded" in organisations and the "change" in "mind-sets", "being" and "agency" the Leadership Development Centre is attempting to facilitate and "create a context" for. As noted earlier, HOLDC-C1 criticises "organisations [as they] *failed* the world of leadership".

> "[..] because remember even if you create that ["context" for leadership development], and people *see what is rewarded, they default back to what*

> *is rewarded*. So there needs to be a change, not only in the world of executive development and leadership development, but there needs to be a change in our organisations as well, about what is valued and not valued."

HOLDC-D1 shares the journey of moving from a "decentralised [..] personnel management in the different businesses" to creating a central "HR strategy" and "centre[s] of expertise" wherein leadership development evolved and was "formalised". Leadership development was "fragmented" before where "every business unit did their own thing". She now manages a "broad portfolio" comprising "leadership development", "talent development" and "wellness". The leadership development function continues to evolve within HOLDC-D1's "broad portfolio" and as she and the organisation engages with the "strategic questions"; that is, questions "about what kind of organisation do we want to be, what do we want to offer people, what is our employment value proposition, how is leadership a part of that [and] what is the DNA of this organisation". HOLDC-D1 brings to the fore the question of "integrat[ing]" leadership development function with other human resource functions with regard to her "broad portfolio" and the other "centre[s] of expertise" such as the one focusing on "performance management". The previous section noted her criticisms of the "performance management" "culture". HOLDC-D1 shares how with the formalisation of the human resource functions and structure there is the emergence of "silos"; and how these functions "diverge" with differences in "philosophy", "paradigm" and "practice".

As with HOLDC-C1, HOLDC-D1 speaks of the "challenge[s]" of "mainstreaming leadership" within the organisation as a whole. Along with the "challenge[s]" of "mainstreaming leadership" is the "resistance" to acknowledging and understanding "leadership" within the "South African historical context" of "Apartheid" and the post-Apartheid "transformation context"; and "resistance to an "openness" on "different ways of thinking and seeing the world" within and for leadership and leadership development. She speaks of the need for "philosophical openness".

> "[..] but the *South African historical context* is very, very important to me and the *transformation context* is very important to me, so I think we need to bring a *mindfulness* of *where we come from historically* and I find a lot of **resistance** to that actually [..] but I like to allow for the fact that there are *different ways of thinking and seeing the world* and I'd like people to have access to those different ways you know so…."

HOLDC-D2's experience seems similar to HOLDC-D1's "challenge[s]" of "mainstreaming leadership". HOLDC-D2 speaks of "a change management process", which is a "long-term process".

> "It's a change management process. Initially, we had a lot of resistance, especially when leaders were held accountable for their actions [through the 360 degrees] feedback [from their "teams" and "managers"] [..] Huge trust issues. I think they are starting to see the benefits. So I think you get buy-in as soon as people, so they were made aware. We delivered and people are now starting to see the differences that have been made and that's how you turn people. It's a process. It's a long-term process."

As with HOLDC-D1, HOLDC-D2 shares her challenges with the Human Resource function and with the decentralised HR "system":

> "I think my biggest challenge so far was very operational, is trying to get everything together. Trying to liaise with the HR department about something as simple as the on-boarding process. [..] The [HR] system's not working the way it's supposed to be working. So the HR VPs are responsible for a lot of the stuff that their line manager should be responsible for. A lot of **resistance** from the line managers because when the tasks are handed over to them now because it's not my job." (bold added)

As with HOLDC-D1 and HOLDC-D2, HOLDC-Z also speaks of the functional human resource "silos" within the bank she is employed at. HOLDC-D2 points to the different directions that the human resource functions can be on. She points to

"discrepancies" or contradictions in terms of what the organisation rewards and the intent of the leadership development function: "So we say one thing and we reward another thing". This can be seen in the implementation of performance management and "performance contracts": "[..] performance contracts don't align to the business strategy and they don't measure to achieve what we need to achieve." HOLDC-C2 speaks of the "disconnect" between leadership development and the human resource and business strategy. There is another "disconnect" with "business" where the management disregards the leadership development centre's developmental offerings and tasks the function to procure an external programme from a particular "vendor" "because he [or she] has got a relationship with [that] vendor" and has a preference for the particular programme.

> "Ja often I find there's a *disconnect* between the *broader strategy of business* and the *HR strategy with leadership development programme*, and I think you know getting the leadership development programme to be *linked to the business strategy is hard work*, because you know executives will tell you look I want this leadership development programme for my team, and you go then you sit and you say but how is it impacting on your business strategy, he says, 'no, no don't worry about that, just I need this meeting'. Why? *Because he has got a relationship with a vendor, and the vendor sold him something which he likes and he wants you to go and get it for him. You see there's a big challenge around linking your development programme*, but we're getting it right." (italics added)

HOLDC-C2 also points to the "resistance" within the organisation and the realities of engaging management-as-clients and managing the Leadership Development Centre:

> "[..] of course it's not all smooth, I burnt my fingers, I rubbed people up the wrong way."

HOLDC-Z, along with HOLDC-A and HOLDC-B, is one of the Heads of the LDC to have inherited an already established leadership development "function"

(HOLDC-B). Although established there still appears to be the continuing process and task of "formalis[ing], "mainstreaming" (HOLDC-D1) and (re)positioning the leadership development "function" within the bank. In part this reflects the dynamics of centralisation and decentralisation within the bank. This includes the centralisation and decentralisation of leadership development initiatives, interventions and programmes as well as the broader human resource processes and functions. The centralisation and decentralisation of human resource functions and processes influences how the leadership development "function" has access to and interacts with the levels of management as clients, as illustrated below. The "formalis[ing], "mainstreaming" (HOLDC-D1) and (re)positioning of the leadership development "function" also reflects the "levels of maturity" (HOLDC-A, HOLDC-B and HOLDC-Z), "appetite" (HOLDC-B and HOLDC-D1) and "buy-in" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2, and HOLDC-Z) across and within their respective organisations, that is, across the various functional areas, business units, levels and "subcultures" (HOLDC-A) of the banks. It also includes the levels of "maturity" (HOLDC-B), experience and expertise of the leadership development "function" and the human resource functions.

HOLDC-Z shares how the "organisational history" of the established leadership development function impacts on her initiatives and what she can explore or experiment with. She speaks of the "resistance" within the organisation and the "difficulty with changing". As with HOLDC-C2 and the other Heads of LDC she also refers to her personal journey within the organisational journey, and of not viewing "resistance as personal".

> "It wasn't easy. I had to deal with lots of **resistance**, *scepticism*. Maybe *organisational history* also. You will hear, "*someone tried this before and it didn't work*". There was *difficulty with changing. I had to learn the hard way*. To experience it and *regroup*. I chose *not* to view the *resistance as personal*. You *go back* and *reflect* and *come back again*. You need to *convince* them. *You will be challenged*." (bold and italics added)

HOLDC-B, whose bank's Human Resource function is also structured along "centres of excellence" as with HOLDC-D2, HOLDC-D1 and HOLDC-Z's banks, illustrates the above discussion on the dynamics of centralisation and decentralisation of Human Resource, levels of "maturity", and the manner of "access", relating and "partnering" in a "highly political environment":

> "I think the success of leadership and learning as a function is hugely dependent on the maturity of your own function, the maturity of HR, or in our space it's called Human Capital, and your maturity of the business, so if you think about the complexity in that, so you don't always have direct access to the business, right, so the need for collaboration and a way of working, which is outside the way the organisation is necessarily structured, so structure doesn't determine success either, so it's about how do you work in a way that creates success. [..] and it's a highly political environment, so it doesn't always enable leaders to operate in the way that you want them to, and leaders are challenged and being measured now against our competencies [..]."

HOLDC-B suggests a "triangle", a triangular dynamic relation between the (1) "leadership development function"; (2) "Human Resource"; and (3) "business". She shares below how the "leadership development function" is "flexing and moving with the business as they need it" and how there is the cycle of centralisation and decentralisation of the "leadership development function" with a "hybrid" of the two emerging through the cycles. HOLDC-D2 and HOLDC-D1 speak of the same cycle within their respective banks. For HOLDC-B the centralisation allows for the conceptualising, mapping, designing and delivery of the leadership development and "learning function" "end to end". This seems to facilitate the maturation of the leadership development "function", centre and the design of leadership development.

> "[..] the *entire learning function* doesn't report into me so you -- part of it does and part of it doesn't. So it *used to be fully* **centralised**, *now it's* **decentralised** or was decentralised, *now it's a myriad of both*."

> "[..] so the *benefit* of **centralising** *was you really understood the entire learning function* **end to end**. Now that you've **decentralised** part of it, *how do you still keep the way of working*, even if the *reporting line isn't into you* so that you don't lose the *value* of what you had in **centralising**, and you know the *jury is still out on centralised and decentralised and a myriad of both*, which is where we're at right now, but it's how do you still keep that functioning optimally."
>
> "[..] you're *flexing and moving with* the **business** as they need it." (italics and bold added)

"Centralising" avoids "duplication" and a short-term focus on the immediate line management needs:

> "[..] if you didn't have your **Global Leadership Centre** and **design centralised** you *would have designers sitting anywhere in the business who would design for a specific point in time*, you would have *duplication* and your external vendors would have different costing models in the way in which they charge you, *so you need to bring that together*." (italics and bold added)

The above HoLDCs share their experience of the emergence, inertia and/or "resistance" (HOLDC-D2) of human resource functional silos. The HoLDCs such as HOLDC-A, HOLDC-B, HOLDC-D1 and HOLDC-D2 make reference to centres of expertise or excellence within the centralised part of the HR system; and HOLDC-B and HOLDC-D2 make reference to HR business partners "decentralised" to the business units to engage line management as clients directly. They are the decentralised part of the HR system. This HR model, popularised by consulting companies and cited in the literature and surveys of HR executives, is the one that is identified in name with the principle author, David Ulrich (Hird, Marsh & Sparrow, 2009; Pritchard, 2010; Saleh, Yaacob & bin Rosli, 2015; Ulrich et al, 2008). Hird et al (2009), however, argue that the consulting companies translated and interpreted Ulrich's proposals for how HR

can provide *value* to, and be *strategic* within, organisations into *structural propositions*, that is, translating the different ways HR can deliver value into a *fixed structural design*.

One of the unintended effects is that being strategic and a strategic partner is delimited to the decentralised "embedded" (p8) 'business partner'. The other is that HR is structured as comprising three legs or "boxes" (p32) that over time become tangent or orthogonal to each other: a centralised shared service for standardisation and efficiency of HR "back-office" (p8) transactions, centralised expertise and specialised capabilities in the centres of expertise, and the 'front-end' business partner as the consultant, link and connector for line management on HR policies, processes, "programmes" (p8) and practices. Hird et al (2009) suggest that there is a "spectrum of readiness" (p31) within HR and the broader line management and organisation.

Through the discussion of the themes of "formalis[ing]", "partnerships", "resistance", and of the organisation's "appetite", "levels of maturity" and "mindsets" (HOLDC-C1, HOLDC-C2 and HOLDC-D1), one finds that the organisational journey and that of the leadership development "function" (HOLDC-B) is not singular. These are rather evolving layers of journeys at the different levels and within these same levels. They entail the dilemmas of how one "sell[s] the concept" (HOLDC-D2) of leadership development, speak to and engage business in their own "language" (HOLDC-B and HOLDC-Z), keep it "digestible" (HOLDC-D1) and "palatable" (HOLDC-D1), and show "tangible" (HOLDC-B, HOLDC-C1 and HOLDC-D2) results, outcomes or changes that the management as client can "see" and "feel" (HOLDC-C1), in other words, the dilemma of how one meets "business" where it "is at" (HOLDC-A). Ultimately, however, there is the reality of the leadership development centre or function's 'bottom-line' as it were: "And I only exist to the extent that there's demand for the programmes that I create" (HOLDC-D1).

5.3.4 The layers of journeys of and within the Leadership Development Centres: the case of internal differentiation

The previous subsection explored the organisational and personal journey of "formalis[ing]" (HOLDC-D1) the leadership development "function" (HOLDC-B) and centre and the "challenges" of "resistance" and "mainstreaming leadership" (HOLDC-D1). The present subsection explores the layers of journeys *of* and *within* the leadership development "function" and centre. That is, the suggestion of the evolving *internal* differentiation of the "function" and centre and the emerging 'lines of development' therefrom. These are, for example, the "**operational**" (HOLDC-A), **programmatic**, "**strategic**" (HOLDC-A), and "**design**" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D2 and HOLDC-D1) 'lines of development'.

On the "**operational**" (HOLDC-A) line of development one finds descriptions such as a "project office" and "well-oiled machine" that has "battened down" the "administration", "logistics", "operational" (HOLDC-A) and "infrastructure" (HOLDC-B). With regard to the **programmatic** line of development there is HOLDC-B's account of the "centralising [and developing the] entire ["leadership" and] learning function *end to end*". There are descriptions of the development of the Leadership Development Centre as a "centre of expertise" (HOLDC-D1) or "centre of excellence" (HOLDC-B) that "tie[s] everything together *end to end*" to create an "*overall journey*" (HOLDC-D1) and "learning integration" (HOLDC-B). HOLDC-A, for example, argues that "the *success* of your programme lies in *how well* you've *rolled it out*, and *how well* it's *landed*, *how well* it's been *implemented*". The "**strategic**" (HOLDC-A) line of development concerns the "alignment" (HOLDC-A) with, or "link back to" (HOLDC-C1), the organisational or business "strategy" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D2, HOLDC-D1 and HOLDC-Z). It also concerns the question of the "meaning" of "leadership" and the "future of leadership development" (HOLDC-A). On the "**design**" line of development one finds descriptions such as "flexibility" (HOLDC-B), "creative modalities" and "space" (HOLDC-D1),

"creating a context" and "space" (HOLDC-C1), "co-designing" (HOLDC-A, HOLDC-C2 and HOLDC-C1), and "dislodgement" (HOLDC-C2) and the need to "relativise" (HOLDC-D1) "thinking", "mind-sets" and "paradigms". It suggests that as the Leadership Development Centre evolves along the differentiating 'lines of development' it 'opens up'. There seems to be a shift from the design of leadership development being centred within the Leadership Development Centre or as a "HR thing" (HOLDC-A). "Co-design[ing]" (HOLDC-C1, HOLDC-C2 and HOLDC-A) suggests a more open, relational, collaborative and dynamic designing and design process.

HOLDC-A differentiates the "strategic", "logistical operational", and design challenges and "point of view[s]" through her discussion. On inheriting an existing leadership development function, she realised that the link with the HR and business strategy was "missing" before. There was more focus on the "administrative" and "logistics" "role". She acknowledges the need to "batten down" the actual administration and logistics of delivering and rolling out programmes to achieve a "well-oiled machine", and the importance of formalising and consolidating the internal "processes", "systems", "project management", efficiencies and economics of the leadership development function and its delivery. This is a thematic thread that runs through all the HoLDCs' discussion on the Leadership Development Centre. Once "battened down", the next question is "are we meeting the business demands [and "requirements"]" and "does it have the right impact". There is then the focus on "giving the best experience" to the delegates as well as the focus on the "strategic drivers" of the organisation, achieving "relevance" and "return on investment", and the strategic "align[ment]" with the organisation.

> "[..] So, I think every learning practitioner's biggest challenge always is that what I'm putting in place, does it have the *right impact*. Will it help the **business** move forward? Will it help the development of that **individual**? Those are always the big strategic challenges that we face. And the underlining challenges that go with that is stuff like are we using the *right vendors*? Do we have *sufficient budget*? Are we involved in the

right programmes? Are we getting the *return on the investment* that we looking for? Are we getting the output that we require? And what is that *output*? So those are some of the challenges that you face from a **logistical point of view**. [..] *And the success of your programme lies in how well you've* **rolled it out**, *and how well it's* **landed**, *how well it's been* **implemented**. So those are always challenges from a **logistical operational point of view**. *I found those more challenging than any of the other things that we often work on*. So once that's *battened down* and we got a **well-oiled machine** and the *programmes are running and we giving the best experience*, the second challenge is as I've said is very much are we *meeting the requirements*, are we getting the *return on that investment* that we're making."

However, as noted before, it is not clear phases or transitions, but rather a continuing task and process as HOLDC-A and the others indicate. HOLDC-A states that "meeting the [different] business demands is the biggest challenge that we face every single day in developing people". Although conceptually differentiated as "point of view[s]" HOLDC-A suggests that one needs to take an integrated view of the strategic, logistics, operational and design facets of the leadership development function; that the "success of your programme lies in how well you've rolled it out, and how well it's landed, how well it's been implemented" and how well it speaks to the different "business demands".

"The *operational challenges* you get done through *better project management, better processes, better systems, better tracking, monitoring, good people on board*, passionate people. Just the *right people* to *drive* all of this. You can imagine the *administration* that sits behind all of these programmes that we roll out. *We touch on average 2,500 leaders managers just through our formal programmes every year so it's a lot*. So that's how we deal with those processes and as I've said we've now got a **dedicated project office** to look after all leadership and management development in the bank. From a **strategic point of view** I guess we are *very aligned and continue to be with the strategy of the bank*. *So that once*

> *we know what the bank wants to achieve we can equip managers and get them hitting the road quicker in terms of where we want to go* and that's also another shift that we've seen. [..] And then continuously also getting into the mindset of our CEO, of our executives, to understand what it is that they want to achieve through leadership."

The "strategic point of view" means opening up the question and the "conversation around leadership" and "what does it mean"; and of the "future of leadership development". She refers to the bank's "leadership lekgotla" or gathering "to talk about leadership" and to the organisation taking ownership of this rather than it being "an HR thing". For HOLDC-A it is "easy to get trapped into just sending people on programmes". The work and "job" of the Leadership Development Centre is "far deeper" than "sending people on programmes".

Although suggesting an integrated view, as the other HoLDCs seem to suggest as well, one notes that these strategic, operational and design 'lines of development' can develop in parallel, in concert, independently, or in stops-and-starts. The HoLDCs' narratives do not seem to suggest a neat progression through clearly demarcated phases and transitions. One also notes the blend of aspiration, the envisioned, and the realities 'on the ground' in their narrating. To illustrate this "evolving all the time" (HOLDC-A) one can begin with HOLDC-A again.

As discussed above, HOLDC-A on inheriting the administrative-focused leadership development function differentiated and formalised the "logistical operational" in a "project office" from the consultation and "strategic" arm of the leadership development function. She frames the function as being "more deliberate" and being both "structured" and "flexible". It is "more deliberate" in being aligned with the organisation's "philosophy", "culture", "values" and aspiration. It is both "structured" and "flexible" to be able to meet the management-as-clients where they "are at" rather than offering a "brochure" of standard "off the shelf" products. However, HOLDC-A explained the dilemma that the other HoLDCs also experience where the management-as-clients and as

delegates request or seek to engage through a "brochure" or "menu" of programmes. They seem to seek a closed structure comprising a finite set of already articulated programmes. Ultimately, HOLDC-A states that one needs to reconcile that "it's not a destination"; and that one is "not going to get anywhere necessarily". Leadership and leadership development "evolves all time".

> "It's much *more meaningful*, it's much *more deliberate at the moment*. [..] So I guess it is one where you just need to know *that it's not a destination*. *I'm not going to get anywhere necessarily*. *It evolves all the time*. *The best you can do is to say that we are known as an organisation with great leaders*. That's the *dream*. That's the *vision*. And every little thing that we do *as we chip away at this big block* is to get that to sort of say we work for decent people and line managers and people in this organisation. [..] So my experience has been one of that being a bit *more structured* in terms of how we do things but *flexible enough to meet people where they are at*."

> "[..] that's where we are at. And that's a big *mind shift change* because a lot of our businesses who I consult who still says *give me a brochure with all your programmes*. *I still get a lot of that*. And that's *where they are at*, so they want a brochure with all the programmes on it. *The question is not what's on the* **brochure**, *the question is what is the* **need** *here*. What is it that we're *trying to transform and shift*?"

> "We're definitely *not in the* **menu** *system movie*. *We don't want to offer people menus or brochures*. We do that but then you can see people immediately picking stuff off it. *Instead of asking the real questions as to what is my development need here*? Where's it that I'm going in terms of my career? So development shouldn't become the *plaster*. *It should become an enabler* rather, to enable people to move forward in their careers." (italics and bold added)

HOLDC-B, in a similar vein to HOLDC-A, describes the deliberate positioning of the leadership development "function" she inherited as being more need-driven and attuned to the "maturity", "culture" and where the stakeholders are at:

> "[..] you can bring all the theory and all best practise but if that isn't going to solve the business need or where that business maturity or even learning culture is then, ja there's no way you going to help it transition."

It means "flexing and moving [the leadership development "function"] with the business as they need it". This positioning, "flexing and moving" is predicated on an already established "centre of excellence", which is "functioning optimally", "efficient" and administratively proficient. It is part of the "centralising [and developing the] entire ["leadership" and] learning function *end to end*". This means "end to end" from, for example, an "administ[ration]", "learning technology", "design", "development", "deploy", "deliver", "strategy" and "governance perspective[s]". It is dependent on the "level of maturity in all parts of your business", including the Leadership Development Centre.

> "[..] what makes up a *learning function*, yes it's your *strategy*, but it's also the *way* in which you *design learning content* or the *way* you *design a development* against that *strategy*, the way you govern it from a *governance perspective*. The *way* you use *learning technology* to *deploy* that, right, the *way* you *deliver* your learning and then the *way* you *administer* it. So when people think of learning they only think of one or two elements, they never think of all six, and your ability to be *successful* is that there needs to be a *level of maturity in all parts of your business*, so if your learning technologies is disabling you it's where you need from a strategic perspective to put certain things in place because otherwise you not going to meet your people development strategy that drives your business strategy."
>
> "[..] so this is also an interesting conversation to have with *business* because *they don't often see the learning function is that end to end*. And what makes it challenging for us is part of this learning technologies, although we know what our learning technology should do, that

technology sits in *an enabling function*, for example, IT, so it doesn't sit within your function, so *your dependency on them understanding what you need from that.*"

"[..] so the benefit of *centralising* was you really understood the *entire* [*"leadership" and*] *learning function end to end*." (italics added)

However, as can be seen in the above quoted excerpts, there are continuing administrative challenges, especially with the use of "technology". HOLDC-B points to the "infrastructure" challenges experienced to enable the utilisation of various electronic tools and platforms, including the decentralised information systems and "learner management system[s]" within the organisation.

"[..] so when I talk about technology I'm talking about a *learner management system* and *it's functionality*. In [the bank] *when I joined four years ago we had eight learner management systems so think about different parts of the business having their own LMS. We now down to three and we're migrating to one*, so *for me to be able to be effective in my role and do what I need to do*, how much more successful will I be with one LMS versus three versus the eight. *So were we a dysfunctional unit*? Yes because technology *didn't enable us* to *give you the line manager a view of leaders at this level and their learning across an organisation*. We'd have to get it from eight places or three places. So when you think about compliance training or anything regulatory where you are completely *dependent* on your *reporting ability* you are really *disabled* because that functionality isn't there." (italics added)

For HOLDC-B it is critical to "partner" with the "business" and management-as-clients. The same applies to the Business Schools, consulting companies and other providers of leadership development interventions. It is a flexible "partnership" with, and "access" to, these providers "as and when needed" that HOLDC-B values. HOLDC-B points out that the branding and aspiration of the bank is

important in blending the internal and external experience, expertise and "thought leadership". The aim is not to "build an internal business school".

> "It is so, why do we *partner externally*, because if you look at the faculty available within [a Business School], we love that *current future thinking* around Africa, as an example, so we have identified within their faculty the faculty members that work within our organisation and we *bring them in depending on where the business unit is currently at* and the *transition* they're trying to make. So we love that *flexibility of accessing them*, you having access to them *as and when needed, but we don't want to build an internal business school with massive overhead*." (italics added)

As with HOLDC-A, HOLDC-B also refers to the structure or "frame of reference" one needs to engage, to consult, and to "partner" with the management-as-clients. She refers to the leadership and leadership development "architecture", which at times she describes as the "leadership competency framework". The "architecture" "packaged [the] management and leadership development proposition to tell the story around how we would internally partner as leadership and learning specialists with our business unit" and to provide the "internal context" of leadership and leadership development.

> "So I think it's interesting [the bank] **centralised** management and leadership [development], so we said that we don't mind if we *use a blend of internal designers right, leadership designers, as well as external*, so we have partnerships with a lot of the global business schools and local business schools, so GIBS, for example, partnered with us on building a women in leadership programme. That was specifically around women, however although it's **centralised** *the organisation doesn't always know what we have on offer*, so one of the first things we do and I'm *constantly revising* it is *what is the conversation we have with our retail bank, corporate and investment bank* and *our enabling functions* in order to say *wherever your business is currently at how do we partner with you on* **where you're at** *and what you need*, but how do we also *look at building and* **moving you forward** into where the ability of your managers and

leaders need to be in order for you to realise your *future opportunity and your strategy*, so we do a combination of both so we *packaged management and leadership development proposition to tell the story* around how we would internally *partner* as leadership and learning specialists with our business unit. [..] and I think that's where us **defining a leadership competency framework was critical** because without that the decision you make for the business could potentially be *what's needed for them like you had a list of programmes or opportunities but they are housed externally to the organisation* [..] *you miss that internal context*, now you can still build that in so you could still have the development piece sitting outside the organisation, but then you have to have certain elements of it sitting internally [..]." (italics and bold added)

HOLDC-D1, in contrast, shares the challenges of the journey of moving from a "structural"[76] and "competency-based" leadership development function to a more "creative", "end to end" leadership development with "creative" "space" and "modalities" to allow for "different paths" for the delegates. She traces the movement from the dependence on "off the shelf" products as separate, decontextualised elements to more "customis[ation]" of the content, process and design, as well as the tying of "everything together end to end into [an] overall journey" and allowing "space" for individual "freedom" and "autonomy, mastery and purpose".

"[..] I think it's evolved from being quite *structural* and quite *competency-based* to a little bit more *loose, progressive* and *creative*, so in the new programmes we designing we're *being a little bit more creative and taking some risks and we're using less and less off the shelf*, less and less external facilitation, *more customised*, and so *we tie everything together end to end and we hand pick certain things to tie into the overall journey*. [..] so we're thinking about [the "end to end"] -- this is the *journey* and the *process* that we want to offer and their *different alternatives* -- the *different*

[76] HOLDC-D1 argues for the move from the "structuralist paradigm" and for the need to "relativise" our ways of thinking about leadership, leadership development and organisations more broadly.

> *paths that people can choose* within that depending on what they want to learn, and we're going to have some core dimensions to that and we're going to bring in some of the best *creative modalities*, and we're going to bring in things that maybe in some organisations they've been adopted already but at [the bank we] are quite unorthodox [..]." (italics added)

However, HOLDC-D1 suggests that this movement is dependent on the "appetite" and "openness" of the organisation. She highlights, as the other HoLDC do, the organisational "resistance" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D2, and HOLDC-Z) to changes in the manner in which leadership development is repositioned, restructured and 'opened up'; that is, opening up of the developmental process to allow for the emergence of themes, patterns, dynamics, doubts, questioning and "relativising" one's ways of thinking and framing. IBS-MD, who is the consultant at a Business School that HOLDC-D1 contracts for customisation, states that she has found, in her consulting experience, that organisations want to 'keep a lid on' the "emergence" of anything other than the prescribed content and expected behaviours during the developmental process, by "keeping [the delegates] in line".

Although HOLDC-D1 points to the readiness and "appetite" of the management-as-clients and as delegates to engage with leadership development beyond the "off the shelf" brochure and as "transformative", she also points to her use of "usual", familiar "module[s]". Due to the "time pressure" she does not "have the time to design to the extent that [she] would like" and "compromise[es]" and resorts to "usual", familiar "module[s]".

As with HOLDC-D1, HOLDC-C1 speaks of "creating a context" and "space" for different paths and the varied manner in which delegates undertake the "journey" and "process" of leadership development. She also speaks of the "congruency" in the design of leadership development and the day-to-day dynamics and lived realities within organisations. Thus, she speaks of "co-creating".

> "[..] congruency. So the *process design is very congruent with the way that life happens here*. People, if we started a group of 36 for example, *they don't get name tags because you know what life doesn't offer you name tags*. So tonight I will *create an opportunity*. It is the first night you've met. Create an opportunity for you to network. Now, look at network, the relationships, so you work a lot of the things that you want to work, is why you have a process. A leader needs to have the ability to have difficult conversations. *When I put them in the circle and they're the only content*, they practicing difficult conversations. When I let them discuss an article and they do it in three concentric circles where the one had to listen, the one group needs to listen then the other group needs to make a commentary to enhance the conversation to a deeper level etcetera. It's about reflection. It's about picking up on the dynamics. It's about a lot of other things, so process. Do you see *it's not content*. Content, yes **content** *will always be important* but the **process**, the *how you do it is more important than anything else*." (italics and bold added)

One notes that the delegates themselves, their "being", are 'centred' (within the "circle") as the 'content', "agenda" and focus of the programme. Here, one notes the nuances and subtle differences in the framing of the developmental process and in how the organisations shapes, and the HoLDCs provide, structure (HOLDC-A), "flexibility" (HOLDC-B and HOLDC-A), "openness" (HOLDC-D1), "space" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D2, and Del-2), and "context" (HOLDC-C1 and HOLDC-B) for leadership development. For example, one notes the nuances and subtle differences and similarities between HOLDC-C1 and HOLDC-B. For HOLDC-B the "frame of reference" or "architecture" helps the Leadership Development Centre team to "speak" the "language" and to the "needs" of "business". It shapes and directs the Leadership Development Centre team's engagement, "consultation", "partnering" and "contract[ing]" with management-as-clients. It "package[s]" leadership and leadership development, "show[s]" it in a more visual and palpable way to management, and takes cognisance of the "internal context" of the bank. In

designing and delivering leadership development HOLDC-B's focus shifts to the "content" and "process pieces", based on the "leadership architecture", and "creating the space and conversation" for the delegates' "learning integration" through the "module[s]", "block[s]", or "smaller chunks of learning nuggets". For HOLDC-C1 it is about "creating a context" in contrast to the incorporation of the "internal context" (HOLDC-B). It is about "creating the space" for the "process" of exploring the delegates' "being", "mind-sets" and "agency". The delegates are the 'content', "agenda" and focus. The "process" entails "congruency" or mirroring the day-to-day realities and "creating a context" and "space" for different individual paths. HOLDC-C1 highlights the organisational "resistance" to this developmental process stemming from the need of management as clients for the "tangible"; of the aversion to the "intangible" and divergence of developmental paths. HOLDC-B speaks of pre-empting "bring[ing] things [into the organisation] that creates resistance" and "moves you away from being a strategic partner". She states that she rather works "in a more efficient way that's within our culture" and the "appetite" of "business":

> "[..] *top of mind* is *always where our business is at* and where they *want to move forward* and *how do we help* them do that in a more *efficient way* that's *within our culture* and *we don't bring things that create* **resistance**. It may be *best practise,* but if the *business* does not have the *appetite* for it don't offer it because it just creates such a level of frustration and it *moves you away from being a strategic partner.*" (italics and bold added)

The contrast in imagery implied in the framing of leadership comes through when contrasting HOLDC-C2 and HOLDC-B. HOLDC-C2 speaks of "dislodg[ing]" the "leaders" of the bank in their leadership development whereas HOLDC-B, at one point, talks to her bank's challenge of how they "enable leaders to operate in the way that [they] want them to" and within the "internal context". HOLDC-C2 speaks of uprooting the "leaders" from their confined 'pots' or their rootedness in the familiar, in their comfort zones and operational routines and contexts, that is, a "*place* of discomfort". This follows from HOLDC-C2's criticism of the previous "cognitive" focus of the bank's leadership development and that "they

disconnected the *cognitive* side from the *motive* side of the individual and the motive side from the *somatic* side and from the *relational* [side]".

> "So for executives it's more *working to learn from each other, connecting in the world, connecting across cultural boundaries,* right, *having discourses and conversations,* right, and those are important things for me around through conversation, through -- I think what somebody calls *crucial conversations* -- that *learning can happen,* and a critical thing for me is *how do I put somebody in a place of* **discomfort** because it's when you are in a place of discomfort that the greatest learning can happen. When you're not at a place of discomfort, if I don't **dislodge** *you from where you are,* you know it's like a boulder, learning to dislodge the boulder so that *I can see what's underneath*. If I don't dislodge you I can't see what's underneath, *you can't see what's underneath,* and so the whole idea of **dislodgement** in a leadership programme is very essential."

Although one can draw the above contrasts, one needs to remind oneself of the nuances and movements within the conversation of each of the HoLDC. This can be seen, for example, in the conversations on the purposes of leadership development and the shifts in emphasis within the conversation of each of the HoLDC. The above contrasts do point to an emerging theme of leadership development evolving from being "off the shelf" (HOLDC-D1) toward "dislodgement" (HOLDC-C2) and "creating a context" (HOLDC-C1) or providing "space" (HOLDC-D1) for different "mind-sets" (HOLDC-C1) and "ways of thinking and seeing" (HOLDC-D1) that one also finds with the BankSeta IEDP delegates (which is explored in chapter six). HOLDC-C1, HOLDC-C2, HOLDC-D1 and HOLDC-A emphasise the importance of attending to the delegates' "sense-making" (HOLDC-C1, HOLDC-C2 and HOLDC-D1) process as part of their "agency" (HOLDC-C1) and "being" (HOLDC-C1, HOLDC-C2, and HOLDC-D1), especially with the "changing" (HOLDC-C2 and HOLDC-A) world and business contexts. For example, HOLDC-C1 points out how the delegates of leadership development seek out an external "structure" and seek a "curriculum" to serve as their anchor as it were.

> "You have an idea of what you want to do but you change process in the *here-and-now* because the people [the delegates] in the room *co-design* the *process without them knowing that they're doing it.*" (italics added)

This theme is explored in chapter six on the delegates' experience of 'wandering at sea'. As the delegates and the developmental process 'unfolds' there is a shift to the "co-design[ing]" (HOLDC-A, HOLDC-C1 and HOLDC-C2) and "co-creat[ing]" (HOLDC-C1) with the delegates in the "here-and-now" (HOLDC-C1). HOLDC-B adds that the shift is at the individual and organisational level of "how you create space and [the] conversation" in the here-and-now for the delegates and their "learning integration" as well as how the Leadership Development Centre is "flexing and moving with the business as they need it". One finds HOLDC-A, HOLDC-C2 and HOLDC-C1 also attending to the individual and organisational levels. HOLDC-A and HOLDC-C2 also speak to "co-designing" with the "business" and the management-as-clients. One could use HOLDC-A's description to crisply capture the shift at the individual and organisational level for HOLDC-C2, HOLDC-C1 and herself. HOLDC-A states that one needs to "find [the different stakeholders] where they are at" (HOLDC-A); that is, attend to where the "*business* [is] at", the "*individual*" or delegate/leader "is at", and where the *Leadership Development Centre team* "are at". HOLDC-B also refers to the Leadership Development Centre team or "resource capability", specifically the "designers" within the team and their "different experiences [and their] designing in a different way".

Here, one can link the discussion of the evolving leadership development "function" (HOLDC-B), centre, and programmes to the discussion in chapter four on designing as deliberate, emergent, dialogical, relational, contingent and learning process. The deliberate designing and design appears to be from a "perspective" (HOLDC-D1) and "point of view" (HOLDC-A), or, as the BankSeta CEO describes it, "begin[ning] with [one's] end in mind" and "working the steps backward". As discussed in chapter four, there are varied "perspectives" (HOLDC-D1) and "point[s] of view" (HOLDC-A) from which designing (and the

standardising, tailoring and customising) and integration is undertaken as there are varied stakeholders in leadership development, whether an organisational, programme, developmental, individual and/or theoretical perspective, and the position, role and level from which one takes a "point of view".

Another theme that emerges from chapter four is that of cycles, whether the programme lifecycle or the developmental, performance and "business cycle" (HOLDC-B) of the individual and organisation. As with HOLDC-C2, HOLDC-B discusses the introduction of "just-in-time learning" that is aligned to the business "need", the "business" and "performance" "cycle[s]", which requires selecting and aligning the "learning nuggets" to what the "business [is] needing" at this "point". In this way one realises "impact" and delegates "translate" their "learning" into the organisation. This is explored in chapter seven with regard to the pedagogic space.

HOLDC-D2 does not refer to the "just-in-time" learning or delivery of content. She does, however, share how the "personal development plans" and the leadership developmental interventions for "individual" "leaders" is linked with the cycles of quarterly performance reviews and the annual 360 feedback ("feedback rocket feedback") and "people pillar survey".[77] These identify the "gaps" of the "individual" "leaders".

> "So we then also started doing feedback rocket feedback. So feedback rocket feedback measures about 50 competencies, leadership and management competencies. And obviously we picked up some gaps, we get very nice detailed reports on that and we then looked at where the gaps were and we then looked at how can we address those gaps."

> "We've got our people pillar survey that we do on an annual basis and then we also, through the performance discussions we look at the personal development plans of the leaders. To see what the gaps are."

[77] The "people pillar survey" measures "engagement levels" (New Era, 2015) within the organisation and gives "employees the opportunity to express praise and concern on any matter pertaining to the group" (ibid).

> "I then have individual meetings with the managers, those managers' managers [who "score" "low" on the "feedback rocket" and "people pillar survey"] and we actually have a discussion."

It appears that as the Leadership Development Centre evolves along the differentiating 'lines of development' it 'opens up'. These thematic threads of finding where the different stakeholders "are at" (HOLDC-A and HOLDC-B), the 'opening up' of the Leadership Development Centre and leadership development, and the negotiation of the purposes of leadership development (discussed earlier in the previous section)[78] provide a sense of the dynamics and contexts shaping the forms of designing and integration of leadership development discussed in chapter four. This includes shaping the blending of standardising, tailoring and customising of leadership development. One finds, for example, the HoLDC working within and incorporating the "internal context" (HOLDC-B) as well as "creating a context" and "space" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1 and Del-2) and "dislodgment" (HOLDC-C2). There is also the need for "alignment" (HOLDC-A) as well as the need to "relativise" "thinking", "mind-sets" and "paradigms" (HOLDC-D1).

5.3.5 Relation with, and differentiation from, the Business Schools: the case of external differentiation

Chapter four explored the nuances and realities of the evolving relations and "partnership[s]" (HOLDC-B) with the Business Schools and the varied ways the HoLDCs and their organisations frame that relation and partnership over time. On the one hand, they differentiate[79] their banks' leadership development from the Business Schools and share the "difficult" (HOLDC-Z) conversations regarding

[78] Of "alignment" (HOLDC-A), "voice", "agency" (HOLDC-C1), pragmatics, the discourse of "competency" (all the HoLDCs), "trade-offs" (HOLDC-B), and space.

[79] The HoLDCs are critical of the Business Schools for what they see as the continuation of the "academic" (HOLDC-D1, HOLDC-C2 and HOLDC-D2), "theoretical" (HOLDC-D1), "cognitive" (HOLDC-C1 and HOLDC-D1) and "SAQA" (HOLDC-D1) compliance perspective to leadership and management development, which for them entails an "academic" and "classroom[-based]" (HOLDC-C2, HOLDC-B, HOLDC-A and HOLDC-D2) framing of pedagogy and restrictions relating to qualification "standards" and "credits" (HOLDC-Z).

their respective institutional requirements, "standards" (HOLDC-Z) and "outcomes" (HOLDC-A). On the other hand, they continue to attribute the *knowledge producer* and *critical integrator* role to the Business School while some of the HoLDCs state that they share similar networks of presenters or facilitators with the Business Schools. There is also the shared aspiration with the Delta Business School participants to "shift" (Past-PM-DBS) leadership development. This is the shift in the developmental focus, process, relation and space. It requires a shift from the role of programme administration and "guru" (PM-DBS) to "facilitating" (HOLDC-C2, HOLDC-C1, HOLDC-D1) and being a "facilitator" (Past-PM-DBS) of the learning, development and "personal change" (Past-PM-DBS) "process" (Past-PM-DBS, PM-DBS, HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-C1, HOLDC-D2 and HOLDC-D1).

As the HoLDCs' conversations unfold one finds the call for evolving their manner of working and partnering with the Business Schools and other providers to "create a different model and a different level of thinking" (HOLDC-B).[80] This shift in their *external* relationships with the Business Schools and other providers is in alignment with the previously discussed evolving *internal* differentiation and relationships of the banks' leadership development function and centre, in particular the discussion on evolving the "co-creat[ing]" (HOLDC-C1) and "co-design[ing]" (HOLDC-A, HOLDC-C2 and HOLDC-C1) of leadership development with their internal management as clients and delegates.

However, one needs to be mindful of the HoLDCs' engagement and consulting *process* within their respective banks, as discussed above (sections 5.3.2 and

[80] The question of what the nature and form of the partnering with the Business School will take is posed in chapter four, subsection 4.3.1.4, as the framing of the pedagogic (or learning and developmental) "space" (which is taken up in chapter seven). A question of what it means, developmentally, to bring the 'classroom' into the workplace or the workplace into the 'classroom'. In the subsection, the chapter explores the analogies and metaphors of the Delta Business School participants on the opening up of the "space" of pedagogy. However, it concerns not just the spaces, but also the institutional policies and mechanisms that delimit how the relationship, collaboration and working together will take form or rather how the relationship, collaboration and working together is expanding within and beyond their organisational boundaries. It means "creat[ing] a different model and a different level of thinking" (HOLDC-B), including "thinking" around the manner of access and the accessibility of the institutions to each other.

5.3.3) and in chapter four, that is, the engagement process with the purposes of leadership development within and across their *differentiated* organisational "levels" (all the HoLDCs), "business units" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-D1), functions, and the "*levels of maturity*" (HOLDC-A, HOLDC-B and HOLDC-Z), "*subcultures*" (HOLDC-A), "challenges" and "needs" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2, HOLDC-Z) therein. Thus, the HoLDCs could have differentiated relationships, partnerships and ways of working with the various business units, which could entail differentiated requirements, relationships and partnerships with the Business Schools and other providers to design and deliver leadership development differently. Past-PM-DBS, PM-DBS and HOLDC-DBS from the Delta Business School point to their experience of the variations in client demands and relationships when engaging and consulting client organisations. For example, there is the expectation that the Business School will produce a finished product, a complete "leader" all "shiny and bright" (Past-PM-DBS):

> "[..] it's so easy to say, go to business school for two weeks [and "you'll develop great leaders"]. It's not going to happen." (Past-PM-DBS)

IBS-MD suggests that the intricate and complex realities of consulting with clients, including the possibility of contrary demands and/or needs from the various stakeholders in an organisation, may lead to the Business Schools "trying to play it safe" (IBS-MD). Perhaps one finds the same dynamic at play with the HoLDCs. For example, HOLDC-D1 points out the "time pressure" on designing and the dynamics of what is "palatable" for the organisation, which means that she does not always "have the time [or "space"] to design to the extent that [she] would like" and resorts to "usual", familiar "module[s]". This means "compromis[ing]" (HOLDC-D1) on the shift in leadership development that is hoped for.

> "And sometimes I'm under time pressure, you know I've got to design a programme in three months, actually don't have the time to design to the extent that I would like to. […] I'd really like to do some really, really intense transformative stuff, but it invariably ends up being moderated

> down [Given the time and resources pressures] yes you end up saying, "ag let's just do a strategy module", ja that's cool, strategy is fine, let's do operational excellence, let's do blah-blah, you know the usual -- it ends up looking like a mini MBA which is really, really not what I want to do and I feel like I compromised myself in producing something like that." (HOLDC-D1)

5.3.6 The personal journeys of the HoLDCs

As the HoLDC share the journeys within their respective organisations, one finds an entwined personal journey of designing leadership development and leading and managing the Leadership Development Centre. Through the above discussions one finds descriptions that suggest attempts at finding "space" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1), "critical distance" (HOLDC-D1) as well as "access" (HOLDC-B) while working though "resistance" (HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z), "levels of maturity" (HOLDC-B, HOLDC-Z and HOLDC-A) and "appetite" (HOLDC-D1 and HOLDC-B). There are descriptions of seeking "buy-in" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) in tandem with (re)finding one's "voice" (HOLDC-C1), agency, and professional "best practice" (HOLDC-A) and being "humble[d]" (HOLDC-C2). As one engages with the descriptions of the personal journey there is a theme that emerges of their comfort with differences, diversity and the emergent designing, design and process of leadership development.

HOLDC-C2 shares his experience of being "burnt" figuratively speaking. Both he and HOLDC-C1 speak of "being [and "staying"] true to oneself" during the "challenges" and personal toll they have experienced and of talking to the "business" and "strategy". HOLDC-C1 adds that one needs to "believe enough" in what one wants to "do [..] differently" and "make it work":

> "And don't think it was without challenges because if you do things differently, people try to tell you it's weird. So do you believe enough in it to make it work and through that you gain your credibility."

HOLDC-D1 speaks of her "ally" and "support base" in her organisation that provides her "space" for "thinking differently" and beyond the "dominant paradigms" within the organisation. HOLDC-Z describes her experiences of being "challenged", facing "scepticism", "learn[ing] the hard way", and the need for her to "regroup":

> "It wasn't easy. I had to deal with lots of **resistance**, *scepticism*. Maybe *organisational history* also. You will hear, "*someone tried this before and it didn't work*". There was *difficulty with changing. I had to learn the hard way*. To experience it and *regroup*. I chose *not* to view the *resistance as personal*. You *go back* and *reflect* and *come back again*. You need to *convince* them. *You will be challenged*." (bold and italics added)

It appears to be an evolving journey of how they enter, connect, situate and embed themselves within the organisation and the leadership development "function" (HOLDC-B). For HOLDC-D2 it does not appear to be a linear journey. There are the "aha moment[s]" and "turning point[s]" during the journey. HOLDC-D2 speaks of her own growth from the "experience" and "participation" in the very same leadership development interventions and programmes her leadership development function co-ordinates or delivers. This is similar to the BankSeta and PM-DBS's descriptions regarding designing and of the consultative, experimental, experiential and participatory process to designing.

HOLDC-C2 shares his journey of being "humble[d]" and not entering the organisation and "business unit[s]" and implementing or imposing a pre-selected 'bag' of leadership and leadership development models and programmes.

> "You've got to be humble, humility is very important here. [..] Understand the organisation – we introduced a concept here called performance analysis. So you say before a line manager tells you come and do this

programme or he says come and do this programme, you say okay but can I come and understand what's going on first. Maybe it's not what you think it is, maybe it's something else that you don't know and you can't see, maybe it's you. So let's talk about what the real root causes of our problem are before we offer a solution, that's performance analysis."

HOLDC-A shares the acknowledging and reconciling of the sheer scope and scale of the task:

"There's so many levers that you have to pull to put all these pieces together. I don't think we've got one answer for it."

HOLDC-B similarly states that it is not about showcasing "what you know theoretically or experientially" as the Head of the Leadership Development Centre:

"[..] it doesn't matter what you know theoretically or experientially it's how do you solve the business challenge and how do you talk the business language and it goes back to business acumen, so if you cannot talk the business's language you cannot be a strategic partner, you won't be seen as that."

HOLDC-A shares her journey of evolving and changing "over the last couple of years" the HoLDC role from an "administrative" to "strategic" one. It is a journey that is "challenging" and that involves managing the different "needs", "demands", "subcultures" and stakeholders; and "grappling" with the question of the "meaning" of "leadership" and the "future of leadership development". It seems to require a comfort with differences and diversity and to "meet people where they are at". HOLDC-B seems to suggest a similar change to a "strategic partner" or consultancy-type role and a comfort with differences, different "levels of maturity" and speaking the "business language". This includes comfort and working with the differences and diversity within the Leadership Development Centre team in terms of the team's individual "different experiences" and the "different way[s]" they "design". For her this diversity brings opportunities, but

the key is how one "package[s]" it when consulting with management as clients or how one translates and integrates these in a meaningful manner for the "conversation" with stakeholders and for consulting on, designing and delivering leadership development.

> "The other benefit is you have a learning function that all comes from different experiences and are all designed in a different way and all have their own best practise, but unless you can package it in a way that is easily understood within a learning community and then can be easily translated in a conversation with the business that's the opportunity as well in building an architecture."

The comfort with differences and diversity comes through not only with the leadership development team and the organisation. For HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1 it is also with the delegates themselves and the different possible "paths" (HOLDC-D1) they may take through their developmental journey. For HOLDC-D1 this requires the leadership development team to have "psychological depth". For HOLDC-C1 it requires the comfort with "creating a context", "reflective space", and "congruency" for the delegates' "emotional journey" and "becoming a fully integrated human being". It is the comfort with "co-creat[ing]" leadership development. HOLDC-C2 also speaks to creating a "space" and the comfort with "co-creat[ing]".

> "What the programme designer will do is make it possible for the integration to happen, to facilitate that integration, but if you [the delegate] don't step in, if you don't take that space, you're not going to learn much."

HOLDC-C1, HOLDC-C2 and HOLDC-A also speak to the comfort with shifting to and facilitating "co-design[ing]" of leadership development with the management-as-clients and the management-as-delegates. HOLDC-B suggests a similar shift in "how you create space and [the] conversation" in the here-and-now for the delegates and their "learning integration" as well as how the Leadership Development Centre is "flexing and moving with the business as they need it".

This comfort with differences and diversity also comes through in how they approach leadership development within their respective organisations. HOLDC-D2 describes herself and her approach as "non-conventional". She states that she is not "hung up on [a particular] theory". HOLDC-D1 speaks of being a "non-conformist" and of "relativising" her and others' thinking on leadership and leadership development; of creating "spaces" for differences in thinking and practice as well as for the different paths of development. HOLDC-C2 suggests that one needs to move beyond the logic of 'either-or' and recognising that there is no clear "black and white" distinction. IBS-MD, speaking from her consulting experiences within Business Schools and many client organisations, finds that within the Leadership Development Centre's team the younger and less experienced members tend to design from a more "intellectual perspective" and "content" focus while the more "mature" members take a more "process" perspective. Her ideal is to have a diverse team with "different perspectives" and ways of representing, framing, conceptualising, visualising, verbalising and formalising, for example. She cites the example of using an artist with one client who "sketch[es]" and "brings to life" the designing process in a different way, as a different "mirror". For IBS-MD locating leadership development within the organisation development function provides the space for the above process, experimental and diversity perspective.

> "[..] that is why I also think that the *more mature you are*, let us not use the word older, but the older you are, the more mature you are, there is definitely more wisdom. So when you are *designing*, I think in our industry, *younger people*, please forgive me when I say this, younger people design from a Master's perspective. I have got a Master's degree and so I have the *intellectual knowledge* and *so I can take this model, that model, and I can put it, and it looks great, on paper it looks great. If you go and put that into an organisation and you measure it six months later, what actually happened*? Well, it was a great exercise because it is *intellectual*. You have to *combine that with all the other Qs*. The EQs [emotional quotient] and the SQs [social quotient], you have to combine

all of that and I think, but that *for me comes with wisdom and wisdom comes from experience*."

"[..] because they do not think of *process*, it is about *content*. There is a lot of knowledge, a huge amount of knowledge, and all they need is a bit of life experience and they would be brilliant. But it is all this intellectual knowledge that they use, you know. So they understand all the philosophies and the models and they play with that but if *you cannot feel that at a cellular level*, so I think one of the benefits for me, personally, *is that I have run business*. *I have had to lead teams*. *I have had to report into a board*. *I have had to make the numbers*, so when I sit and I have these conversations [when designing leadership development], *I understand, and that does make a difference*. But I am not saying that people who have not done that cannot design. *I think everybody has something to bring to the table*, and for me the ideal [..] is having a design team because I would like to have that MBA person who has got that intellectual knowledge. I would like to have that person who is not even in business, who is out there in the real world, sitting into the design team, and then somebody who has worked at the executive level. Because if you can have four or five -- and an artist -- you can have four or five people like that around the table and you start working on it, *the different perspectives*, you can imagine what you then take into a corporate, *and then you are going to have real OD* [organisation development] *and a real change, because it is about OD. At the end of the day it is always about OD*." (italics added)

In their evolving journey of how they enter, connect, situate or embed themselves, create "spaces" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) for themselves within the organisation and the leadership development "function" (HOLDC-B), the HoLDCs seem to also play a mediating role within the organisation. HOLDC-C1 and HOLDC-B, for example, speak of translating the complexity and vastness of leadership and leadership development in a palpable

and "tangible" manner. HOLDC-A illustrates the dynamic of meeting the organisation and stakeholders where they are at and placing one's own "stamp" or "flavour" on leadership and leadership development within the organisation. On the dynamics of taking on "a very consultative role":

> "I think some of my predecessors very much had their flavour whereas now our flavour is very much [the bank] first. So what is best for [the bank] as opposed to my stamp on it which is a different thing altogether also."

> "So you have to meet the business where they are at as well but building a little bit of stretch. Sort of say how do I stretch the business. I think what's interesting on that also is because you a large organisation there are different cultures and subcultures within the business. So we have, we used to have this one size, one brush for leadership development, but now we're realising that every business is different and, although we've got one philosophy for leadership, how we're going to implement it and roll it out and make it part of the DNA of that business is different to everybody."

5.3.7 Summary

The above subsections explore the evolving organisational and personal journeys of "formalis[ing]", centralising, institutionalising and integrating "end-to-end" leadership development as a function, centre, design and programmes within the sampled banks as well as positioning, "mainstreaming", "selling" and narrating these. It draws out the evolving "internal context" and internal differentiation as a function and centre and the evolving external differentiation from, and partnering, connecting and collaborating with, the Business Schools and other providers. It also draws out the dynamics of 'voice', their manner of entering and positioning themselves, and navigating different "point[s] of view" and "levels of maturity" while being situated within formal spaces and finding critical "space", being pragmatic (working within and incorporating the "internal context") and critical ("creating a context"). This means working through organisational "resistance"

and “appetite” and the institutional discourses, culture, policies, practices and silos. Within these journeys and dynamics, the forms of designing and integrating and the design-work and integrative-work, these entail evolve and take shape; including how the blending of standardising, tailoring and customising evolves and takes shape. As with the BankSeta IEDP, there is no singular, linear and cumulative evolution or journey; nor is there a singular, linear and cumulative narrative thereof. Thus, the metaphor of a steady, cumulative ‘sedimentation’ is not quite apt to describe the histories, dynamics and processes within the different levels and spaces.

Figure 8 below depicts the “formalis[ing]” and positioning of the leadership development “function” (HOLDC-B) and centre within the national policy, skills development, BankSeta, organisational and leadership development “spaces” (HOLDC-D1, HOLDC-C2, HOLDC-B, HOLDC-C1 and Del-2). Figure 9 maps the journeys of the evolving Leadership Development Centres and the narrated milestones, shifts and ‘opening up’ of the Centres.

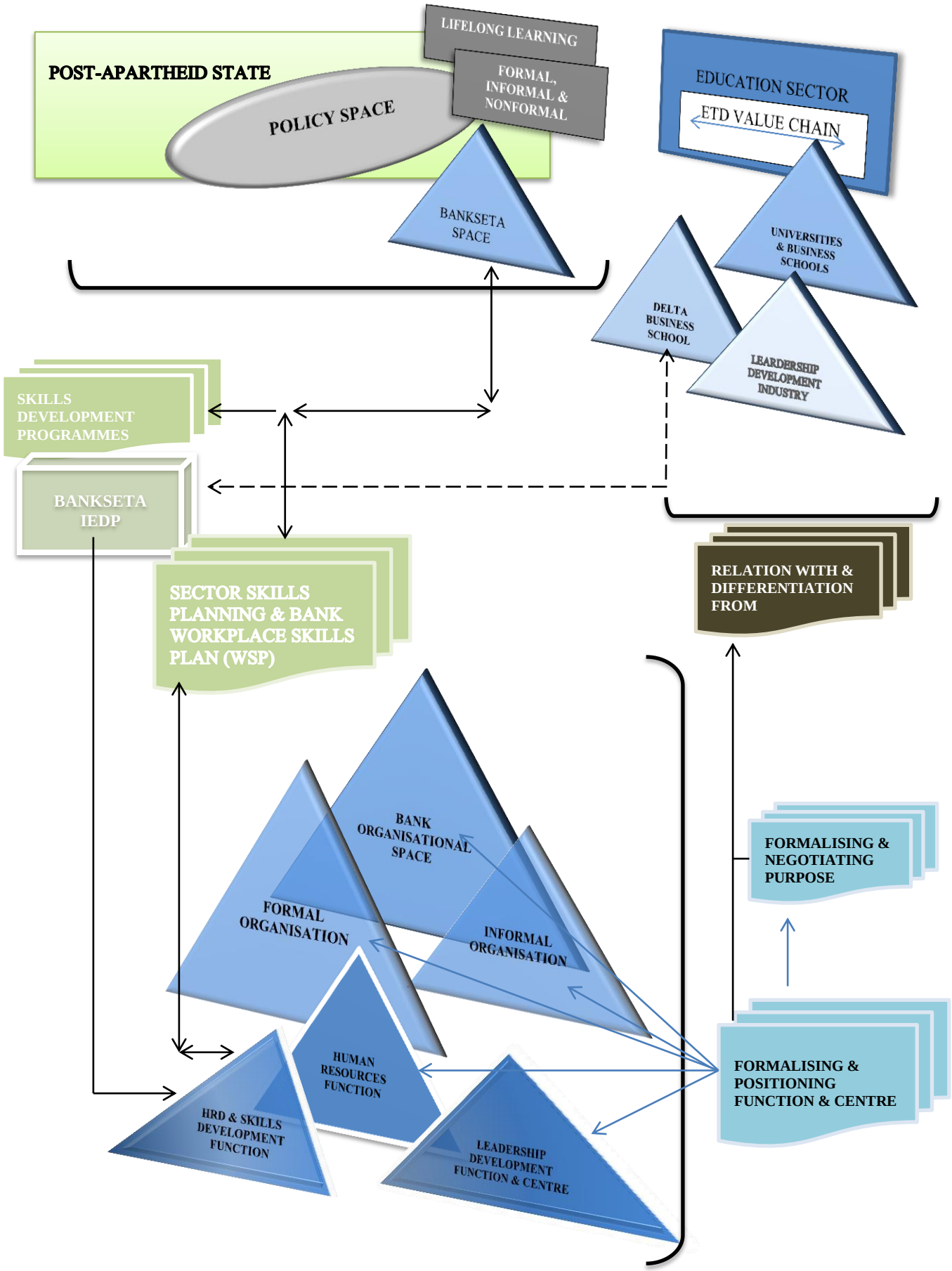


Figure 8: Mapping the formalising and positioning of the leadership development function and centre (compiled by author)

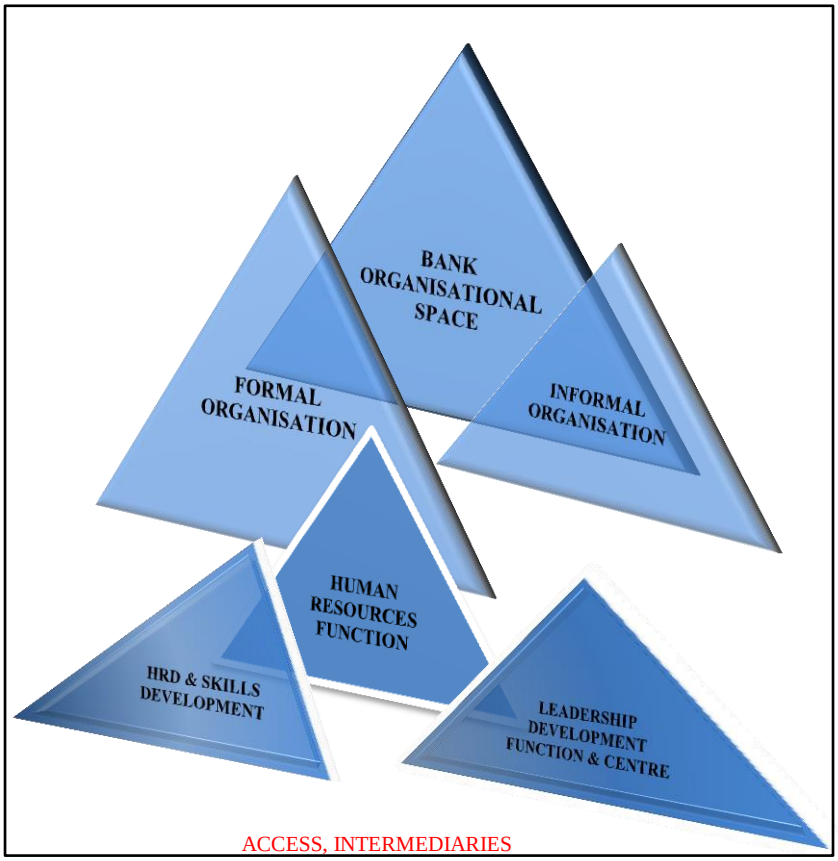


Figure 9: Evolving LDC (compiled by author)

ACCESS, INTERMEDIARIES & MEDIATORS

FORMS OF PARTNERING

FIT, ALIGNMENT, COHERENCE & INTEGRATION

RESISTANCE

HR & ORGANSATIONAL SILOS

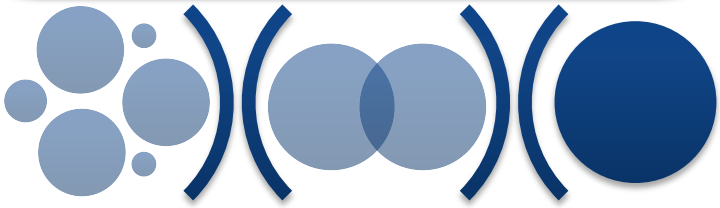
LEVELS OF MATURITY

CENTRALISATION & DECENTRALISATION

"PALATABLE", "DIGESTABLE" & "TANGIBLE" – WORKING WITH & WITHIN "LANGUAGE", FRAMEWORKS, STRUCTURE & CULTURE OF THE BANK

ORGANISATIONAL HISTORY & CULTURE

LD EMBEDDED WITHIN INSTITUTIONAL PRACTICES (DOES NOT BEGIN ON A 'BLANK PAGE')



FRAGMENTED LEADERSHIP DEVELOPMENT SPACES WITHIN THE BANK

CENTRING, BOUNDING & INSTITUTIONALISING LEADERSHIP DEVELOPMENT AS A FUNCTION AND CENTRE

"END-TO-END" LD FUNCTION & CENTRE THAT "FLEX[S] & MOVE[S]" WITH ORGANISATION

ADMIN/PROG HUB TO LINES OF DEVELOPMENT

personal journey of LDC head & team

LD function & centre journey from admin hub to strategic positioning and "co-designing"

organisational journeys of "resistance", "maturity" and "alignment"



THE DYNAMICS OF OPENING AND CARVING OUT SPACES, OF THE SANCTIONED "LANGUAGE" WITHIN THE BANK, OF THE OFFICIAL DISCOURSE OF COMPETENCY, OF FINDING ONE'S CRITICAL VOICE AND PLACE, AND THE PRAGMATICS OF DAY-TO-DAY PRACTICE AND ADDRESSING PRESENT "BUSINESS CHALLENGES"

5.4 CONCLUSION

The present chapter presents the organisational journeys of leadership development within the BankSeta and the retail banks and the ways of differentiating, narrating and punctuating these. The organisational journeys help to locate, situate and contextualise leadership development within the retail banking sector. The journeys illustrate the evolving, 'opening up', and differentiation of leadership development within the institutions and the retail banking sector over time and in the here-and-now. The metaphor of a steady, cumulative 'sedimentation' and evolution is not quite apt to capture the evolving and emerging journeys, histories, dynamics, narrating and punctuating at play within the different levels and "space[s]". Although limited, one could suggest that using sedimentary and fluid dynamics as a metaphor may serve as a heuristic contrast to the metaphor of leadership development beginning on a 'blank page' or it being a separate, bounded 'object' (whether a programme or function). It provides a momentary 'snapshot' of the dynamics of institutional journeys, histories, contexts, spaces within which leadership development evolves, emerges, opens up and differentiates.

The organisational and personal journeys can help to locate, situate and contextualise the discussions on the forms of designing and integrating in chapter four. For example, the thematic threads of finding where the different stakeholders "are at", the 'opening up' of the Leadership Development Centre and leadership development, and the negotiation of the purposes of leadership development provide a sense of nuances, complexities, dynamics and context shaping the designing and integrating of leadership development over time. This includes the blending of standardising, tailoring and customising of leadership development. One finds, for example, the HoLDCs working within and incorporating the "internal context" as well as "creating a context" and "space" and "dislodgment". This can be seen in the discussion of the individual journeys in leadership and leadership development in chapter six.

CHAPTER 6
INDIVIDUAL JOURNEYS AND VOICE IN LEADERSHIP AND LEADERSHIP DEVELOPMENT AND THEIR 'LENSES' ON THE CHANGING LANDSCAPE

6.1 INTRODUCTION

The present chapter explores the participants' various individualised "journey[s]"[81] in and of "leadership" within their respective organisations, beginning with the Delta Business School participants, then the Heads of Leadership Development Centres (HoLDC) and thereafter the BankSeta IEDP delegates. This means exploring their different and individual entries into "leadership" and what they "bring" (PM-DBS and HOLDC-DBS) and "bring together" (HOLDC-B) to "leadership" and "leadership development" as individuals, their "stamp" or "flavour" (HOLDC-A) to "leadership development" as a specific programme, a portfolio of programmes, or function. After the exploration of these "ongoing journey[s]" (Del-11) within their respective organisations the chapter then discusses the positions the Delta Business School participants and the HoLDCs take up and straddle within the different institutional "space[s]" (HOLDC-DBS, HOLDC-B, HOLDC-C2, HOLDC-C1 and HOLDC-D1). The discussion includes the delegates' accounts and experiences that speak to these individual positions, and also provides a sense of how they navigate and negotiate "leadership", agency and development within their respective organisations and within and across leadership development programmes. Following the discussion of their individual journeys and the positions, the chapter explores the theme of the changing landscape of "leadership" and "leadership development" and how the participants view and make sense of this through different 'lenses'. Through the discussion of the different lenses the

[81] HOLDC-D1, C2, A, B, C1, Z, Coach4, Past-PM-DBS, Del-1, Del-3, Del-6, Del-7, Del-8, Del-9, Del-10 and Del-11.

participants engage with the question of "African leadership" and "leadership" in the South African context.

6.2 JOURNEYS IN LEADERSHIP: TO WANDER AND WONDER IN LEADERSHIP

The discussion of the individual "journey[s]" in "leadership" begins with the narratives of the Delta Business School participants and the Head of the Leadership Development Centres (HoLDCs) before engaging with the narratives of the BankSeta IEDP delegates. It traces how they wander and wonder in "leadership" within their respective organisations and continue to do so. An "ongoing journey" (Del-11)[82] in, their "openness" (HOLDC-D1) to, and/or "grappling" (HOLDC-A) with, "leadership" as a phenomenon, object of study and development, and as experienced, enacted and embodied by them and others within their respective organisations. It is an "ongoing journey" that is shaped by their individual careers and their journeys of working and moving their way through their respective organisations and spaces. Thus, it appears to be an "ongoing journey" within shared spaces and within an 'interior' or personalised and individualised space.

The past and present Programme Managers of the BankSeta IEDP, the Head of the Delta Business School's Leader Development Centre, and HOLDC-A, HOLDC-C1 and HOLDC-Z from the HoLDCs share similar disciplinary grounding in Psychology and are registered within the profession of Psychology albeit different categories (such as Clinical, Industrial and Counselling Psychology). The other HoLDCs also share a social science background. Although their disciplinary grounding or background is comparable, one finds there are different and individual journeys within and through their institutions and institutional spaces and they have developed their individual ways of working in "leadership" and "leadership development". These different ways are described at different levels, from "paradigms" (HOLDC-D1), theoretical "perspective[s]" (HOLDC-DBS), and "model[s]" (Past-PM-DBS and HOLDC-C2) to the level of

[82] Del-11's fellow delegates, Del-2 and Del-10, also describe their "journey" as being "ongoing".

concepts. For example, HOLDC-D1 speaks of "embracing" certain "paradigms" and HOLDC-DBS refers to the "psychodynamic perspective" he holds to. He and PM-DBS also attend to "group dynamics" in teams and syndicate groups. Past-PM-DBS cites the "personal development model" (which links Goleman et al's (2013, 2001) "personal change model" (Past-PM-DBS) for the different levels of the "leadership pipeline" model (Charan et al, 2011; DBS, 2011)). HOLDC-C1 refers to psychological concepts such as "insight", "process" and one's "being".

Through these "ongoing journey[s]" there emerges the theme of humility or being "humble"[83] in relation to "leadership". Along with the theme of being "humble" is that of finding one's "own voice" (HOLDC-C1) in and of "leadership" through the "ongoing journey". With the BankSeta IEDP delegates, this "*ongoing* journey" concerns their "voice" (Del-7) and agency as well as that of their team and others. Del-1 illustrates the "ongoing" nature of the journey when he states, "I think the day you arrive, is the day you hang up your boots [laughs]".

Through the discussion of the journeys one finds the entwined narratives of "leadership" as a "subject" (Del-3),[84] "leadership" within their respective organisations, and their individual or "personal journey[s]"[85] in, and "stories"[86] of, "leadership". Although there are entwined narratives, one also finds that their respective journeys in "leadership" are not confined to the 'letter of the text'[87] and literacy in a 'text', whether that 'text' is a publication (scholarly, consulting or other), formal "content" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-Z) of a programme, "discourse[s]", "logic[s]", "paradigm[s]" (HOLDC-D1), or organisational culture or 'script' that delimits, frames, "brand[s]" (HOLDC-B)

[83] HOLDC-C2, Del-1, Del-7, Del-9, Del-10, Del-6 and Del-11.
[84] Del-3, for example, describes "leadership" as a "vast" and "unstructured" as well as a "fractured subject".
[85] HOLDC-D1, HOLDC-C1, Del-7, Del-9 and Del-6.
[86] Del-6 speaks of her "story". PM-DBS introduced "leadership stories" in the BankSeta IEDP where a facilitator "gets them [the IEDP delegates] thinking about stories and their own stories and leadership".
[87] The phrase, 'letter of the text', can be found in religious and scholarly texts. There is a vast and lively scholarly debate on narrative and textual accounts from the hermeneutical, psychodynamic, and postmodern perspectives on the letter of the text, production of the text, and reading and interpretation of the text (Shaw, 1991; Vogler, 2007). The phrase is used here for descriptive purposes.

and makes “palatable” (HOLDC-D1) or sanctions “leadership” in particular ways. Del-7 provides an example of this below where he does not want his “personal journey” to be “*bound* by the organisation”, but he would rather want to “define” it “*above* the organisation”:

> “[..] so for me again why I see it as a personal journey is I don’t want to be bound by the organisation [..] so I need to define who I am above the organisation.”

6.2.1 Delta Business School

This subsection explores the Delta Business School participants’ narrative accounts of their individual and evolving disciplinary and pedagogic journey, with some citing their consulting experience. These accounts include their journey within the *programmes*, *curriculum*, *programme management* or *Director positions*, and context of the Business School. The discussion begins with Mark, the previous Head of Executive Education, who speaks to the Business School’s relation with clients and their emerging need for “leadership”; of meeting what their clients and the “market was looking for” in terms of developing “leadership capability” from within the context of the programmes and curriculum of the Business School. It then moves to the narrative accounts of the past and present BankSeta IEDP Programme Managers, Head of the Business School’s Leader Development Centre, and the Professor presenting on the “talent management” module of the IEDP (Past-PM-DBS, PM-DBS, HOLDC-DBS and DBS-TM respectively). In their accounts one finds their individual relation or approach to the scholarly corpus on leadership and the delegate as learner, which seems to be informed by their disciplinary and pedagogic journey across and within universities and Business Schools. The discussion also refers to the individuals contracted as coaches for the BankSeta IEDP by way of an illustrative exemplar. The discussion does not attempt to portray chronologically or in detail the participants’ “academic” (HOLDC-DBS) and “consulting” (PM-DBS) “career” (HOLDC-DBS), as it is not within the scope of the present research and cannot be given the justice it requires given the structure of the present research. The

discussion aims to illustrate their *individual* entries and paths into "leadership" through and as part of their overall "academic" (disciplinary and pedagogic), "consulting" and personal journey; and what they "bring" (PM-DBS and HOLDC-DBS) *individually* to "leadership" and "leadership development".

Coach3, as the previous Head of Executive Education for "12" years, provides an account of the Business School's relation with clients and their emerging need for "leadership". He states his entry and that of the Business School into "leadership" and "leadership development" was spurred on by the new emerging "demand" from the Business School "clients" for "leadership" interventions. He explains that it was not a sudden "soul" conversion to, or a dawning of, "leadership", but a "very gradual" process of engagement with "leadership" from *within* the institutional practices and programmes of the Business School and the historical focus on "*management development*". One finds similar engagement with "leadership" and "leadership development" by the others from within the institutional practices, programmes and curriculum of the Business School.

> "So my perspective, *I did not have a soul on the road to Damascus, now it's got to be leadership*. It was a *very gradual perspective* and it came from *two points of view*. One was what was the *market looking for* when I went out to talk to [German car manufacturer in South Africa], when I went to talk to [Bank B] for example, and they were saying no we need the *leadership capability* in Africa. So that was the one perspective and the other *realising that I couldn't manage people like HOLDC-DBS*. You *led* somebody like HOLDC-DBS." (italics added)

Coach3, "an ex-banker", "held for several years the strategy module on the BankSETA IEDP and held the role of coach to one of the groups the last few years". He differs from the past and present BankSeta IEDP Programme Managers and the Head of the Business School's Leader Development Centre. They have undergone disciplinary grounding in Psychology. They are registered Psychologists, though in different categories. Each of them appears to have found their *individual* path into "leadership" and the development of "leader[s]" through

and as part of their overall "academic" (HOLDC-DBS), "consulting" (PM-DBS) and personal journey. This includes DBS-TM. They have worked and moved their way through different positions in different universities and Business Schools in their journey, including heading programmes such as the Masters of Business Administration (MBA).

Past-PM-DBS was the former Programme Manager of the BankSeta IEDP and now is a coach on the programme. He holds a senior academic position and has held the Director of Executive Education and other Director positions within Delta Business School. One can feel his passion for the development programmes at the Business School and making a "difference" with the delegates in these programmes:

> "[..] we're not here to make money [..] one would like, as a university and a business school, to see that it [the development programmes] does actually make a *difference.*"
>
> "And from a *personal point of view* I was *thrilled* that we were able to do that ["make a difference"]." (italics added)

The catalyst for his earlier journey into "Industrial Psychology" and developing the appreciation and "respect" he has for programmes such as the IEDP was the "executive development programme" he attended at a Business School at age "27", early in his career in "Accounting". He describes the programme he attended as "life changing": "my life would have been totally, totally different without that". He suggests that he "more than likely was ready for that change, but [that he] always attributes it to that programme". This brings to the fore the manner in which the participants punctuate and narrate their journey in leadership. The delegates also provide interesting examples of how they punctuate their individualised journeys as discussed below in the subsection that follows.

Past-PM-DBS states that "over time" he has "come to realise" the kernel of "leadership" is the "building [of] relationships" and one's own "personal

development". As he states in the excerpt quoted below, it is "starting off with a very simple definition". He drew on a "personal development model" for the BankSeta IEDP, which linked the Goleman et al (2013, 2001) "personal change model" (Past-PM-DBS) for the different levels of the "leadership pipeline" model (Charan et al, 2011; DBS, 2011).

> "Leadership, starting off with a very simple definition of getting people to work towards goals. It's as simple as that. Influencing people to work towards goals, and over time one has come to realise just the importance of relationships and building relationships."

PM-DBS similarly recollects in a rather modest manner how he "evolve[d]" and moved beyond simply "think[ing] about leadership in terms of the theories of leadership" and the "dichotomies" that pervade many theories and models. He "think[s] about it in terms of how can this person progress [and] become the best leader that they can possibly become". It is not a story of simply setting aside the corpus of work on leadership, nor that of asserting that he knows more than others. One finds a story richer from the blend of years of scholarship, experience, trials and tribulations and learning from others, including the delegates. He begins with tracing the "evolv[ing]" broad movements in the literature:

> "It evolved from models of leadership, **traits** and through **situational** to it is about the **person** and it is about how they can best **influence** the situation that they are in and they *purposefully and consciously exercise leadership or influence over others in order to achieve objectives*."

> "[..] **authentic leadership** is now, if you are talking about it, *at the time* it was whether it should be, going back, whether it should be democratic or autocratic leadership, so that kind of **dichotomies sort of model**, or even a *continuum* somewhere between, *is very narrow thinking of it*. I actually did a literature review [..] on leadership […] and it has changed so dramatically. *I do not think about leadership in terms of the* **theories of leadership** *anymore, I think about it in terms of how can this* **person**

progress, become the best leader that they can possibly become." (bold and italics added)

PM-DBS cites his "background" in "team development" and "experiential learning" that he brings to the IEDP and that informed his previous academic engagement within Delta Business School. He joined the Business School in "1984", was "Programme Director of the MBA programme" and then continued to do contract "work" after leaving in "1989". In "2011" he "took over" as "Programme Manager" of the IEDP.

> "I had joined the business school in 1984, after I had done a MBA here, it ["experiential learning"] just became an area for the orientation of the new students, both MBA and the PDM and then later on the MM. [..] It started off the programme with the group dynamics orientation process that I designed and ran while I was here, and I was Programme Director of the MBA programme."

PM-DBS's attention to the "process dimension" is aimed at shifting delegates from "auto pilot", from the "trial and error" "unconscious management" where there is no "learning" and "reflection"[88]. Here, he refers to "David Kolb's model of learning". PM-DBS brings this attention to "process", "experiential learning", and Delta Business School's relational and "process-orientated" "philosophy of learning" to the BankSeta IEDP as the present Programme Manager.

> "[..] it has been to endeavour to make the managers more conscious of what they are doing and why they are doing it [..] and because unconscious management is not going to do it [..] it is auto pilot and it is rule of thumb, so people tend to learn their experience *rather than learning from their experience.*" (italics added)

[88] PM-DBS states: "[..] when we talk about how your teams function, how the management team functions, it is very often that they do **not** *go through that learning process*, it is almost *trial and error*, so they *cut out the reflection and the abstract thinking*, the in theory or the *learning from other people's experiences*, and they try different things and sometimes they work and sometimes they don't" (italics and bold added).

HOLDC-DBS, Head of the Business School's Leader Development Centre, has held senior academic positions at different universities and has consulting experience in "work[ing] with teams" and "group dynamics" from a "psychodynamic perspective". This experience and his disciplinary grounding in Psychology seems to influence his approach to leadership and leadership development in how he attends to the "development of the leader as a person". For example, he argues for the delegates to develop and "connect" as a "person" with their fellow delegates for "shar[ing,] verbalising" and "concreti[sing]" what they have "learnt".

> "I am a psychologist so I come from the psychology field, bring the real soft element into leadership and therefore also into the business world. I think that is the element that brought me to the Leadership Development Centre then as well because at the LDC, and the BankSeta programme is run out of the LDC to different degrees, but the focus is around the development of the leader as a person and not necessarily only as one who needs to acquire a skill or academic knowledge or theory or all of that, but the development of the leader as a person."

HOLDC-DBS states that he "bring[s] the real soft element into leadership and [..] the business world". Here, one can identify certain similarities between HOLDC-DBS and PM-DBS in how they work with teams, the development process and the learning in teams. However, HOLDC-DBS points out the "ethical" dilemma with leadership development that he has "struggled" with most of his "academic career". It is the "ethical" dilemma of "mak[ing] people aware of ["what makes leaders"]; and making conscious for them what is "unconscious" and "why they come to courses and coaching and all of those sorts of things". It is the "ethical" dilemma of address[ing]" an individual's "leadership", "person", "authenticity", and "freedom" while also addressing what the "company [..] requires" of him. For this reason, he has "not really been too keen on leadership" through most of his "academic career"; preferring to work with and on "teams" and "team leadership". He suggests that the most one can do is to "provide a good enough experience".

> "I struggled with it for a really very long while and I don't think I have come to an answer to that yet. [..] These days I think the opportunity or the closest it can get to, is if you find that avenue to be development of the individual and leave him or her then with a freedom to say that I can chart my way forward the way I like, but I have the control in doing that."

> "I think that is still probably a good enough experience. The best, and really most definitely the best space where you learn, is in the team."

> "[..] people are also not trained to know the role of the unconscious and the role of various dimensions and dynamics in the team."

DBS-TM has a long pedigree at various international universities and Business Schools and holds a teaching and Director brief at Delta Business School. He presents the "talent management" module on the BankSeta IEDP. He situates his engagement with "leadership" within his broader interest in how we think about "talent", "organisational learning", "organisations", their "context" and how that "context" has changed. Thus, he argues that one "should not just focus [on] the leader".

> "[..] when you speak about leadership we should not just focus to the leader. Why? Leadership is not about one individual. A leader exists because that leader does have followers. Leadership is about followership. [..] It depends on the followers. It depends on the context and environment. It depends on the culture. It depends on the situation."

DBS-TM draws together the "change" in the "context",[89] "change" to "market creation" from "market war", "change" to "blue ocean" from "red ocean" strategy, and the required "change" to "generative talent" in "leadership development and executive development programmes".

[89] He speaks of Eddie Obeng's conception, the "world after midnight", of how the world has changed, while we were 'asleep' as it were, and we may not recognise that now it is about "market creation" and not "market war".

> "At the beginning, previously, most of the leadership development and executive development programmes focused on the conventional talents. [..] Now we do no longer speak about market war. We speak about market creation, the entire ballgame of enterprises and companies have changed. So why do we still rely on conventional talents. We need to prepare and train our leaders, develop them, for future thinking, generative thinking, to create something, to lead something."
>
> "That's no longer the game. That's red ocean. We speak market creation, that's blue ocean. It's a different ballgame entirely."

The coaches within the Business School have a varied mix of academic, consulting and management experience. For example, Coach 4, like Past-PM-DBS, shares how his own experience of executive education helps to inform his approach to "leadership", "leadership development" and "coaching". Of having 'been through the mill' himself before expecting and guiding others through it. He describes how he has evolved and matured in how he leads and coaches:

> "How it's evolved as I've gotten older is maybe just due to maturity. I've become less punitive, less harsh and maybe more supportive."

> "It's [his "style"] more nurturing and I think more compassionate [towards others] but the accountability and the responsibility aspects are still at the core."

Coach4 illustrates how the coaches inhabit the intersection of the Business School, banks, and consulting spaces. More importantly, the opportunity this intersection or "interconnection" of spaces allows for the "connect[ion] of dots between all the disparate parties". He describes it as an "ecosystem" that he can help facilitate the "connecting [of the] dots". "So you almost have like an ecosystem of – where all the ideas are coming out."

> "[..] to allow them to bring their ideas to the fore and then to connect the dots between all the disparate parties. So you almost have like an ecosystem of – where all the ideas are coming out. [..] It's growth for us as

well. And I'm in a very positive situation again because not only am I involved on that programme, with the other business schools as well, but also I work with the banks quite extensively. So all of this stuff comes together which for me is very, very beneficial. [..] *And that's the challenge because what you find is one bank is doing this, another bank is doing that and the business school is doing this, but there's no connection of the dots and there's actually a lot of synergy in the interconnection of those dots.*" (italics added)

6.2.2 Head of Leadership Development Centres in Banks

In the HoLDCs' narrative accounts one encounters their *individual* journeys of working and moving their way through their present and previous organisations' evolving "human resource"[90] and "human resource development" (HOLDC-B and HOLDC-A) or "learning and development" (HOLDC-A, HOLDC-B and HOLDC-D2) functions in *specialists* and/or *managerial roles*. It is in their journey through the "human resource" and "human resource development" functions that they work and move their way to "leadership" and "leadership development" within their organisation. HOLDC-D1, for example, speaks of how she "wangled" (HOLDC-D1) her way through the "human resource" functions and "formalised" the bank's "leadership development" function. Most of the HoLDCs appear to formally enter leadership and leadership development within their organisations from various entry points within the human resource functions or human resource development function. They seem to evolve with and within the organisation and the changing organisational structures and "spaces" and with how leadership and leadership development is framed, "formalised" (HOLDC-D1), positioned, and centred in the very same organisation.

In the narrative accounts of their "leadership journey" (HOLDC-C2) within their respective organisations there is also reference to or link with (1) "transformation" (HOLDC-C2, HOLDC-Z, HOLDC-D1 and HOLDC-C1), in relation to the

[90] Referenced by all the HoLDCs.

historical context of Apartheid and the post-Apartheid transition and "transformation"; and (2) the "change" (HOLDC-A, HOLDC-B, and HOLDC-C2) in the "business" (HOLDC-A, HOLDC-B, and HOLDC-C2), the operating "environment" (HOLDC-A, HOLDC-C2, and HOLDC-B), and "markets" (HOLDC-B). This theme of the "changing environment" (HOLDC-A) or the "complex world [we are] moving into" (HOLDC-C2) was introduced in the discussion of strategic and organisational alignment in the section on the purpose of leadership development in the banks in chapter five and is taken up later in the present chapter in the discussion of the changing landscape of leadership and leadership development in section 6.4.

HOLDC-C2 shares his journey of "political activism" against Apartheid, of his "passion" for "educational leadership reform" and broader social reform in the post-Apartheid state, and how he began to see and frame the "importance of leadership" in his "own leadership journey". He has moved, from 1995 onwards, from "management development" to "leadership" as he transitioned from one organisation to another in the "public" and "private sector". It is in his transition to Bank C, "between 2003 and 2007", where HOLDC-C2 seems to begin to bring together and consolidate his "ideas of leadership": "then about three years ago I was offered this position of leadership, learning and talent, and you know that's where I really kind of used a lot of my ideas of leadership around here". However, for HOLDC-C2 it is a continuing journey punctuated by "phases" and "mak[ing] dents into this edifice" as well as "undo[ing]" old assumptions and ways of framing:

> "I'm always constantly reading, right, and I just read a lot around leadership and I mean I went through like phases in my own leadership journey."

> "[..] we have this imprint of people in our minds we need to kind of undo and that's what happened to me in my own leadership journey."

> "[..] on hindsight now I could have been more diplomatic, but you know you come in here and you just one of the few black people working in a bank and you see all these many white people in here, and you see all of them there's an old boys club operating in the bank, and you keep hitting your head against the wall because they go and caucus outside of that. So it's challenging. How do I deal with that is try and win people over, try and make sure that you going to make dents into this edifice one knock at a time. And it's a still a tough journey, uphill battle ja."

HOLDC-Z, an Industrial Psychologist who is employed at one of the smaller banks,[91] discusses how she was "head-hunted" to transform the "human resource" functions in line with the journey the organisation began, to begin to change from a "silo" structure and manner of functioning to human resources being more "integrated". She is "trying" to "integrate" her "portfolio" of "human resource" functions, which comprises "leadership development, skills development, psychometric assessment, OD [organisation development], talent management and performance management". She also speaks of "transformation" in terms of "employment equity" within the bank and their finding through the "road shows" that the "employment equity staff" do not feel "supported or developed by the line management". This journey of human resource integration and the addressing of "employment equity" appear to influence her positioning of leadership and leadership development within the bank. For example, there is the formalisation and consolidation of "leadership values [and] framework" for the bank and the "build[ing of] a leadership academy" that will serve the entire bank. However, it is a "personal journey" of trials and tribulations with regard to leadership development, which is similar to HOLDC-C2's descriptions.

> "It was a personal journey. You need resilience. Have to build credibility. They will doubt you at first. You have to prove your worth. I was lucky I had a supportive boss. That helped a lot. You have to grow thick skin. I had to also learn to balance work and life. I had to learn to balance. You

[91] "Our size is small compared to the big banks."

had to know your stuff, all of your portfolio. Do not take things for granted. They ask lots of questions. They probe and test you."

"It wasn't easy. I had to deal with lots of resistance, scepticism. Maybe organisational history also. You will hear, "someone tried this before and it didn't work". There was difficulty with changing. I had to learn the hard way. To experience it and regroup. I chose not to view the resistance as personal. You go back and reflect and come back again. You need to convince them. You will be challenged."

HOLDC-D1 began her journey in her bank "working in transformation and sustainability" as a "strategy consultant". She then "navigated" and "wangled" her way through various "human resource" functions. This seems to be the case with "formalis[ing]" and taking up the "role of leadership development". She states that:

"because I kind of had this thread of thinking about leadership and transformation I got the role of leadership development".

"I got interested in this people space and I kind of wangled my way into this that, this that and now I'm in the talent development, so I somehow successfully navigated the organisation to be doing what I want to do."

HOLDC-D1 now heads the "Centre of Expertise" focusing on "transformation" and the "strategic" positioning and "DNA of the organisation". The "broad portfolio" of the "Centre of Expertise" comprises "leadership development", "talent development" and "wellness". Here, one also notes the attempt at "integration" of the human resource functions. It is in the "Centre of Expertise" that the "thread of thinking about leadership and transformation" came into focus and serves as the 'site' for the "formalis[ation]" and "mainstreaming" of "leadership" and "social transformation". However, she needs to work through the "resistance" in the organisation and the way leadership and leadership development is "palatable" and "digestible" for the organisation. She would like

to evolve the "thinking about leadership"; of "bringing about a change in how leadership is constituted". She herself has evolved; a movement from being "unconscious [of] falling in with a certain dominant logic" to becoming more aware and "critical" through "learning and exposure to other ways of thinking".

As with HOLDC-C2 and HOLDC-Z, one notes HOLDC-D1 links fundamental change in organisations (in the "DNA of the organisation") with "leadership". She links "transformation", "equity" and redress, and changes in "consciousness" and "how leadership is constituted". However, HOLDC-D1, HOLDC-C2 and HOLDC-Z also share their stories of working through the "resistance" within the organisation. HOLDC-D1 points out that she needed to find "critical distance" from and within the organisation. She relates how she had "become a bit of an intellectual outsider", "embracing different paradigms" from the "traditional", "dominant paradigm" in the organisation. Here, she also points to her "support base" and "community of peers" who are mostly "psychologists". One notes a similar continuing journey and grappling with "leadership" and "change" with HOLDC-C1 as well. HOLDC-C1 similarly shares her stories of struggles within her organisation.

HOLDC-C1, a Counselling Psychologist, and HOLDC-D2 did not intend or "plan" (HOLDC-C1) to develop their careers in leadership and leadership development. For example, HOLDC-C1 begins as follows: "I didn't plan to get into the world of leadership development at all". She, as well as HOLDC-D2, have moved within their respective banks' human resource functions and 'wandered', as it were, into leadership and leadership development. She begins by discussing her entry into the retail bank and shares her moves and transitions through the bank's "merger[s]" and changes in "positions". The understanding and impact of "relationships" is a theme through her various moves and transitions in Bank C, that is, her understanding from her Psychology disciplinary background. HOLDC-C1 relates the shift to "employer well-being", then "organizational development", and later her fortuitous walking into a "conversation" on "top management development" that led to "leadership

development". Through these shifts she "became curious about this concept called leadership" and that led to the design and development of a "three year [leadership development] journey" for the bank during the "1994" post-Apartheid transition. The shift "opened a new world to" her. She also points to the difference between the "world of *leadership*" and "what is offered in the world of *leadership development*".

As with HOLDC-C2, HOLDC-D1 and HOLDC-Z, HOLDC-C1 points to the "90s" post-Apartheid transition and the "challenges" she has experienced. She also points out that their "Exco allowed me to do this for years without knowing exactly what's on the programme".

> "[..] what must the leader look like in the next ten to 20 years? That's the question that we asked ourselves in '94. We started with this process in 1994."
>
> "And don't think it was without challenges because if you do things differently, people try to tell you it's weird. So do you believe enough in it to make it work and through that you gain your credibility."
>
> "But don't think it was easy. I can remember a leader in the 90s saying to me I'm going to speak Afrikaans, 'jy maak hulle windgat'.[92] No I don't. All I'm doing is they can question you but in a way that is still respectful. So in a sense is -- there was the why are you doing this? Why? But because they could feel and see the difference. **Our Exco allowed me to do this for years without knowing exactly what's on the programme**, but they would say I can remember, he passed on now, when I said to this one Exco member I would like to do research and *he said to me why and I said I would like to show the results of the programme*." (bold and italics added)

[92] "Windgat", an Afrikaans term, "literally means "wind hole" (Brand South Africa, 2013). It suggests someone who has many opinions or who talks a lot. HOLDC-C1 then is told that she is allowing people to hold their own opinions and to "voice" their opinions.

HOLDC-D2 had undertaken courses in Psychology in her first two years of undergraduate studies and then changed track. She later started her journey in the "HR field" as an "HR generalist". She moved to Bank D "five years" ago (from the time of the interview in 2014) into the role of an "HR Business Partner". Two years later she successfully applied for the "Skills Development Manager position", which was responsible for "skills development" or "learning and development" and "leadership development". In 2013 the "Skills Development Manager position" and the Manager Leadership Development was "split". The "CEO" began to "focus" on "leadership" and "leadership development" and the bank shifted to a "more long-term focus". She was appointed as Manager of Leadership Development.

HOLDC-A, an Industrial Psychologist, began her journey in Bank A in "2000" and moved into the "human resource development" function or "learning and development" in "2004" as the "senior manager on leadership and management development". She then was engaged in "2008" in the project of implementing the "leadership pipeline"[93] in the bank's parent company. She later returned to the bank as the HoLDC, which meant navigating and negotiating the "flavour" her "predecessors" gave to the Leadership Development Centre, "where" the bank "is at" and is "ready for", and her "stamp" on the Centre and her "steering" of "leadership development" within the bank. It means "meet[ing the bank] half way".

As with the HoLDCs she continues her journey in, and "grappling" with, "leadership" and "leadership development". At present, she is "grappling" with how differently leadership is defined and framed within the bank and across the offices in the African continent. She is also grappling with how "learning" is changing and staying "relevant and current as the world changes":

> "So that's where I find myself at, at the moment and grappling with those types of things around the way of learning is changing and how do we

[93] The Charan, Drotter and Noel (2015) leadership pipeline model. As noted previously, most participants refer to the model as the 'Drotter model'.

> really stay relevant and current as that world changes but in terms of leadership development."

HOLDC-A's journey and "grappling" with leadership and leadership development appears to be informed in part by her disciplinary training in Psychology. She is a registered Psychologist, as is HOLDC-Z. HOLDC-C1 similarly has disciplinary grounding in Psychology, albeit a different professional category of Psychology. HOLDC-D1 and HOLDC-C2 have their disciplinary grounding in the broader social sciences, with HOLDC-C2 focusing on education. HOLDC-D2 has a social science and human resource development background. This social science disciplinary grounding may account for their particular lexicon and use of terms. It suggests the attention to the phenomenological and psychological worlds of individuals and the critical or ontological questioning in their focus on "being" (HOLDC-C1, HOLDC-C2 and HOLDC-D1), "agency" (HOLDC-C1), "meaning" (HOLDC-A and HOLDC-C1), and "sense-making" (HOLDC-D1 and HOLDC-C2). It also comes through in their focus on "process", or a certain manner, facilitation and "openness" (HOLDC-D1) to "leadership", particularly the ways in which leadership, context and time changes. HOLDC-D1 clearly refers to her shift from the "dominant paradigm" (described as "masculinist", "instrumental" and "mechanistic") to "embracing [more "critical" and] different paradigms". HOLDC-B's journey in leadership development is from managing a company providing skills development. As she states, her focus is on the "language" and "needs" of the "business".

HOLDC-B joined Bank B "four years ago" (at the time of the interview in 2014) to develop "learning and leadership" development for the Africa operations. In 2013, with the departure of the HoLDC for the entire bank and operations, HOLDC-B was given the "opportunity". HOLDC-B states that she brings her strengths of "building structure" and "connect[ting] people across multitude of cultures and contexts" to the HoLDC "role". HOLDC-B shares that she has "learnt by doing" by "get[ting] into different opportunities", being "entrepreneurial", and working and "running businesses" "globally and locally".

> "I'm not from financial services, so it's the first time I've worked in a bank, but I am very entrepreneurial, so I've managed large businesses across Africa and I'm very business focused, so my conversation with the business and the capability I focus on building in the learning function is -- it doesn't matter what you know theoretical or experientially it's how do you solve the business challenge and how do you talk the business language and it goes back to business acumen, so if you cannot talk the business's language you cannot be a strategic partner, you won't be seen as that ja."

> "[..] and I've worked globally and locally, and it's only through people relationship have I been able to get into different opportunities and I've learnt by doing, so I think I've learnt hard knocks very, very early, but I am more of -- I always saw myself running businesses, so previously I was MD of [Company X], which was a training provider and conference vendor, globally, so I reported into London, but I ran the Africa operation."

HOLDC-B describes her "integration" or "marrying" of "learning professionalism" and the "business context" in her role as HoLDC:

> "Ja and often you have too much learning professionalism and not enough business context, and the two just don't marry, so I suppose my role is very much integration, understanding business context surrounding myself -- or driving a very specialist function but marrying those two."

With HOLDC-A, HOLDC-B and HOLDC-C2 there is the "grappling" (HOLDC-A) with the "change" (HOLDC-A, HOLDC-B, and HOLDC-C2) in the "business" (HOLDC-A, HOLDC-B, and HOLDC-C2), their operating "environment" (HOLDC-A, HOLDC-C2 and HOLDC-B) and "markets" (HOLDC-B) locally, on the African continent and globally. It poses the question of the "meaning of leadership" (HOLDC-A) in the "changing environment" (HOLDC-A) locally, in the African continent and globally. For HOLDC-A and HOLDC-B it is also the

"trade-off" between "build[ing]" for what the organisation requires and "needs to be done now" in the present and "building for future capability" (HOLDC-B).

6.2.3 BankSeta IEDP delegates: "as I grew into the roles", a "journey", "process", and the "tell[ing] of my story"

The delegates share and 'weave together' their "journey"[94] of growing into their "management"[95] roles and into "leadership" along the way within different functional areas, "operations" (Del-1, Del-2 and Del-6), or "business units" (Del-1 and Del-6) given their different professions and academic qualifications and/or development in specific subject fields such as legal, marketing or finance. The growing in their management roles, however, differs from that of leadership. There does not appear to be a clear formal marker, starting point, or thread to each individual's entry and journey in leadership and of leadership. This contrasts with the HoLDC who are *formally* designated by the organisation as the designer and custodian of the organisation's leadership. The delegates appear to retrospectively (re)frame and narrate their individual *entries* in leadership and their various individual journeys of leadership within the respective organisations and at times through the different developmental programmes they have attended. With Del-6, for example, these entries and journeys mean shifts in her level of "experience" with "leading" and her level of "maturity" with "leading" and "leadership". This theme of "maturity" (Del-1, Del-6, and Del-11), "personal growth" (Del-6 and Del-11), "growth" (Del-1, Del-3, and Del-5) and "internally chang[ing]" (Del-2) comes through with the other delegates as well.

The discussion begins with the narrative accounts of the delegates, where one finds there is the "continuous" (Del-7) transitioning and "ongoing journey" (Del-11) in "leadership". With this there appears to be the continual punctuating and (re)framing of their journey. This journey of appropriating, "borrowing", "adopt[ing]" (Del-1), narrating, and making meaning of leadership and being a

[94] Del-6, Del-1, Del-8, Del-11, Del-7, Del-9 and Del-10.
[95] The terms "management" and "leadership", referred to by all the delegates.

"leader" comes through as a "personal"[96] and "emotional"[97] one. Although personal, one finds along with their personal agency in their individualised journey there is also a sense of being "force[d]"[98] to confront and work through their leadership transitions. This is discussed in the next section. It suggests that they "journey" through and within shared spaces and an 'interior' or personalised and individualised space. This provides one with a sense of the nuances, complexities and dynamics within a specific cohort and iteration of a leadership development programme. Thereafter the discussion turns to the issues that some of the delegates raise regarding the return to the organisation.

6.2.3.1 "telling my story": transitioning, punctuating the journey, and (re)framing the journey

In "telling [their] story" (Del-6) one finds the delegates giving an account of their "experience[s]", "exposure" (they were given and they sought themselves) and "challenge[s]"[99] through their movement through the "management" ranks and managing and leading their teams. It is also an account of them working through these experiences, exposure and challenges, which suggests the analogy of 'grist for the mill'. This working through appears to be related to their developing "maturity" (Del-1, Del-6, and Del-11), "personal growth" (Del-6 and Del-11), "growth" (Del-1, Del-3, and Del-5) and the "change [..] internally" (Del-2). One finds that their narrative accounts of their experiences, exposure, challenges, and working through these appears to vary. For example, Del-6 and Del-4 speak of their journey being one of "trial and error". Del-6's account though includes "*look*[*ing*] *back*" and "tell[ing]" her "story" and of the "something [that] clicks in your mind", while Del-4 relates what it "boils down" to for her *now*. Then one finds Del-1's narrative of "growth", "change", being "humbled", and "refining the edges" *over time*. In contrast, Del-2 and other delegates give examples of *specific*

[96] All the delegates refer to their "personal journey" (Del-7 and Del-9) and "personal" "process" (Del-2) and impact.
[97] Del-2, Del-7 and Del-9.
[98] Del-1, Del-3, Del-4, Del-5, Del-6, Del-7, Del-8 and Del-11.
[99] Del-1, Del-2, Del-6, Del-8, Del-9, Del-10 and Del-11.

events, episodes or tasks that served as turning points or pivots for them in their journey, or where the "penny [..] drop[s]" (Del-2).

Del-6, on "look[ing] back" and "tell[ing]" her "story", seems to suggest that there is not a neat, evolving narrative with clear turns, sign-posts and a definite single marker of when you are now a "leader" or transitioned as one. Rather the process involves a continuous transition*ing* with many "inflection" (Del-2) points in terms of her "experience[s]", "challenges", "growing awareness", ways of appropriating the title and role of "leader", and reflecting on, and reframing of, her journey. This includes different "space[s]" and times in which she "expos[es herself] to leadership" and being "visibl[e]". As she relates, "in the beginning" of her career she was not "aware" of "leadership" and its meaning and relational and emotional dimensions. She states that it "only started *hitting the heart* when I was in [Bank X] and going into [Bank Y] and *as I grew in my career*".

> "so I must say *in the beginning of my career I wasn't aware of any leadership, anything*. I knew there were leaders *but I didn't know what it meant*. ***I played in leadership roles but I didn't know what it meant***. It only started hitting the heart when I was in [Bank X] and going into [Bank Y] and *as I grew in my career, as I grew into the roles, I started understanding that okay you are a leader, this is a leader* and these are the things that you need to *display* as a *leader*, understanding the whole *leadership* concept." (italics and bold added)

Although at first not "aware" of her "leadership" or designating her enacting the leadership role as such, she speaks of how she nevertheless "*resonated*" with "those qualities" for example. Later she "started *realising*", "experiencing" and (*re*)*framing* "what [she] was *doing* as [being] part of leadership" when engaging at a "strategic level" in contrast to before when at "a team level or operational level or worker level." That is, "feeling the leadership", which links in with her developing "maturity of [her] leadership."

Although she links the more impactful "feeling" and "experience" of "leadership" to the "strategic level", in the extract below she refers to an earlier research role in a non-banking sector and how she now remembers and sees that as the "start" of her "leadership". In this way she punctuates or marks her journey and reframes her previous experience: marking levels of "feeling", "experience[s]" and "maturity" of leadership.

> "and then thinking it was just a [role in non-banking sector that was not designated as management] *but that's how actually management and leadership happens* because there's a lot of facets of leadership and management in [the role] and I think people sometimes they *forget that they are leaders as* [persons in the role] as well. *So that's where I feel my leadership started.*" (italics added)

In "look[ing] back" and "tell[ing]" her "story" she portrays a "long" and continuing leadership and management journey of "different ranks of leadership"; creating "exposure" for herself, being "visible", working through her "experience[s]" and "challenges", and shifting ways of "thinking" throughout that journey.

> "*Now that I have gone through different ranks of leadership and* ***then I tell my story, I look back*** *and I say I've been on this* ***leadership journey for a long time*** *or I have been in this* ***management journey for a long time*** *besides the managing of the people.*" (italics and bold added)

The 'grist for the mill' analogy may be one manner of capturing the process of the journey. The grist is the "experience"; the "feeling", "thinking" and corporeal reality, including the "challenges" and "exposure" to other levels of organisational functioning. The mill is her working through the "experience[s]", "challenges", and what she has exposed herself to and is exposed to. The mill is also her refining, reworking, and reframing her "experience[s]" and "exposure".

Del-5 also refers to one's previous experience as a resource that one can mill and learn from in some ways. Although he refers to the possibility of being

"instinctive", as Del-6 similarly refers to herself as a "natural leader", he and Del-6 speak of their "experience", "exposure" (they were given and that they sought themselves), "self-learning" (Del-5), working through and utilising what "challenges" (Del-6) and "feedback" (Del-5) they may have.

Del-4 similarly speaks of "learning" from her "experience[s]" in the workplace. Although she identifies that there are "logical" "principles" of "leadership", given that she is a rather "logical person", "it's only in the workplace that [one] actually get[s] to learn and apply and [..] a lot of it is trial and error." For Del-4 then it is "trial and error" and it "boils down" in the everyday world to "basics things [such as] earning respect [and] delivery" in the here-and-now. However, she cautions that "leaders [can] get too bogged down in the detail, can't necessarily see the wood for the trees".

> "they're unable to plot a clear course because they themselves are too lost in the sort of daily transactional goings-on, so I think leadership is about being able to step away from the detail and kind of looking to the future, looking holistically across, and I think it's very hard, it's very hard to find people that can do that."

This could suggest that during the leadership journey a leader could lose his or her way, wander, and get "bogged down" in the "transactional goings-on." There is a need to "step back" and, as Del-6 does, look back and tell one's story. For Del-4, however, it would be telling one's story going forward: "looking to the future."

For Del-1 it would appear the wandering and not seeing the wood for the trees is the danger of the "leader" being ensnared in, and seduced by, the "hero concept", "hero syndrome" and "hero problem". He describes his own reckoning with seeing himself and being the "hero" as being solely responsible and taking charge and action on everything, and the process of shifting from an "inflated view" of his "capability" and himself, or the process of being "humbled" and "allowing" others the space to take responsibility and action. This process of reckoning, "humbling", and "growing" – as well as the process of pausing, reflecting on, and

reframing that process – is captured somewhat in his phrase "packaged for myself out of everything". This means, with regard to the 'grist for the mill' analogy discussed above, that one mills, re-mills, and re-mills continuously and more consciously the "ingredient[s]" of "experience", "exposure", "lessons", "role models", development programmes and interventions. Akin to HOLDC-C2's sculpture analogy, Del-1 states it is a continuing and reiterating process of "refining the edges". The process does not terminate with a 'polished product' or "finished article", but rather for Del-1 it is the continuing tension of being "authentic", "true to yourself", and a "rounded person" while pausing, "humbling" and questioning yourself and being there as others, the team and organisation needs him to be.

> "I think I was humbled at a very young age that leadership is not about you, but the people that you lead."

> "[..]I've learnt through experience and through exposure from other people that there's time to adopt different leadership styles and I think that's where I've grown."

There is a dynamic of being "moulded" and the continual (re)moulding through the process of "refining the edges" and that which he undertakes himself: "so I've *changed and grown into* a person over that period" (italics added). It is not only the "experience[s]" and "exposure" in the workplace, but also the "different leadership programmes and development programmes that [he has] been on have taught [him] different things". As he says, "I think the day you arrive, is the day you hang up your boots [laughs]". He adds that he is "far from the finished article".

Del-1 mentions that there have been different "leader" "role models" that he has experienced or held in high esteem over time. Early in his management career it was the more charismatic "role models" that he was drawn to. He subscribed and appropriated to himself the (perceived) "leader" qualities of the "role models": "attached their leadership qualities". He wanted to be the charismatic "hero." He

contrasts “real leadership” with the more charismatic form. With Del-1 one sees the theme of appropriating and “borrowing” emerging, which is discussed in subsection 6.3.1.4.2 on the theme of distilling leadership. It links with the ‘grist for the mill’ analogy and speaks to being “grounded” and to one’s level of “open[ness]” to others, exposure and various experiences in the day-to-day reality of teams and organisations.

> “Yes so I think each of us have got our *own frame of reference and our comfort zones* and being exposed to radical – not only radical but different ways of doing things, different how can I say – so *different people have different principles and whilst you might not agree with the person’s principles, his way of thinking, there might be something in that way of thinking that you can borrow to improve your way of thinking*, if that makes sense.”

> “Ja, so for me, so I think it’s more the *concept of being open to see what others do and to borrow from rather to be scatter-brain, try and change all the time*. So it’s *to be grounded in yourself* and to know how you work but to be cognisant that *you can become better by borrowing and learning and continuously observing and looking around*, *so that’s in daily interactions* [..] so it’s to *continuously* learn both in this environment but also to expose yourself and to *continuously* search for ways to become better, not necessarily – it’s *basically through observation and being consciously aware of picking from other leaders and people inside and outside of work environment*.”

One could expand on the borrowing theme by utilising the metaphor of collage that contrasts with that of a metaphor of a vacuum cleaner. Del-1 links this to how “mature” one is and how “open” and at the same time “present enough to not try and be different things that you’re not.” Del-1 also adds that one needs to make space for this “reflective” work and “reenergising time”.

Del-2, Del-10 and the other delegates give examples of specific events, episodes or tasks that served as turning points or pivots for them in their journey. For example, Del-2 shares the example of the team intervention her coach (contracted by her bank as part of her "leadership development") suggested she undertake and the "challenging process" that it was. It is through this "process" and that of the "coaching" that the "penny has [..] drop[ped]" for her:

> "[..] so I mean for me the adage is true that you can be an excellent manager but be a horrible leader, and I think leadership development is coaching-based for me, it is more about putting people through that process of self-reflection and getting people to understand that really internally you've got to change things in order to be a brilliant leader, that penny has to drop, you can't teach leadership, do you understand what I mean?"

Del-7 and Del-11, though, suggest that it is an "ongoing journey" (Del-11) and "something you work on every day" (Del-7):

> "it's something you work on every day to make sure that you improve as a person, so for me again why I see it as a personal journey is I don't want to be bound by the organisation." (Del-7)

> "It's an ongoing journey and leadership isn't easy. It's not easy at all. I think you need to desire it. You need to be willing to make a shift all the time, personal growth because you are required to change throughout the journey. It is not static." (Del-11)

6.2.3.2 Individual agency and being "forced" in the leadership journey and "story telling"

It appears that as the delegates narrate and reframe their individual journeys they caution that it is not a gradual or even unfolding process and "story" (Del-6); nor do they appear always deliberate and "aware" (Del-6) of the journey. There are experiences, events or moments that "force[s]" a pause, interruption, "inflection" (Del-2), "reflection", "introspection" and "looking [back and] forward" (Del-4).

Del-7 illustrates this in his discussion of his experience within the BankSeta IEDP and in the image evoked by his description that "the picture hasn't really come together then":

> "I said, what? [..] it's my first assignment in IEDP [relating to the downtown field exercise] [..] sometimes I force myself again consciously you know force myself to do this but I'm thinking how does this contribute you know to my leadership development but then that was at the very beginning of it, so it's like the picture hasn't really come together then."

Some of the delegates refer to the Leadership Quest of the BankSeta IEDP and how it "forced" their 'inward' or "personal journey" (Del-7); or as PM-DBS describes it as "thinking", "tell[ing]", "sharing" and "reflect[ing" on their "own leadership stories". Del-3, for example, cites the Leadership Quest exercise as "challenging because it **forced** some real introspection and ability to be honest with yourself". He also cites being confronted with the "challenge" of the "syndicate" group dynamics and the "diversity" therein of "different backgrounds" and "approaches". Thus, it is the "forced [..] introspection" of oneself and the "diversity" that others bring.

Del-7 similarly refers to the Leadership Quest as a "journey [that] **forces**" you to ask if one can call oneself a leader and be called by others as a leader as well. That is, it is a continuous "journey of improvement" and one never "arrive[s]" or graduates with the designation, 'leader'. He describes himself as a perpetual "leadership student." In this way with Del-7 one can see more explicitly the tension between a "journey" and "arriv[ing]" that the delegates engaged in; of a continuous process and a terminal point. He suggests that "it's almost like doing a PhD [laughs] -- *someday* you will have that doctoral"; "*someday* you become a *leader* and that journey is interesting because that journey for me is *always* the *journey of improvement*" (italics, bold and underlining added). "Leadership is almost continuous improvement, continuous refinement"; "it's almost hard if I

want to say I'm perfect" or have "arrived". "*I find it difficult to call myself a **leader***." Leadership then is a continuous task, question and questioning.

Del-11 speaks of being "forced" and "compelled to move" by the Leadership Quest:

> "I mean we know the theory [of "leadership"] but do we do it. [..] Do we do it? And I think the kind of assignments etcetera **forced** you to do it. On the Leadership Quest, my word, when I was doing that assignment I was like I have never seen anything like this. How have you figured out that by asking these questions I would be *compelled to move*?"

As with the others, Del-4 shares that it is a "challenging" and "personal" journey one is "forced" into. She states, "I mean none of it was a walk in the park". It "forced" the "introspection" and the working through, which includes "being forced to reflect, think about what you're not doing and then that challenge to actually put some action plans in place". It "forces you to do something", which, for her, is "a whole lot more beneficial than going and listening to some theory on leadership".

Del-4 also shares how the "group work" or syndicates "forced" one to negotiate the "group of dominant leaders". It is similar to Del-3 who, as noted above, discusses being confronted with the "challenge" of the "syndicate" group dynamics and the "diversity" therein of "different backgrounds" and "approaches". With both Del-3 and Del-4 it appears to be the "forced" "introspection" of oneself, of oneself in the group, and of the "diversity" (Del-3) of the group.

Del-6 argues in a similar manner to Del-3 and Del-4 regarding being "forced by the Leadership Quest" and the challenge of the group dynamics. These and the programme as a whole "forces you into taking stock of yourself as a leader".

> "Yes, your mindset must be forced into a different level if I can put it that way."

> "It forces you into taking stock of yourself as a leader."
>
> "It forces you into learning and there was a group assignment that forces all of you to discuss and it was a very practical thing and it had marks."
>
> "People must own their career and not the organisation. So if you go there and you know why you are here and you're really, really not forced by the Leadership Quest to put the objectives, you must have your own growth, personal growth, the objectives why you are there and whatever. You must make sure that you get out with it. Then that's when learning becomes effective."

Del-8 points to the space the BankSeta IEDP provided as she states that "it was good to switch off, get away from your office, get your head out of the sand and to actually look at things from a different perspective". It "forces you [to a] broader [and] strategic view" and to "define" and verbalise[100] "what you saw yourself to be as a leader or what you aspired to be" in the "Leadership Quest". She notes that "initially" she was not sure "how [she was] going to *squeeze this in* already with what I'm doing" at her job. Del-1 similarly points to how he was "forced" to reflect on his perspective. In his case, it concerns the bank's "operations across the ["African"] continent" and how he thinks about "African culture or business in [African] countries": "because I never sat down and went to go study African culture or business in countries until I was forced to do so by the programme."

6.2.3.3 The return to the organisation, follow-through and the "shift all around"

[100] HOLDC-DBS suggests delegates "verbalising" and "concreti[sing]"what they have "learnt": "So in the morning you have to get them to really concretise what they have learnt, maybe connect with someone different, share your ideas and by verbalising what you think it helps them concretise, helps them with their journaling process, their diary process, and then also make sure that they have, in their groups, link some of that back into the groups to where they talk and discuss it."

Del-3 and Del-4, however, discuss the gap that the delegates find when they return to their organisation after attending the BankSeta IEDP or any other developmental programme, namely the lack of opportunity "to apply" (Del-3) their learning and development in the workplace, lack of follow-through by the line management and organisation on the Leadership Quest for example, and the return to "complacency" (Del-3).

> "I found that a little bit disappointing in the sense that you don't necessarily get to apply everything or – you know you have the sense that you're going to be able to change the world because you've now been exposed to a few different things, and some new ideas etc, but you forget that you come into something [referring to his bank] that's 150 years old, right, that is a big machine, and never going to shift that in time, and so you come in with fresh ideas or have a thought that's exciting you and very quickly it's sucked into the everybody stuff that you've got to sort out, and what happens is that you tend to forget or you lose that excitement because you're just getting sucked into doing what you're supposed to be doing, ja so I guess that that's been a bit of a disappointment." (Del-3)

Del-3 at another point refers to a "creative tension" between the holding "lofty ideas" and "want[ing] to be the change agent" and experiencing the "barrier[s]" within the organisation and finding that it can "chew you up and spit you out as quickly as that". He points to the "risk [of] losing my job". Del-2, however, provides an example of being "forced" to shift with her team, workplace and organisation. As noted before, for Del-2 it was the need for a breakthrough with her new senior management role and her new team that forced her to engage in deep work[101] on herself with her coach (whose service she requested from her organisation as part of her developmental plan for her new role): "you know and when I got there I felt so totally helpless I knew that I had to change something big". She gives the example of the team intervention her coach suggested she

[101] Del-2 refers to the "TRC [Truth and Reconciliation] Commission", which suggests the depth of the "process" and work. Del-9 also refers to the depth analogy and speaks of focusing "deeply" on one's self. Del-11 talks of "dig[ging] really deep".

undertake and the "challenging process" that it was. This was part of a broader process of (re)finding and (re)defining herself, including her boundaries of self and other. As she says at one point: "that penny has to drop, you can't teach leadership".

> "I think *intellectually* you understand how to manage a process, but you *don't necessarily understand how* to manage a team of people through that process until you *actually have to do it*, and that for me was a *huge learning curve* but *definitely worthwhile experience*." (italics added)

As one reads through Del-2's description of the process of the team intervention one realises that it is not only her voice, but there is the presence and voices of her various team members ("everyone came forward"). One could argue then that – in addition to the delegates' narrating, punctuating and reframing – the process and journey can be looked at more broadly and explored from various perspectives. It means that there is a certain journey and experience of the process from the perspective of the various team members as well. Del-11 seems to suggest this. She states that there is a "qualitative" "shift [and "maturity"] that's required *all round*". In this sense "leadership" concerns a "shift [and "maturity] [..] all round." At the dyad and team/group level one could suggest that "leadership" is a co-journey that involves and implicates both the (formally or informally) designated leader and his/her team members.

If one sees "leadership" as a "shift [and "maturity] [..] *all around*" then one needs to appreciate leadership fully as a 360-degree process and phenomenon. This is a Copernican revolution of sorts where leadership is not solely centred or located within the delegate. This is different to the "360 leadership" that Del-6 refers to. Her frame of reference is her own position and self as a "leader", that is, the "leader['s]" task and demand of "really provid[ing 360] leadership presence in a spur of the moment."

6.2.4 Questions of punctuating, locating, anchoring and centreing leadership and leadership development

The discussion of the various "ongoing journey[s]" (Del-11) in and of leadership seems to question whether there is a clear starting and terminal point to leadership and leadership development. It poses the question of how leadership and leadership development is punctuated by individuals. It also appears to question whether there is a neat or even journey and narrative; a gradual or even unfolding process and "story" (Del-6). Hunt el al (2001), Meindl (1995), and Alvesson and Spicer (2012), for example, interrupt an idealisation, romancing, and linear narrative of the leadership field and corpus (Bligh, Kohles & Pillai, 2011). As in chapters four and five, one also finds another question that emerges. Where and how is leadership anchored, centred or located and is there continuity and change in this regard? Chapters four and five explored the locating, anchoring and centreing of leadership and leadership development within various levels, "space[s]" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-D1, HOLDC-C2, HOLDC-B and HOLDC-C1) and institutional practices. In the present chapter, in the previous section and the ones to follow, the question of locating, anchoring and centreing of leadership and leadership development plays out mostly at the individual and team levels.

6.3 TAKING UP AND STRADDLING POSITIONS WITHIN THEIR RESPECTIVE INSTITUTIONS AND SPACES

The HoLDC and faculty appear to take up and straddle different positions in different "spaces" (BSeta CEO, Past-M-BSeta, HOLDC-DBS, HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) and with different demands. In these positions there are differing patterns of relations with (1) the delegate-learner; (2) the leadership corpus, "discourse[s]", "paradigm[s]" (HOLDC-D1), knowledge communities, and 'industry'; and (3) the organisation and organisational "spaces". This means different patterns of relations and relational dynamics. The positions are labelled as follows: (1) the developmental guide; (2) professional "critical distance" (HOLDC-D1); and (3) pragmatic practitioner.

Some of the HoLDC and faculty appear to 'gravitate' more towards a certain position. For example, among the HoLDCs, HOLDC-B, HOLDC-D2 and HOLDC-Z tend to speak more from the pragmatic practitioner position. HOLDC-A, HOLDC-C1, HOLDC-C2 and HOLDC-D1 tend to speak more from the developmental guide and professional "critical distance" positions. However, as suggested, they straddle these positions. In different spaces and with different demands they gravitate towards certain positions. The positions are also not detached from each other. For example, the relationship with the corpus of leadership in the professional "critical distance" position is from within institutional spaces in which the pragmatic practitioner position is taken. In the case of HOLDC-D1 it is carving out "critical distance" from the corpus and organisation *from within the same corpus and organisation*. Another example is HOLDC-DBS' movement between being the guide that facilitates and being the critical voice that sounds the caution against the seduction of leadership.

6.3.1 Developmental guide: working with the delegates and navigating their "developmental journey"

The emerging pattern of relations in this position involves the focus on, and working with, the delegates of leadership development. One finds descriptions that suggest the '**distilling**' (as in the extracting and condensing) of "leadership", which makes it graspable, tangible and personal for the delegates. One also finds descriptions that suggest working with the delegates as a guide who **navigates,** '**shepherds**' and "**springboard**[**s**]" (Past-PM-DBS) them in their "developmental journey" (HOLDC-Z); who prompts, channels, "facilitates" (HOLDC-C1, HOLDC-C2 and HOLDC-A) and gives form to the delegate's "development journey". Over time though there is a shift in the dynamic with the development of the delegate's "voice" (HOLDC-C1) and "agency" (HOLDC-C1) and their increasing agency in their own development. The guide and guided then evolve in a co-"journey" as "co-travellers" (HOLDC-C1). There are descriptions of "creat[ing] a context" and "space" (HOLDC-C1) for the *individual* developmental

journeys. This is **space** for individuality, finding one's individuality, and the many different paths that the delegates may follow. It is also a "reflective space" (HOLDC-C1) and a space to "**dislodge**" (HOLDC-C2) or uproot the delegates.

6.3.1.1 Distilling

An example of distilling "leadership" within the Delta Business School is the "Leadership Quest", which is used within the BankSeta IEDP. The Leadership Quest is structured as a process through which the delegate is meant to "draft a "Personal Leadership Charter", which "will be a statement of [his or her] personal leadership philosophy" (Delta Business School, 2011, p2). In this way "leadership" is made graspable, tangible and personal for the delegates. Another example of distilling "leadership" within the Delta Business School is the "head, heart and hands framework". PM-DBS shares how the complexity and breadth of leadership is distilled in the "head, heart and hands framework". It makes it more approachable for the delegates. The "framework" helps the delegate to see and "tap into all three" facets to lead and "win the *hearts* and *minds* of people" through attending to *one's* "emotional"[102] world, mind and agency as a leader as well as that of *others*.

> "Ja, so the *head* is the strategy and the *heart* is the people and the *hands* is the execution, *now that is a model within a person* ***rather than saying how to be a good you know***, an ***effective leader*** you know is to be the *best* leader *that you can be with recognising that you need to tap into all three of those and win the hearts and minds of people*."
>
> "[..] *so that is the kind of heavy duty theory that we use about leadership* -- [*laughs*]." (bold and italics added)

With Past-PM-DBS and PM-DBS one sees how they have distilled "leadership" for themselves over the years of scholarship, experience, trials and tribulations and learning from others, including the delegates. As noted before, PM-DBS, for example, shares how he "evolve[d]" and moved beyond simply "think[ing] about

[102] HOLDC-C2, HOLDC-A, HOLDC-D1 and HOLDC-C1.

leadership in terms of the theories of leadership" and the "dichotomies" that pervade many theories and models. His focus is on the question of "how can *this person* progress, *become the best leader* that they can *possibly become*" (italics added). Past-PM-DBS similarly speaks of "mak[ing] a difference" for the "person". He has "come to realise" and distilled the kernel of "leadership" as the "building [of] relationships" and "personal development".

Coach4 similarly speaks of moving beyond dichotomies in his own leadership journey and in how he guides and coaches delegates in the BankSeta IEDP and other programmes he is involved in. Coach 4's focus is on "leading". He now encapsulates "leading" as an "art" and "balance" for himself and the delegates he coaches. Thus, in contrast to a dichotomy, he now suggests that it is an "art" to "balance" the "task" and "transactional" focus with "support[ing]", "empower[ing]" and building "nurturing" relationships when making decisions and acting on them. He points out that earlier in his career his view of "leadership" and his own manner of "leading" was focused on the "task" and "transactional" aspects. His focus was on "accountability" and "responsibility" of the leader and the team members. He now appreciates the "softer" side and has gained a more nuanced view and practice of leadership.

HOLDC-B provides an example of how an organisation's Leadership Development Centre distils and visualises for the management and delegates the "learning design", "learning journey" and "learning integration". This is through the "leadership architecture" and "template[s]" of the "learning journey" that the LDC developed:

> "So this is quite interesting because when a leader in [the bank] looks at *learning design* the *more you can give them this type of look the more they'll understand it*. So there you want *templating*, so have a look here this is women in leadership, you talk to the business block one, block two, block three, they *start to see* the content pieces, but they *actually start seeing* where does action learning projects *fit in*, *where does* personal

development coaching *fit in* and *where is learning integration*." (italics added)

HOLDC-C2 shares how his perspective has developed from a "combination of different ideas that [he] put together": "the whole concept of leadership for me has evolved, there's no single model, you know you've asked if there is a model that I use, it's a combination of different ideas that I put together". He qualifies that it is an "integrat*ive*" process rather than arriving at an "integrate*d*" "model" or "framework". He argues against a final or all-encompassing model. He then cites the book by "Victor Frankl", "Man's search for meaning", which is meaningful for him *now* at this particular point in his journey and career.

6.3.1.2 Navigating, shepherding and "springboard[ing]"

The Leadership Quest and the "head, heart and hands framework" helps to distil "leadership" as well as help navigate, guide and "springboard" (Past-PM-DBS) the delegates through a "process" (PM-DBS). This means help navigate, guide and "springboard" the delegates through the development of their "Personal Leadership Charter" (Delta Business School, 2011, p2) and to "tap into all three" facets of their "person". That is, to "tap" into their "head, heart and hands" as a "leader".

> "So we'd hope that people leave the course [IEDP] having thought about their lives, having been inspired to make a change, and then *they work on that change* **from then on**. *And we don't expect the programme* **to be the end** *of what they're doing*. It will more than likely be the **springboard** and *they carry on*. That's why I say one of the things is to inspire them to want to change." (Past-PM-DBS) (bold and italics added)

The "programme" though is not the "end". They try to "inspire" the delegates to "want to change" and "carry on". This means the delegates themselves taking up and taking forward their own developmental and leadership journey. For example, one finds the following analogies in Past-PM-DBS's conversation; that of "*cultivat*[*ing*]" the "seeds" or potential of the delegates and "*help*[*ing* the

delegates] *sharpen* [*their gifts*] to be better rather than *give* [them] *new gifts* as it were". HOLDC-C1 seems to speak along lines similar to the guide ("facilitator") and guided ("leaders") evolving and "co-design[ing]" the "leadership" "journey". HOLDC-C1 uses the description of "co-travellers" to refer to a delegate's fellow delegates in a programme. It can be used for describing the guide or "facilitator" of leadership development as well; that is, the guide and guided as "co-travellers". However, she states that she is not in a "teacher" or "mother" role. It is the delegate's "responsibility [..] to take up the work, the opportunity". A particular session or programme is "not the end of the conversation".

> "I usually say to them *I'm not your teacher and I'm not your mother*. *And what you put into the process is what you will get out of process*. **My** responsibility and my co-facilitator's responsibility *is to create a context for growth*. **Your** *responsibility is to take up the work, the opportunity*, and I truly believe that a lot of the things -- I will say at the end of the day, or at the end of the session, *it's not the end of the conversation*."
>
> "And you bring it together for one another. They become – they play a very important role. *They need to take up responsibility for their own growth, but they also take up responsibility for the growth of their co-travellers*. I mean I call them travellers because it's a *journey*. So it's not just about – do you see leaders don't only focus on themselves." (bold and italics added)

Elsewhere HOLDC-C1 captures the dynamic with the development of the delegate's "voice" (HOLDC-C1) and "agency" (HOLDC-C1) and their increasing agency in their own development as follows: "You need to *create a context* and you need to *contain*".[103] This means the "facilitator" is creating and opening the

[103] HOLDC-D1 also seems to speak to 'containing' the space and the delegates. One can find this in her description of the manner in which the "group of psychologists" work from a consulting company she uses for leadership development. She refers to their "ability to hold the space": "Psychologists with layers and layers of experience, deep experience in process facilitation whether it's individually or a group process facilitation. *They've got that kind of ability to hold the space*".

space for the delegates and containing that space and the delegates at the same time.

HOLDC-C2 and HOLDC-A also refer to "facilitat[ing]" (HOLDC-C2) and "co-design[ing]" or "co-creat[ing]" (HOLDC-C2). This is with the delegate and the other stakeholders in the organisation, such as the line management of the delegate or the management-as-clients. Thus, HOLDC-C2 states the "person who is running leadership programmes" is a "facilitator" and "a learner at the same time".

> "*So I don't have all the answers*, you know leadership – a *person who is running leadership programmes* the first thing the person must understand is that you are a **facilitator**, *you facilitate conversation*, *you facilitate discourse*, *you don't facilitate people's understanding of leadership*, that *comes through the* **process**, *and you're a* **learner** *at the same time*." (HOLDC-C2)
>
> "[..] you *co-create* learning for *yourself* as leaders." (HOLDC-C2)
>
> "[..] although we've got one philosophy for leadership, *how we're going to implement it and roll it out and make it part of the DNA of that business is* **different to everybody**. [..] *And that's what I guess I meant with the one size will not fit everybody any longer*. And then co-design." (HOLDC-A) (bold and italics added)

Del-11, one of the delegates on the BankSeta IEDP, also sees it as a "personal" and "an ongoing journey" in "leadership" that one continues post-programme. She adds that one "need[s] to desire it" and be "willing to make a shift all the time". It is a "shift that's required all round", including the team members. Del-11 suggests that one needs to navigate and negotiate "leadership" in one's "individual journey" as well as in the "team journey" and organisational journey. Thus, one could suggest that the "co-travellers" are not just the "facilitator" (HOLDC-C1) and fellow delegates, but also the team members in the workplace. The theme of

agency and the relation between the delegate, others, and the organisation is discussed in subsection 6.3.2.4.2 on agency and the BankSeta IEDP delegates' journeys.

6.3.1.3 Creating "space"

One finds with the HoLDCs and Programme Managers at Delta Business School the theme of "creat[ing] the context" and "space" for the delegates' *individual* developmental journeys and for the delegates to individually "take up the work, the opportunity" (HOLDC-C1). For example, HOLDC-C2 suggests that the delegate "step in", "take that space" and take up the "integration" through their "leadership journey". However, he suggests that this needs the "dislodgment" or uprooting of the delegates from their comfort zones. HOLDC-D1 similarly speaks of "pushing the limits" and "taking [the delegates] completely out of [their] conformist world".

> "[..] you co-create learning for yourself as leaders [..] What the programme designer will do is make it possible for the integration to happen, to facilitate that integration, but if you don't step in, if you don't take that space, you're not going to learn much." (HOLDC-C2)

> "When you're not at a place of discomfort, if I don't dislodge you from where you are, you know it's like a boulder, learning to dislodge the boulder so that I can see what's underneath. If I don't dislodge you I can't see what's underneath, you can't see what's underneath, and so the whole idea of dislodgement in a leadership programme is very essential." (HOLDC-C2)

> "I would really, really push the limits on every level, spiritual, emotional, intellectual, psychological, physical, I would take people to spaces so ja to tie that back to what that means for leadership I think it's about allowing people to see the world in very different ways and taking them completely out of this narrow-looking, conformist world of you know mainstream and very white middle class mostly banking, and expanding their

consciousness. I'll do whatever I could to expand their consciousness." (HOLDC-D1)

"[..] you need to create space and conversation for people to share what they learnt, how they tried to apply that, what worked, what didn't." (HOLDC-B)

"[..] people must try to find their own voice, their own voice about leadership and what does it really means." (HOLDC-C1)

"My sense is if - let people develop their own theories. That's what we do as well. We say you develop your own theory. How do you create a context for people to develop their own theories? Know that these theories exist, but that people have their own theories and their own methodology. So I would like people to develop their own theory about life, about leadership, about relationships, given that, so to say, you know what this is the world out there and there's a lot of theories but what is your theory." (HOLDC-C1)

"And so the world of leadership development must become a more reflective space rather than a place of getting to answers." (HOLDC-C1)

"We work, I think, very hard on developing an environment where people can learn and a safe environment, and that therefore they can experiment and they do feel that they're not threatened in any way, so they can just focus on what's happening. That is mainly experiential." (Past-PM-DBS)

"[..] there're many routes to effectiveness." (Past-PM-DBS)

"I think that's business schools throughout, is that we're not very rigid, we're not very prescriptive [..] Our coaches are all individuals and have

their own approaches to coaching. We don't prescribe a model for coaching." (Past-PM-DBS)

Creating the context or space does not mean the complete lack of structure. HOLDC-C1, for example, states that one needs to also "contain". HOLDC-DBS suggests a "space" that provides a "good enough experience". Past-PM-DBS speaks of "flexibility" in a programme. PM-DBS states that one "over-manage[s the programme,] but not the delegates":

> "[..] so it has got to be really well planned and once it is planned they [the delegates] can manage it, they can manage themselves."

6.3.1.4 The BankSeta IEDP delegates' experience of their developmental journey and distilling and "connect[ing]" with leadership

The two subsections below draws out the experiences of the delegates, with regard to their development journey and their distilling, "connect[ing]" (Del-7, Del-3 and Del-6) with, and taking ownership of "leadership". It speaks to the above discussion of the position of a developmental guide; of working with the delegates and navigating their developmental journey and agency.

6.3.1.4.1 The "process" of leadership development: not "see[ing] the wood for the trees" and wandering or "lost at sea"

There are different descriptions, analogies or metaphors of the "process" (Del-2, Del-1 and Del-7) of "leadership development" that emerge through the earlier discussion on the delegates' personal journeys. For example, being "bogged down in the detail", not "necessarily see[ing] the wood for the trees", "unable to plot a course", finding the "picture hasn't really come together" as yet, being "lost at sea", being a "sinking ship", being at an "inflection point", not knowing "in the beginning what the [coach] was trying to achieve" or "in the beginning [..] asking the wrong questions", and needing to "start from the start". These descriptions, analogies or metaphors appear to be congruent with the above discussion on the dynamic of guiding, shepherding and creating space.

Del-2, for example, states that "initially [there is the sense] of being lost in the sea". For her, "you've got to encounter the rough seas first" and "feel like you're on a sinking ship before you reach that inflection point" and before the leadership development team or facilitator "make it a little bit smoother for you". Ultimately, "you sail [the] vessel"; that is, the individual takes ownership and responsibility for their "personal journey".

> "I think there's an element initially of being lost in the sea until you find your way and then it's a case of, 'uh you found your way to this point now let me make it a little bit smoother for you', but as I said you've got to encounter the rough seas first, you've got to feel like you're on a sinking ship before you reach that inflection point and you say okay now. So I think leadership development should always start like that – you throw people into the deep end you put them on a sinking ship and you say okay now you plug the holes and you sail this damn vessel."

Del-1 in describing his personal experience of leadership development seems to suggest that he was wandering at sea at first. He was not sure of where he was being led by the coaching on his bank's internal leadership development programme and what the coach was trying to "achieve". The active voice and agency seems to be attributed to the coach. However, there is the shift where he "realise[s]", becomes aware, something sticks and sinks[104] and he reflects on his "mindset". It is a shift to developing his own agency and realising and accepting "responsibility" for his team. He realises that it is not "walking around on a stage" or performing for others; and performing differently in different spaces whether work, "family" or social spaces. As Del-1 describes it, "really utilising those skill sets *across the spectrum*" and being "able to be *true to yourself across the spectrum*".

Del-5 also seems to suggest that the process of development can initially and at different times feel as if one is wandering at sea. For him "in the beginning" there is the challenge of gaining perspective and finding and asking the right questions.

[104] He uses the description "sunk" in the quoted excerpt.

> "*Sometimes in the beginning you'll be asking the wrong questions and getting the wrong things* and then you *keep improving as you go along*. Maybe I should ask the question I guess. So that's how you *grow* and *gather* that." (italics added)

Del-3 brings an interesting dimension to the above accounts that suggest the wandering at sea. He appears to argue that we all enter the field of leadership and the journey of leadership from different disciplinary backgrounds, especially given his view that "leadership" is a "very fractured subject" and that "[p]eople don't start from any one given point". This suggests that each person brings their individual perspective and background to how they navigate and negotiate the initial wandering at sea. Hence, he argues that leadership development should start "early" and "start from the start"; it should "assume that I know nothing". This means "challenging" and "introspect[ing]" on what one knows and perceives to know.

6.3.1.4.2 Distilling, "boil[ing] down", "connect[ing]" with, or the "inflection point" in "leadership"

One finds different descriptions, analogies or metaphors emerging regarding the individual distilling, "connect[ing]" with, or being at an "inflection point" (Del-2) or turn in "leadership". Descriptions, analogies or metaphors emerge in the discussions below: of "something [that] clicks", the "penny that has to drop", the "contextual" and "pragmatic" "mix and match of things that worked", that "there comes a point" where you seek "purpose", of what is "packaged [..] out of everything", and what "leadership" "boils down" to "in the end". It appears to be a process where they take ownership, personalise and individualise "leadership"; a process of appropriating, "borrowing" (Del-1) and individualising. One finds congruence with the discussion of distilling of "leadership" and guiding, shepherding and creating space with the Delta Business School participants and the HoLDCs.

Del-6 describes “leadership [as] trial and error as you engage” in the present. There are the experiences and observations of other “leaders” over time, but it does not necessarily mean a cumulative set of experiences building layers upon layers. Rather Del-6 states that “something *clicks* in your mind” like a puzzle that begins to take form. Del-7 similarly states that “it’s like the picture hasn’t really *come together* then”. One then begins to understand the task and demand of “really provid[ing 360] leadership presence in a spur of the moment” (Del-6). As Del-2 observes, “that penny has to drop, you can’t teach leadership”. As noted earlier, Del-2 also refers to it as an “inflection point” where the individual connects with, and takes responsibility for, their “personal [“leadership”] journey”. It is a “process” of “self-reflection” and “change” “internally”; of “know[ing] where [your] boundaries are”. It is not just “understand[ing leadership] intellectually”.

Del-9 suggests that “leadership” “in practice [is] more pragmatic [and “contextual”] than logical”. He points out that there is “a lot of good reading[s]” and research on “leadership”. However, “in practice” he suggests that it is a “kind of *mix and match of things that works* for you” in your “*context*” and “your *business* [..] *cycle*”. Thus, for him “leadership” is not a faithful following or reproduction of a “recipe” or text. As one “get[s] older” and matures, “it’s about understanding your particular context”.

> “I think there’s a lot of good reading out there. Stuff coming out every day. But the interesting thing is that today something is in play, tomorrow it’s not. [..] initially you read this one leadership article from Harvard Business and say it’s going to work because the guys at Harvard told you [laughs] [..] I don’t think you can just take a recipe and implement it.”

Del-9 also suggests that “leadership” is “about an inward journey”. He states that “there comes *a point* [“in every leader’s evolution”] where” he or she seeks out “*purpose* in what [they] do”. This is a “point” where you are able to ask the question of “[w]hy I do what I do”; “those things will guide you even from a moral and ethical perspective”.

Del-11 similarly suggests that for her “leadership” is contextual and “practical”. She states that she has “been exposed to various [“leadership”] models through [her] studies” and identifies that “there are some key guiding principles”. However, she states that “there isn’t one that I go back to as a fundamental”. For her it is the “context” and how it “shape[s] the depth of that [“leadership”] experience” that is important.

In a similar manner to Del-9’s “mix and match”, Del-1 states that he has “kind of packaged [“leadership”] for [him]self out of everything”, from “research”, the developmental programmes he attended, “experience[s] afforded” to him, his “exposure”, and “role models”. He speaks of appropriating, “borrowing” and individualising. Del-4 speaks of what “leadership” “boils down” to for her. She states that there are the “leadership principles”, of the “science behind” leadership, and the “esoteric ideas” or “ideologies of what leadership is and isn’t.” For her it is “trial and error” as you “learn and apply” in the “workplace”, and “in the end” it “*boils down*” in the “workplace” to “basics things [such as] earning respect [and] delivery” in the here-and-now. It is the “delivery” in the present tense; including how one is present to others. As Del-6 poses the question, it is about “how to really provide leadership presence in a spur of the moment.”

For Del-4 it is “learning”, “apply[ing]” and experimenting and making mistakes (or “trial and error”) “in the workplace”. Del-7 similarly speaks of him and his “team” “learning”, applying and making “mistakes” in the workplace. For him “leadership” is not about holding a “management” “position”. It “boils down to the *individual*, [a question of] who am I and what do I want to achieve”. However, this question of “who am I and what do I want to achieve” is in relation to one’s “team” or others. The question comes to the fore and “leadership” “boils down” for you “when you start moving towards *selflessness*”. Thus, he states that “leadership” is “not about me”, “it’s about my team”.

Del-7 brings to the fore what is for him and the others a continuous task or process: "[..] so if that's what leadership is you cannot get to a point and say okay *I've arrived*" or I am "perfect". It is a work-in-progress. For Del-7 "leading" and being a "leader" in the day-to-day, as an "ordinary" "human being" and within the entangled "reality on the ground", is not as discrete and clear as the "profound" examples of "true leadership" such as "Nelson Mandela" and "Mahatma Ghandi". Del-3, however, suggests that one needs to recognise the fault-lines and role of "context" and "luck" in the rise, prominence and "success" of iconic leaders. For him the "various stories in history" of iconic leaders, such as "Steve Jobs", does not fully capture the "context" and entangled reality in which these iconic leaders were embedded.

> "My view on it is that could easily have failed or that could easily have succeeded. That person was honestly just lucky to have been in that context. So everybody makes this hoo-ha about Steve Jobs and how he got it all right but frankly he was lucky in the context in which he could easily have gone wrong and it's not to say that he was a good leader. I mean I'm not saying he was a bad leader but it's not to say that his approach was the right approach. I mean I don't think I would have flourished under what I've read about him. I would have found that too stifling, too dictatorial etcetera. It worked for him within the context of what was happening."

6.3.2 Professional "critical distance" while working from within organisational "space[s]"

The pattern of relations can be characterised by "**critical distance**" (HOLDC-D1) and engagement with the forms and function of "leadership" and "leadership development" in organisations. With some it is the critical engagement with the seduction with "leadership" and the "**ethics**" (HOLDC-DBS) or "moral agency" (HOLDC-C1) of leadership development. Here, the relation to the organisation seems to be one of interruption of the taken-for-granted forms and function of leadership as well as "questioning" the "assumptions", "paradigms" (HOLDC-D1), and "mind-sets" (HOLDC-D1 and HOLDC-C1) of "leaders". It seems as if

there are attempts at transcending the organisational "space" (HOLDC-DBS, HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) and ways of framing *while working from within* the same organisational "space". The relation to the delegate that appears to emerge is that of challenging the "idealistic view of a leader" (HOLDC-C1) or the "hero leader" (HOLDC-C1 and Del-1) and addressing the disavowal of the visceral,[105] "emotional",[106] "gritty" (Coach4) and entangled reality of "leadership" within organisations. HOLDC-C1 characterises it as a "journey of becoming a **fully integrated human being**".

6.3.2.1 "Critical distance"

HOLDC-D1 speaks of her journey in "leadership" and "leadership development" as a movement from being "unconscious [of] falling in with a certain dominant logic" to becoming more "aware" and "critical" through "learning and exposure to other ways of thinking". She now seeks "critical distance" from the "paradigm[s]" and "discourse" within the organisation, the corpus of leadership, the "glut of pop psychology", and the "instrumental" and "mechanistic" language of "levers of organisation success". Through the discussion of her journey and that of the delegates one also finds the emergence of the analogies of "depth" and breadth, or the development of "psychological depth" and breadth of perspectives or "ways of thinking". One finds a similar analogy with HOLDC-C2, HOLDC-C1, HOLDC-A and Coach4 as discussed below.

As previously noted, HOLDC-D1's journey is not a solitary journey. Although seeing herself as an "intellectual outsider" within her bank, she also speaks of her "ally", "support base" and "community of peers" within her organisation. She locates herself and "embrac[es] different paradigms like a systemic feminist" paradigm. It returns one to the discussion in chapters four and five on how organisations are differentiated and comprise different "spaces", "levels of maturity" (HOLDC-A, HOLDC-B and HOLDC-Z) and "subcultures" (HOLDC-

[105] Coach4 cautions that "leadership" and "leading" is "not romantic"; it's "blood and guts and gore".
[106] HOLDC-C2, HOLDC-A, HOLDC-D1 and HOLDC-C1.

A), as well as the discussion on the critical voice in relation to the purpose of leadership development.

Through HOLDC-D1's conversation one appreciates the difficulty in providing a spatial or positional account of the "critical distance" as it seems metaphorical at times and at other times a theoretical, professional and "psychological" space. HOLDC-D1 attempts to describe this "critical" position as being an "intellectual *outsider*" and being "able to *look at* the organisation *hermeneutically* and *critically* rather than from *within* as a *subject of that organisation*". It suggests looking 'in' from the 'outside'. She also speaks of her "support *base*" and "*community* of peers", which is *within the bounds of the organisation*. She shares "how [she has] become more aware of the organisation as an *ecosystem*". This suggests a more 'organic' view of organisational boundaries, nesting of different systems, and relations between systems.

HOLDC-C1 and HOLDC-C2 are also critical of the forms and function of "leadership" in their bank, citing the financial and banking "scandal[s]" (as discussed in chapter five). HOLDC-C1 states that the "Business Schools and organisations failed the world of leadership".

> "I believe business schools and organisations failed the world of leadership. [..] We develop greedy leaders. [..] We developed little Gods who thought that they can do whatever they needed to. [..] Leaders need to understand their role of moral agency in their own lives, in the lives of others, in their organisations, in their countries, in their world."

HOLDC-C1 suggests a "conversational design" and "reflective space" where one "legitimise[s] leaders [the delegates] to doubt" and "question"; of opening the space and "mind-set[s]" to "explore" and engage and "deal with the complexities" within the organisation and the "world".

> "And maybe that's the difference between business schools and my thinking as well. [..] So that is my hope, that people will know that the more they know the less they know. And usually the education system,

> tertiary as well, is working towards an answer. You get a mark, 80% - 90% because there's a right and wrong. [..] We don't legitimise leaders to doubt. We ask, we want a question. The whole schooling system says to you black or white, is it one or two, there's a right and a wrong. [..] that's why we don't have leaders that can deal with the complexities [..]."

HOLDC-D1 similarly speaks of the need for delegates to question, reflect, "experiment" and be "critical". She argues that one needs to "relativise people's thinking" as well as the "thinking" on "leadership" and "leadership development". This requires a "space" for being "critical of [one's] own assumptions" and "accessing unconscious material". Earlier it was noted that HOLDC-D1 identifies with the "group of psychologists" at a consulting company that engages in "process facilitation" from a "psychological depth".

HOLDC-C2 argues against the idea of arriving at a final or all-encompassing "model" of "leadership" and implementing an "integrated" "leadership development". He shares how he has become "humble" as the HoLDC. He argues for opening the space and for the "leader" to "ask question[s]", to "reflect", to be "humble", and to "integrate" and develop as a "holistic leader". HOLDC-C2 speaks of the need for an "*open*, integrat*ive*, connected, synergistic leadership" for the "complex" and "chaotic" worlds he suggests we are in (citing the categories of the Cynefin framework). HOLDC-C2 argues that "leadership" and the "world" is being approached in organisations as if we inhabit the "simple world", a world of known cause-and-effect (as discussed later in the subsection discussing the global lens), rather than engaging with the complexities and dynamics of emergent patterns and unknown or unknowable patterns.

6.3.2.2 Ethics of leadership and leadership development

HOLDC-C2 and HOLDC-C1 speak of "living the values" and "moral agency" respectively in relation to the financial and banking "scandal". For both being "authentic" means "being true to" *oneself and* being "true to *others*". This means engaging with the ethics of "authenticity" and "leadership". HOLDC-C1, for

example, is critical of current leadership development as it "develop[s] greedy leaders". For HOLDC-C1 a "good leader is somebody who's *effective and ethical at exactly the same time*".

HOLDC-DBS warns of the seduction with "leadership" and of the need to appreciate the "ethical" dilemma within leadership development. As previously noted, HOLDC-DBS states that he has "struggled" with this dilemma most of his "academic career". HOLDC-DBS suggests that one needs to critically engage with what "authenticity" means, given the organisational requirements and the individual's motivation, drivers and the impact he or she could have on others.

6.3.2.3 "fully integrated human being": challenging the idealised "hero leader"

HOLDC-C2 and HOLDC-D1 argue for the development of "holistic leader[s]" and "humility" (HOLDC-C2). For HOLDC-D1 it means "really push[ing] the limits on every level, spiritual, emotional, intellectual, psychological [and] physical". HOLDC-A states that they are "looking for [..] well rounded leaders and managers". She also refers to "holistic leadership".

> "But for us the MBA is not the thing we looking for. It's deeper than that. It's well rounded leaders and managers at an intellectual, personal and emotional level." (HOLDC-A)

Similarly, HOLDC-C1 argues that the "journey of leadership development is one and the same" as the "journey of becoming a *fully integrated* human being". Leadership and leadership development is not something outside of one's development and growth as a "*human being*"; or outside of the visceral, "emotional",[107] "gritty" (Coach4), and entangled reality of this development and growth. For HOLDC-C1, "[t]here is no hero leader", "no perfection".

> "I think when I was younger I had this idealistic view of a leader and I think it was more leader as hero and what changed is to say that everybody is a human being [..] there is no such a thing as a hero leader. [..] Even if you look at our beloved Nelson Mandela, he had a light side and he had a

[107] HOLDC-A, HOLDC-C1, HOLDC-C2 and HOLDC-D1.

> dark side. And I think that is to say is if people are not self-aware they think they just their light side and the dark does not come to the fore. We're just human beings. There's no perfection. [..] how do I live with my light and my dark side?"

HOLDC-C1 argues that one needs to acknowledge that "leaders are both good and bad" and have "their light side and the dark" side. It needs to be acknowledged by organisations, the "facilitators" of leadership development, and the "leaders" themselves. It poses the question to "leaders" of "how do [they] live with [their] light and my dark side". It returns one to the earlier discussion of "authenticity" and "being true to myself" and being "true to others". It suggests that "authenticity" and "being true" requires "work", "reflection" and "ethics".

For HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1 and Coach4 "leadership" and "leadership development" is at a "deeper" (HOLDC-A, HOLDC-B and HOLDC-C1) or "cellular level" (IBS-MD) and needs one to have insight and development at that "depth" (IBS-MD). HOLDC-B speaks of the importance of "being able to seek deeper understanding". Coach4 cautions that "leadership" and "leading" is "not romantic"; it's "blood and guts and gore". HOLDC-D1 argues against the "mechanistic" thinking of a "person [and his or her development] as an aggregate of competencies". For HOLDC-D1 one needs to appreciate "leadership" as a "profound", "subtle", "deep" and "multi-dimensional experience". Thus, HOLDC-D1 speaks of "really push[ing] the limits on every level, spiritual, emotional, intellectual, psychological, [and] physical". This means that one "can't think about a person as an aggregate of competencies".

6.3.2.4The delegates navigating leadership within their respective organisations

The discussion begins with exploring the "gritty" (Coach4) realities of "managing", "leading" and being a "leader". Through the discussion one finds the unravelling of the idealised "hero"-"leader" or "hero syndrome" (Del-1). This leads to the next subsection where the discussion focuses on agency of "leaders" and agency within the teams and organisations. It speaks to HoLDCs' discussion

on the theme of opening up leadership development that is discussed later in the section on the changing landscape of leadership and leadership development.

6.3.2.4.1 The "gritty" realities of "managing" and "leading" and unravelling the idealised "hero"

Through their discussions the delegates' describe the "gritty" (Coach4) and entangled day-to-day realities that they engage and work with in "managing",[108] "leading"[109] and being a "leader"[110] and the trials and tribulations and "challenges"[111] thereof. One finds that working, "managing", "leading" and being a "leader" involves the person as a whole. There are descriptions of change in their "thinking", "perspective", "mind-set" and "eye" for example, in developing their level of "thinking" (Del-1, Del-6, Del-7, Del-11, Del-12), their "thinking strategic[ally]" (Del-2 and Del-4), their "mind-set" (Del-1, Del-5 and Del-6) or "strategic mind" (Del-8), their evolving "perspective" (Del-8 and Del-12) or "paradigm shift" (Del-6), and their "strategic eye" or "leadership eye" (Del-6). There are also descriptions of a change at an "emotional",[112] "maturity"[113] and relational level: of their "personal growth" (Del-6 and Del-11), "growth" (Del-1, Del-3, and Del-5), "self-realisation" (Del-1), personal "transformation" (Del-1, Del-6 and Del-12), and the "change" "internally" (Del-2) and in their "maturity" (Del-1, Del-6, and Del-11). This "growth", "change" and "transformation" is not occurring in isolation. It appears to be in relation to their teams they manage and lead and in the context of their relations within their respective organisations. Their entangled realities come to the fore here as "leadership" and their agency and that of their teams in "managing" and "leading" comes to be seen as relational rather than as the sole preserve of the "hero"-"leader" (Del-1). One can suggest that it unravels the idealised "hero concept" or "syndrome" (Del-1).

[108] Del-2, 4, 5, 7, 8, 10 and 12.
[109] Del-2, 7, 8, 2 and 12. Del-3, 4, 5 and Del-11 use the term, "lead".
[110] Referred to by all the delegates.
[111] Del-1, 2, 6, 8, 9, 10 and 11.
[112] Del-2, 7 and 9.
[113] Del-1, 6 and 11.

The examples of the delegates' descriptions below gives one a sense of the "gritty" (Coach4) and entangled day-to-day realities that they engage and work with in "managing", "leading" and being a "leader". Del-11, for example, speaks of her own "personal growth". This includes her openness to her "team", being "approachable" as well as setting "boundaries", "recognis[ing] people as individuals [and appreciating] diversity". It entails engaging with the level of "functioning" of her "team", the "morale" issues in her "team", and the "difficult moments" with them. It has been a "challenging" and "hard" "journey" where at times she has asked of herself, "am I the right person for this". For Del-11 "leadership" is an "ongoing journey", which "isn't easy". "It is not static".

Del-2 shares a similar journey. She describes her transition into a senior management role and the "rock bottom point" she hit when trying to manage and lead her team:

> "[..] when I got there I felt so totally helpless I knew that I had to change something big, I had to do something completely different to turn this team around, and it is just, that is life I suppose [laughs], that you get to this rock bottom point before you realise the importance of change."

Del-2 shares her experiences of "operations" as a "thankless job" and this while in a "huge learning curve", trying to be "true to yourself", engaging and developing one's team, and maintaining "boundaries" and "space"; of knowing "how much of yourself you can give [and] cannot give". Given this, Del-2 argues that "leadership development" should not be "neat and tidy and packaged", but rather take one out of one's "comfort" zone. One needs to be "throw[n] into the deep end"; "you've got to encounter the rough seas first, you've got to feel like you're on a sinking ship before you reach that inflection point".

> "[..] no then you're not developing, neat and tidy and packaged means you're comfortable and you're okay and you don't need this thing."

> "I think there's an element initially of being lost in the sea until you find your way [..] So I think leadership development should always start like

> that you throw people into the deep end you put them on a sinking ship and you say okay now you plug the holes and you sail this damn vessel [..].”

Del-11 similarly suggests the need for “stretch” and “forcing you to move into areas of discomfort”. They are comparable to HOLDC-C2 in his discussion of “dislodgment”.

> “I think it’s always the personal growth aspect and the stretch. There's always a growth and forcing you to move into areas of discomfort for you to be able to achieve the actual –”

Del-11 also speaks of how “leadership development” “humbles you”:

> “I think it humbles you. It brings you to earth hey. I think it brings you to earth and you realise people are exactly that, they’re just human beings with vulnerabilities and they are probably having just as difficult a time as you, in your job.”

As with Del-11 and Del-2, Del-7 continuously asks of himself whether he is a “leader” in his day-to-day working with and engaging others. As noted before, for Del-7 the day-to-day realities are not as discrete and clear as the “profound” models of “true leadership” such as “Nelson Mandela” and “Mahatma Ghandi”. Del-7 argues that one needs to develop “humility” as a “leader”, “even [with] your team”, and “bring it down to the level” of being a “human being” who is “prone to mistakes”. He argues that one “need[s] to create that environment” in which there is space for the team’s “individual” “difference[s]”, their “voice[s]”, their being the “expert”, and for them to make “mistakes” and “succeed”.

Del-1 and Del-3 speak of evolving and finding a “balance” between being the “leader” or “hero” (Del-1) and “allowing” (Del-1 and Del-3) space for others and “harness[ing]” (Del-3) their potential, agency and leading. Del-3 shares how his view of “leadership” has evolved from his focus on the “title” and formal “position” of being “leader” to aspiring to a more relational form of “influencing”

and “leading”. It is about how one “harness[es]” the diverse qualities of the team and engages the “collective intelligence”. However, it is a “struggle” and is challenging “personally for” him in “finding the balance” between his agency and “allowing” others the space. Del-1 also describes how he was “humbled” and has unravelled the “hero”-“leader” “concept” or “syndrome”. He shifts his focus to his team, “the people you lead”, and “allowing” them the space. “Leadership is not about you”, but rather it is now about the other: the team and the organisation. But he returns focus to himself and appropriates the term “inclusive leader” in describing himself. It is about “trying to balance and find the midway move”. The tension and dynamic is between him, his “core” and as an “inclusive leader”, and “adopt[ing] different leadership styles” in leading and adapting to others.

Del-5 and Del-6 describe how one is “exposing yourself” when managing and leading; that is, opening up your own self to others, being “vulnerable” (Del-6), not knowing all, acknowledging “failure[s]” (Del-5), and negotiating the “different cultures” (Del-6) in the organisation and the “clash of cultures” (Del-5) that occur. Del-6 illustrates the emotional toll, interruptions and challenges of the day-to-day reality and how one needs to “pick yourself up” in her recollection of an interaction with an older, “white” colleague at a previous bank. It is a pivotal event for her against the backdrop of the day-to-day negotiation and navigation of the “old”, “white” “male” culture and institution of the previous bank.

> “and he spoke to me with so much disrespect and *I felt broken and naked and everything else when I walked out of his door* but I guess the *leadership challenge that I see in there is that how do you gear yourself and* **how do you pick yourself up after being broken down like that** *by the leaders of the same organisation*? How do you win that heart? You understand what I mean. How do you put a **buffer between you and whatever spears** that are being thrown at you and **how do you really survive and pick-up yourself and still provide leadership on the spot**? So that’s one highlight of the leadership challenge that I had in there and again *in leadership I think* **diversity** *is still a problem because in some*

> *stakeholders your colour still speaks*. It's still a challenge because I face those challenges. (bold and italics added)

Del-6 provides an example of the various challenges and support the delegates experience. For her one of the "leadership challenge[s]" is negotiating and navigating the "complexity" of a large bank, the internal "transformations" ("simple", "complex" and "prolonged") the bank has and is going through and the "ambiguity" therefrom, all the while "remain[ing] authentic".

6.3.2.4.2 Agency of "leaders" and agency in organisations

Through their discussions of their journey and the gritty realities of "managing", "leading" and being a "leader" one finds the dynamic between the delegates' agency as "leaders" and that of their "team". A dynamic and "balance" (Del-1 and Del-3) of being "authentic" (Del-1 and Del-6), a "true leader" (Del-6, Del-7 and Del-8), of "remain[ing]" and being "true to yourself" (Del-1, Del-2 and Del-7), "exposing yourself (Del-5 and Del-6), being "humble[d]" (HOLDC-C2, Del-1, Del-6, Del-7, Del-9, Del-10 and Del-11), being "approachable" (Del-11), being true to others, "harness[ing]" (Del-3), "engag[ing]", "mobilis[ing]", "excit[ing]" (Del-8), and "creat[ing] that environment" in which there is space for the team's "individual" "differences" and their "voice[s]" (Del-7 and Del-9), as well as a dynamic and "balance" where "boundaries" (Del-2 and Del-11) and agency appear to be navigated and negotiated by the delegates and their teams and organisation. Thus, it would seem that one cannot separate the agency of "leaders" from the agency within teams and the organisation. There are the related themes of being "humble" and finding one's "own voice" (HOLDC-C1) in and of "leadership" through the "*ongoing* journey".

Del-7, for example, brings to the fore the dynamic between the "personal journey" and the organisational journey, culture and requirements and expectations of him. He states that in his "journey" he does not want to be "shape[d]" or "bound by the organisation".

> "My personal view of leadership is simply put I see leadership as a very personal journey, and oftentimes it has really little to do with the organisation itself".
>
> "[..] so for me again why I see it as a personal journey is I don't want to be bound by the organisation, so if I leave [Bank B] and go and work elsewhere I don't want to become another person, so I have to firstly understand who I am, how I interact with people, what are my strengths and my weaknesses because those weaknesses are not going to go away. I wouldn't allow an organisation like [Bank B] to shape who I am because what happens if I leave here and go elsewhere I become somebody else, so I need to define who I am above the organisation, above the KPIs, above the career, so that if I go elsewhere I still remain that individual, remain true to myself." (italics, bold and underlining added)

As noted in subsection 6.3.2.4.1, Del-2 uses the analogy of "parenting" in her discussion of the dynamic between her and her team; of how one needs to "play" to the "different requirements [or "expectations]" of you" from the "team". However, she jests that one does not need to be "schizophrenic" as in "splitting oneself into pieces". She adds that one needs to "know" and manage the "boundaries" between oneself and the "team", that is, "know" "how much of yourself you can give [and] how much of yourself you cannot give".

6.3.3 Pragmatic practitioner

In this pattern of relations the position or role is that of "articulat[ing]" (HOLDC-B), giving form and structure to the organisation's formal "needs"[114] and requirements. This is *for* the organisation or rather for the "Exco",[115] "business units" (HOLDC-B and HOLDC-A) or management of the organisation. HOLDC-B, for example, describes it as being a "**strategic partner**". It means working with and within the lexicon, 'grammar' (of 'subject' and 'object' or "leader" and

[114] HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z.
[115] HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z.

follower), and ways of talking, enacting and organising "leadership" in the organisation. That is, working with and within the organisation's "**language**" (HOLDC-B and HOLDC-Z), "culture", and "subcultures" (HOLDC-A). HOLDC-D2, for example, describes it as "selling the concept". "Leadership" appears to be more functional. The relation to the delegate is framed through this organisational and functional focus. This means the delegate-leader is a "lever" (HOLDC-D1) of action and change to realise the organisation's "needs" and requirements. Here, one returns to the themes of "blank page" (HOLDC-Z and IBS-MD) and "**balance**" (HOLDC-B and HOLDC-C2) in chapter four; that is, the question of how the designer negotiates, broaches, brings together, or balances the different demands, histories, "perspectives" (BSeta CEO, M-BSeta and HOLDC-D1), "point[s] of view" (HOLDC-A), lenses, policies, practices, systems, contexts and spaces in designing and the designs of leadership development.

6.3.3.1 Articulating, giving form and speaking the "language" of "business": a "strategic partner"

HOLDC-B states that one is not meant to be showcasing one's "lingo" and knowledge or expertise "theoretically or experientially" when designing and managing "leadership development" and the Leadership Development Centre. HOLDC-B argues that it is about how do you "partner", "how do you talk the business' language" and "how do you solve the business challenge"; that is, the question of how are you being a "strategic partner" to "business".

> "And less of the *fluffy learning lingo* and more of the *business language.*"

HOLDC-B states that she brings her "ability to build structure and connect with people and create a way of working" to the Leadership Development Centre and the designing and managing of leadership development. This helps with articulating, "packag[ing]", giving form and structure to "what organisations struggle with". It is facilitating the "conversation" on where the "business" is "at", on "execution" of the "business strategy", and "building and moving [it] forward". As noted before, HOLDC-B cites the "leadership architecture" and "leadership development proposition to tell the story around how we would

internally partner". It is a "framework" for the "conversation", "partnerships" and designing of leadership development.

> "[..] so what organisations struggle with is they *know what* they want to do, but they *don't know how* to deliver it through people."

> "so one of the *first things* we do and I'm *continuously revising* it is what is the *conversation* we have with our retail bank, corporate and investment bank and our enabling functions in order to say *wherever your business is currently at* how do we *partner* with you on *where you're at* and what you need, but *how* do we also look at *building and moving you forward.*"

> "so we do a combination of both *so we packaged management and leadership development proposition to tell the story around how we would internally partner as leadership and learning specialists with our business unit*. So they have a level of comfort because the *first conversation* I always have with them is talk to me about your *business strategy* and your *challenges in execution or achieving those business results* right." (italics added)

The "framework" defines "leading" and "leadership" in "[Bank B's] way". It defines the "personal contract" between the delegate-leader and the bank:

> "I think the leadership model has to be linked to what the organisation is trying to achieve, so I think *my success* has been around always *asking the question what does it look like in* [*Bank B*]. *What makes you a successful leader in* [*Bank B*], and what are the *behaviours you want to see more of*, because it helps people transition from any other organisation into this a lot quicker if that is in place or it's *articulated*. It's that *personal contract*, people know what they – *how they need to show up* and they can influence that themselves."

HOLDC-Z also argues that one needs to speak the "business language". If not, then leadership development is "divorced from business needs". She argues that

providers of leadership development, such as the "Business Schools", need to engage client organisations with "a blank page" and "understand" where "business [is at and their] needs". However, at present they are "fit[ting] people to what is offered".

The reference to the "business strategy" by HOLDC-B and HOLDC-Z returns one to the theme of strategic and organisational "alignment" (HOLDC-A), which was explored in chapter five. That is, the discussion on attaining alignment of "leadership",[116] "culture", "values" (HOLDC-C1, HOLDC-C2, HOLDC-D2 and HOLDC-Z), "strategic direction" (HOLDC-B and HOLDC-D1) and "performance" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z). The alignment is geared towards achieving "results" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z) and addressing the present "business challenges" (HOLDC-B), "business needs" (HOLDC-Z), and organisational and individual "performance" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z). However, the reference to "business strategy" and "alignment" are ways of making "leadership", "leadership development" and "transformative work" "palatable" and "digestible" for the organisation (HOLDC-D1). One could suggest that this is one example of the point at which HoLDC move between the position of a pragmatic practitioner and professional "critical distance" (HOLDC-D1).

6.3.3.2 Of "balance" and beginning with and on a "blank page"

As HOLDC-Z states, in the above quoted excerpt, one needs to speak the "business language" and begin on a "blank page [to] understand the business needs". Thus, the "blank page" means speaking the "business *language*" and to the "business *needs*". However, as noted in the discussion in chapter four, the HoLDCs need to speak to and "balance" (HOLDC-C2 and HOLDC-B) the many and different stakeholders internally and externally. The "business" or organisation is not a singular or homogenous body. They are thus confronted by the question of how one negotiates, broaches, brings together or balances the

[116] Where names are not indicated it means the term was cited by all of the HoLDCs.

different demands, histories, "perspectives", "point[s] of view", lenses, policies, practices, systems, contexts and spaces in designing and the designs of leadership development.

HOLDC-D1 provides a glimpse of the balancing and the "compromis[ing]" that occurs in designing leadership development in the example below. She shares the balancing of the "internal environment", the "external environment", "the suppliers" of leadership development programmes and interventions, and the "time" constraints pressure she experiences for the "effort" needed to design a custom programme, to deliver such a programme, and realise immediate "results" for the line management. She also shares the impact on her: "I feel like I compromised myself".

> "So there is always -- these are things we've got to work with. We've got to work with the fact that you're dealing with quite a closed-minded, traditionalist mindset in an *internal environment*, and then on an *external environment* there's suppliers who've got *off-the-shelf things* and who don't want to spend the time *redesigning and the effort*, and they don't have the creativity. [But with "time" pressures] yes you end up saying, "ag let's just do a strategy module", ja that's cool, strategy is fine, let's do operational excellence, let's do blah-blah, *you know the usual -- it ends up looking like a mini MBA which is really, really not what I want to do and I feel like I compromised myself in producing something like that*."

For HOLDC-C2 it is "finding a balance" between "performance" and "tak[ing] care of our people":

> "We need to worry about performance, we need to worry about the – but we also take care of our people because they ultimately deliver those results, so ja it's finding a balance."

As noted in chapter four, it seems that there is the continual negotiation between the HoLDC finding "space" (HOLDC-B, HOLDC-C1, HOLDC-C2 and HOLDC-D1) for "best practice" (HOLDC-A, HOLDC-B, HOLDC-C2 and HOLDC-Z) in

leadership development and due consideration for the organisation's "appetite" (HOLDC-B), what is "palatable" (HOLDC-D1) to the organisation, and the possible "resistance" (HOLDC-B, HOLDC-C1, HOLDC-D2 and HOLDC-Z,) from within the organisation. This means the continual negotiation between "best practice" and "fit" (HOLDC-D1) or "alignment" (HOLDC-A) with and within the organisation. One could suggest that it also means the continual negotiation of the "business language" (HOLDC-B and HOLDC-Z) and the disciplinary language, grounding and training of the HoLDCs. More broadly, it is "find[ing the different stakeholders] where they are at" (HOLDC-A); that is, attending to where the "business are at", the "individual" or delegate/leader "is at", and where the Leadership Development Centre team and HoLDC "are at".

6.4 THE PARTICIPANTS' 'LENSES' ON THE CHANGING LANDSCAPE OF THE "WORLD[S] OF LEADERSHIP" AND "LEADERSHIP DEVELOPMENT"

This section explores the participants' accounts of the changing landscape of the "world[s] of leadership", "leadership development" (HOLDC-A and HOLDC-C1) and "work" (HOLDC-A) and of the ways "leadership" and "leadership development" is evolving. Their accounts can be differentiated as different lenses through which they gain 'sight', make sense of and 'refract' this changing landscape. The 'lenses' are differentiated with regard to the level of focus: (1) global, (2) national, (3) organisational, (4) developmental, (5) team and (6) individual lenses. These lenses provide 'sight' and insight on the complex entangled realities of the "world[s] of leadership", "leadership development" (HOLDC-A and HOLDC-C1) and "work" (HOLDC-A).

6.4.1 Global lens

The theme that emerges is that of "change". The "world" (HOLDC-DBS and HOLDC-A), "ballgame" (DBS-TM), "business" (HOLDC-B) and "world of work has changed" (HOLDC-A). There is the change in the nature of

"interconnectivity" (HOLDC-C2), certainty, the "way people work" (HOLDC-A), and the way business operates.

> "The world of work has changed. The way people work. And I don't think we have got our minds around what does that mean for leadership or for development." (HOLDC-A)

> "[..] the entire ballgame of enterprises and companies have changed [..] Not everything is under our control. Not everything is certain." (DBS-TM)

> "[..] also you may have a business that's going through such change and such fatigue that you actually have to stop the implementation [of "leadership development" and the "learning journey"], you have to make a recommendation to stop because they not going to get the return on that investment." (HOLDC-B)

> "[..] interconnectivity that we have because it's a global village [..] how do we contribute to our understanding of leadership across the divide[s]." (HOLDC-C2)

> "[..] moved into a more interconnected world." (HOLDC-DBS)

> "I mean nowadays globalisation has opened the world to everyone." (Del-5)

> "So the truth of the matter is that the constant has become more change and change has become even more quicker." (Del-12)

> "I think the world is moving and as an executive you need to reinvent yourself. You need to learn new tools. New ways of looking at the world." (Del-9)

> "A lot of us are becoming global organisations [..] increasing ["changes" in the] global environment does impact us." (Del-8)

The changes identified in relation to "leadership", "leaders" and "leadership development" include changes in the "roles" of "leaders" (HOLDC-A); decreasing "predictab[ility]" (HOLDC-A, HOLDC-C2 and DBS-TM); "being adaptive to change" (Del-10) and "reinvent[ing] yourself" (Del-9); increasing "pace" (Del-11) of operations, competition and of changes; changes in the nature, volume and pace of "information" (HOLDC-A and HOLDC-B); and changes in ways of "learning" (HOLDC-A and HOLDC-DBS). The below quoted excerpts illustrate these changes. HOLDC-A, for example, states this means "leadership has become more complex" and "leadership development" has similarly become more complex. It poses the question of "how do we really stay relevant and current [..] in terms of leadership development" (HOLDC-A). The HoLDC, who speak to these changes and the global lens, appear to be those who have a "global role" (HOLDC-B), such as HOLDC-A, HOLDC-B and HOLDC-C2, given their banks' African and international operations. However, with the delegates this does not appear to be the differentiator.

> "However, the shift that we seeing now is the roles are becoming much more unclear. There's not really black and white any longer, it's really a grey area in which people have to operate as our leaders. And leadership in the 21st century, some of the studies done by the Duke Business School tells us that people are facing challenges in a different way than they used to in the past. Things are less predictable. Access to information is there but is it the right information that you looking for. The solutions to problems aren't so simple anymore." (HOLDC-A)

> "So that's where I find myself at, at the moment and grappling with those types of things around the way of learning is changing and how do we really stay relevant and current as that world changes but in terms of leadership development." (HOLDC-A)

"[..] because it is the new world that we live and operate in, but I also think that because of all of that the learning needs to get closer to where the person actually is." (HOLDC-DBS)

"The next wave, if I then think, came with the whole focus of the person where over the last 10, 15, 20 years [..] all of them are all focusing on my ability and my development as an individual. [..] But I think we are also at the cusp in the start of a whole new jump into how leadership development will happen in time. That is that it will have to be a way more a right on time, while I do it on the job and how to do that. There is nobody who has cracked that yet, certainly not business schools. Many of the leadership academies in the organisations still do not have to do that." (HOLDC-DBS)

"I think one of the greatest challenges leaders face is the influx of information and being able to digest that. So if you think about the amount of reading that needs to be done, the amount of e-mails that come in, there is just not enough time in a day." (HOLDC-B)

"What worked in the past no longer works today. Now we do no longer speak about market war. We speak about market creation, the entire ballgame of enterprises and companies have changed." (DBS-TM)

"To me leadership is going to shift towards more generative talents in the next five years [..]." (DBS-TM)

"I think the world is moving and as an executive you need to reinvent yourself. You need to learn new tools. New ways of looking at the world." (Del-9)

"I think for me what's important as well is for leaders to realise that they have to be adaptive to change, to realise as well that things that worked 20

years ago are not necessarily going to work and you still have a lot of leaders like don't see that." (Del-10)

"I think the ability to deal with that, the ability to deal and the flexibility and the pace at which you need to deal with it and I think we need to be able to be more precise, quicker, sharper, faster, all of that." (Del-11)

" [..] the speed of your delivery, the speed at which you get things done, therefore the way you strategise, they way you organise yourself in business, the way you manage and you lead your people takes into account that the speed of your change is much quicker but being able to live with it around you all the time and be able to be agile and nimble and be able to change and flex yourself as a business." (Del-12)

The theme of partnering, internally within the organisation and externally, that was discussed in chapters four and five on designing, developing and delivering leadership development emerges here as well with HOLDC-A, HOLDC-B and HOLDC-DBS. Partnering emerges here in relation to the suggestion that "learning needs to get closer to where the person actually is"; that is, bringing learning into the workplace "right on time, while [..] on-the-job" (HOLDC-DBS). HOLDC-A describes it as the shift needed to "really immerse people in learning".

"[..] so from a learning perspective I think it's about getting leaders leading more conversations that people can learn from so when we talk about those leader-led dialogues they are often the most powerful opportunities for me to understand strategy and to ask my leaders questions. [..] And if they cannot partner you on even pre, post, that learning opportunity, and framing performance around the behaviours you're seeing or not seeing, you could have put them through a Rolls Royce learning experience, but it would never have translated into anything, and that's what is -- the need of that is going to become more and more and more because you going to have shorter learning time available." (HOLDC-B)

> "[..] but also moving a bit beyond at being around the programmes that we offer them. But, how do we change the face of learning so that it''s more virtual, that it's more informal, that it's more accessible to all our leaders." (HOLDC-A)

> "So creating experiences that leaders really can immerse themselves in the situation and through that learn as opposed to the stock standard approaches that we've always had. [..] So that's how it shifted and I don't think we've got the answer yet. We still grappling with it. But for me that's the big shift. How we really immerse people in the learning as such." (HOLDC-A)

HOLDC-C2 and DBS-TM suggest that it is more than a shift in learning that is required. They specifically point to the disjuncture between the changes in the world and lack of change in our assumptions and understanding of the changing world. HOLDC-C2 refers to the "Cynefin model" and DBS-TM to the "world after midnight" in understanding the changes in the world and the inappropriate way we are responding to these changes. However, they also suggest the nascent possibilities for "leadership" and "leadership development" in the changing world. The discussion begins with DBS-TM's framing of the changes in the world and the responses to it.

DBS-TM, part of the faculty of Delta Business School, begins with differentiating "conventional and generative talent". As noted before, DBS-TM argues that "leadership development and executive development programmes [have] focused on the conventional talents", which was aligned with the world-view of "market war". However, for DBS-TM the world context has changed. He uses Eddie Obeng's description of the "world after midnight", and asserts that the "ballgame [has] changed". Rather than merely adjust to change it is now also "our ability to dance with change" where "as leaders and organisations today we are more called to anticipate and lead the change in the organisation" and in the world. Thus,

"leadership", "leaders" and "leadership development" is about *both* "conventional and generative talent" and how we build these talents within the organisation.

In a similar manner HOLDC-C2, using the "Cynefin model", suggests that the world is "moving into" the "complex" and "chaotic world" while we are responding as if we still remain in the "simple world" of knowable and known cause and effect. The "Cynefin model" was designed by David Snowden to serve as a "leader's framework for decision-making" (Snowden & Boone, 2007) in differing contexts. These contexts are differentiated as the "simple, complicated, complex, and chaotic world[s]". For HOLDC-C2 it is the "chaotic world" of uncertainty and the unknowable which "we [currently] live in now" (HOLDC-C2). "Here we don't know the answers yet, there are more questions than answers right" (HOLDC-C2). These different worlds are illustrated in Table 6 below.

Table 6: Snowden's different worlds (adapted from Snowden and Boone (2007) and French (2013))

UNORDERED WORLD	ORDERED WORLD
COMPLEX World of the unknown unknown and emergent patterns	COMPLICATED World of knowable cause and effect, where the unknown is known
CHAOTIC World of flux and the unknowable with no clear cause and effect relationships	SIMPLE World of known cause and effect

HOLDC-C2 also argues that one needs to acknowledge the increasing prominence and impact of the "global village". It entails broaching and crossing of various "boundaries" in relation to "leadership": "across the political divide, across the geographical divide, [and] across the cultural divide". It requires the recognition of the shifts in the "discourse" on leadership and the way this "discourse" is disseminated; and reflection on the ways in which we try to understand and frame these shifts in "boundaries", "context[s]", "interconnectivity" and "discourse". The aspirational value of the "global village" and the attendant shifts, for HOLDC-C2, is the potential for a "wider, richer culture of leadership, [a] richer diversity of leadership". HOLDC-C2, however, seems equivocal about the realisation of this, even critical. In keeping with the above discussion of leadership, HOLDC-C2 argues that this means contextualising the "designing of leadership development" within this broader canvas and context of the "global village" and richness and diversity of "leadership". It means "moving" beyond being an "expert on leadership" and the "classroom" space and being situated more in the global spaces.

As with the aspiration for leadership, it seems for HOLDC-C2 that this "designing of leadership development" is nascent. As there are diverse "possibilities" for leadership – as "concept", "discourse", "cultural" possibilities, and the embodiment and enactment by "leaders" – so are there diverse possibilities for leadership development. HOLDC-D1 similarly speaks of the "access" to "different ways of thinking" for both the delegates and the designers of leadership development.

Thus far the discussion has focused on the changing world or global context. One also finds an engagement with the notion of "global leadership" (HOLDC-C1). One finds the interrogation of adding prefixes to the term, "leadership", and the discussion of "balance" (DBS-TM) in the idea of "glocal" (DBS-TM and Past-PM-DBS). As one engages with these discussions one finds that HOLDC-C1, DBS-TM and Past-PM-DBS concur in focusing on the individual's adaptability, shifting of perspective, or "meta-skills" (HOLDC-C1).

HOLDC-C1 is one of the Heads of LDC to interrogate the term, "global leadership", as well as that of "African leadership". She asserts, "I don't believe in the term global leadership." This is based on her argument that the development of "meta-skills" by a "leader" means that he or she is able to work in and transcend various "contexts". She acknowledges "cultural differences", but argues that if one develops the necessary "meta-skills" as a "leader" you are able to "act appropriately within [the various] context[s] on both the emotional and intellectual level". DBS-TM and Past-PM-DBS suggest that "leaders" need to develop the ability to "balance" (DBS-TM) the "global perspective" and the "local market" (DBS-TM); the ability to "localise" (DBS-TM) and "adapt to their circumstances" (Past-PM-DBS).

> "We create more balance because of understanding it's about glocalisation, not global, glocalisation, that surely the content then is going to be a mixture of both. How are we going to have a global perspective on when we do business and how are we going to localise and win locally first and make it strong, the local market and so on. So that is a good balance I think." (DBS-TM)

> "[..] I know it's a bit of a cliché, developing glocally, but the fact is they do have to be able to do both and it's more than actually a matter of degree that the complexity and the flexibility required here is a lot higher than elsewhere. But it is a matter of degree. We still have to be flexible overseas, and adapt to their circumstances." (Past-PM-DBS)

6.4.1.1 Western standard and locating Africa and African leadership

The BankSeta CEO brings forth the question of how one frames and delimits the notion of 'global', as he appears to suggest that it is not uniform or homogenous. He points to the dynamics between the global, continental and national levels in terms of the "north" (developed economies) and "south" (developing economies) geopolitical formations. DBS-TM similarly points to these dynamics and asks whether there is stratification in terms of the distribution of "conventional" and

"generative" talents along these geopolitical lines. He asks: "the [African] continent, why are we delayed [in developing "generative talent" and "agile leaders"]?"

The BankSeta CEO and Coach2 argue that there is a decline in the dominance of the Western "paradigm" (BSeta CEO) or "Western world logic" (Coach2) and, for example, the United States of America as the model economy, that is, challenges to the "Western" standard as the norm. The BankSeta CEO cites the "ascendency" of other alternatives. He gives the example of the earlier attention to "Japanese" organisational cultures and forms of "management" ("Kaizen" and "quality circles"). He then continues with the challenges to the "individualism" and short-term focus of the Western paradigm that "China" presents. He thus argues that "success in business and in leadership is no longer a preserve of one paradigm" and it is more about what is "appropriate" to "circumstances and your people and your" contexts:

> "So why am I taking you through this long journey [of vicissitudes of the "Western" "paradigm" and challenges of other cultural and management formations]. I'm taking you through this long journey that says success in business and in leadership is no longer a preserve of one paradigm. There's many ways that a person can be successful but you need to find what is most appropriate to your circumstances and your people and your environment."

Among the HoLDCs, HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1 and HOLDC-Z are similarly critical of how leadership is framed mainly through the Western standard. HOLDC-A states that "we [as an organisation are] asking ourselves is the model and the framework that we've been putting in place around our philosophy not too westernised". She shares that she, her leadership development team and their organisation are "grappling with the differences" in how leadership is framed and experienced by the various organisational members from South Africa and the "rest of Africa". HOLDC-C2, HOLDC-D1 and HOLDC-Z similarly suggest questioning the appropriateness of "Western

concepts of leadership" (HOLDC-C2) or "replication" (HOLDC-Z) thereof, and broadening "ways of thinking" (HOLDC-D1) on "leadership".

> "I don't think personally you can really take one model and say this is a model of leadership I will implement, it's such a precious topic, it's open to so much in terms of culture and more my work in Africa, that's kind of made me humble about the fact that you know Western concepts of leadership are really not going to cut it for Africa, right, there's all the cultural elements of an African landscape that we need to take and factor into our vision of what leadership is." (HOLDC-C2)

> "You can't bring stuff in from international where you can't see the connection with the South African context. It's not just simple plant, replication." (HOLDC-Z)

> "I like to allow for the fact that there are different ways of thinking and seeing the world and I'd like people to have access to those different ways." (HOLDC-D1)

HOLDC-B shares similar challenges with "difference[s]" as HOLDC-A does and cites the importance of "test[ing]" and "pilot[ing]" when launching leadership development from the South African head office to the other offices in other African countries. HOLDC-B, HOLDC-A and HOLDC-C2 point out that one cannot simply replicate leadership development designs and programmes from the South African context to other African countries. They caution against a patronising and paternalistic manner of engaging and relating with the colleagues and offices from other African countries. Coach3 describes this as "naval-gazing" and as "arrogance" the belief that South Africa stands apart from others.

The Delta Business School faculty are sensitive to criticisms of the Western standard. They appear to focus on boundary spanning and, as Coach4 states, "balance" the Western and African heritage. Past-PM-DBS and DBS-TM refer to the neologism, "glocalisation", which combines the terms global and local. Past-

PM-DBS suggests that the delegates need to develop "glocally", of being global and local. PM-DBS argues that the purpose of development is for the delegates to "broaden [their] perspective"; that they "think more deeply about here [the local space] when there [in global spaces]". HOLDC-DBS suggests that one needs to differentiate more clearly "different" "systems" and "focus", from the "industry" system to the national, continental and "developing world" systems. However, one needs to develop leaders that are "transplantable":

> "[..] there is always these different systems focus. Primarily I have to teach people how to work in their industry. You know, this is a BankSeta programme, you don't want to let them go out here with mining concepts and cases, so that is first. The largest system, of course, also relates to the African one, or more so the developing world context. That brings an interesting mix to what happens in there as well, both in terms of different sets of economies, working with diversity, focus on Africa, finding things in Africa, that sort of an approach is part of it as well. But a Business School should be able to deliver people that are able to be transplantable and hold their own on a global scale as well, and there are certain minimum tools, tricks, techniques and things about how I think about myself, that leaders should get from business school to enable them to be operative in the larger world as well."

One finds similar themes and engagements within the surveys of the broader South African Business School community, such as the Financial Mail 2014 and 2015 surveys. There is the caution that "warns SA [business] schools not to make the mistake of thinking that because they are based in Africa they necessarily understand it" (Frik Landman, CEO of Stellenbosch University Business School quoted in Furlonger, 2014, p23); that "Southern Africa, East Africa, West Africa, Francophone Africa, [Anglophone Africa and North Africa] are all completely different, with their own ways of doing business" (ibid). With the above caution to appreciate and locate differences and differentiate the African continent, one also finds the argument that "national and cultural boundaries are not insuperable" (ibid) by Walter Baets, the previous Director of the University of Cape Town's

Graduate School of Business. He calls for an "innovative [..] approach to African management development" (p24). The Dean of the South African base of the Henley Business School states, on a similar thematic line, that South African and African Business Schools "should avoid becoming carbon copies of those in the rest of the world" (ibid). The University of Witwatersrand's Business School attempts to "partner [with] local institutions" (p23) in the African continent to "guard against "educational colonialism"" (ibid). The Dean of the Gordon Institute of Business Science frames the similar question and dilemma of "balance" as the research participants cited in the present subsection:

> "What is our *African* identity? What does it mean to be part of the *continent*? Of course we want our students to understand what it means to do business in *Africa*. But you can't ignore the *rest of the world*. You must also understand what it means to do business *internationally*. So should we teach our students with case studies from North America or from the Western Cape [in South Africa] or from West Africa? *It should be **all** of them.*" (bold and italics added, quoted in Furlonger, 2015a, p25)

One finds a similar response from Coach1 to the question of whether there is a difference in meaning to leadership development in the South African context:

> "*yes and no*, there should be no reason why we don't train global leaders, because we, *because we not South African, we're global*, and we can't fall away because we have a *specific problem, equally there has to be a contextualisation of where you live*, and I talk *Africa* rather than *South* Africa, and I say well, you know if, *I believe it's the responsibility of corporate, but they will tell me it's the University*, but *somebody has to do to give you a global and somebody has to give you, the, the context of the local*." (italics added)

The above discussions seem to suggest that there is not a simple bipolar continuum between global and local, with the warning against a singular focus on one end of the continuum. That is, they warn against developing local leaders without the global mind-set and global leaders without being embedded and

understanding the local context. It appears to be a combination of the two, of being local-global, global-local or "glocal" (Past-PM-DBS). Rather than a bipolar continuum, it means seamlessly moving between the local and global contexts. This may suggest the straddling of the South African, African and global spaces for the BankSeta delegates.

The Director of the Management College of Southern Africa, who is critical of the "Western education model" (Furlonger, 2015a, p 24) and standard, speaks to a similar synergising, blending and or straddling:

> "Management education should be designed to *shape* business managers in a manner that allows *global* business management abilities and competitiveness, but *remains reflective of local* political, social, economic, technological, cultural and traditional *nuances*" (italics added, quoted in Furlonger, 2015a, p22).

One does find criticisms of "elitism" (Furlonger, 2015b) against the larger established Business Schools in South Africa, especially in their 'access' to the historically disadvantaged community, as well as of the role that the Business Schools play in the country. Furlonger states that these criticisms "underline a long-standing philosophical gap between the state and some independent business schools on the role of business education in SA".

6.4.2 National lens: the South African and broader African project and the industry lens

One notes in the above sections the engagement by some of the participants with and against the "Western" standard within the Business School, BankSeta, and bank spaces. The "Western" standard can be seen as the 'grist for the mill', where leadership in South Africa and/or Africa is defined as other than, or as a contrast to, the "Western" standard, that is, different to or differentiated from the Western worldview, project and standards. However, as one follows the discussions on a South African and African project and worldview one notes the surfacing of the

thematic thread of “balance” (Coach 4) and integration of the Western and African. Along with this thread there is the theme of the uniqueness and diversity of the South African context given the history and legacy of Apartheid.

The discussion begins with the “developmental mandate” of the BankSeta, given that South Africa is “two countries in one”, comprising “a first world and a third world component” (BSeta CEO). This leads to Coach4’s discussion of the “balance” of the ‘Western inheritance’ and his ‘African heritage’. The discussion then moves to the example of the BankSeta IEDP. It illustrates how as a leadership development programme evolves, the terms “global”, “Western” and “African” are delimited, differentiated and ‘deployed’ over time. The discussion then shifts to one of the HoLDCs in the context of the discussion of the previous subsection, which explored some of the HoLDCs’ critical engagement with the Western standard. HOLDC-C2 argues that one needs to attend to how “leadership [is] context and time-bound” against the backdrop of how contexts evolve and change over time. Following this the discussion explores HOLDC-DBS and the delegates’ engagement on how “diversity” is framed and whether in South Africa it is mostly thought of in terms of the Apartheid racial categories. The discussion closes on a note on “transformation” within organisations.

The CEO of BankSeta argues, in relation to the South African national context, that one needs to be mindful and remember the Apartheid history and “culture” for what “works” in, and is required for, South Africa. One needs to attend to the complexities of South Africa’s history, transformation and that “[we] have two countries in one, a first world and a third world component”. Thus, the BSeta CEO speaks of a “developmental mandate” in relation to leadership and of the need for “a different type of management and leadership for the financial services sector”, one with “interdisciplinary skills”. The reference to a “different type” and “interdisciplinary skills” means a shift from the traditional framing of “management and leadership”; a shift where one “puts people development ahead of short term profits because that gives you a license to trade long term”. That is, the outcome of “management and leadership” is not solely delimited in terms of

shareholder value, but one broadens one's perspective to a developmental one in relation to the many stakeholders within and beyond the organisation's boundaries. This is similar to the criticisms cited in chapter two in the subsection on differentiating management, leadership and executive development.

The previous Skills Development Manager at the BankSeta broadens his reference and discussion to "Africa" and leadership within the African continent when discussing the South African context. He distinguishes the leadership that can "transition [the African] continent" as "servant leadership". As with BSeta CEO, he argues against "short-termist" (sic) and a micro financial approach and seems to focus on broader development, social relations and generational upliftment. This seems to suggest a "developmental mandate" that is focused on both human and social capital. Here, one notes that the manner of framing leadership for Africa is in part from within the "Western" leadership corpus, given the reference to "servant leadership". The "developmental mandate" can also be found in the Western leadership corpus, more specifically, the critiques from within the Western corpus and organisations such as Kellerman (2004) and others noted in chapter two. There is no reference here by the previous Skills Development Manager to the South African cultural concept, "Ubuntu"[117] (Coach4), but it may be implied.

Coach4 speaks of the nuances and complexities of leadership within the South African context. He speaks of both his 'Western inheritance' and his 'African heritage'; of the "art" of "striking a balance". He appears to appropriate from and attempts to "balance" the diversity and contrary positions within South Africa, as he straddles the Business School and consulting spaces. He states that he avoids reference to "Ubuntu" when asked, for he feels that it is misused: "it means different things to different people, and I think it's become very mushy". He also points to the challenge of how one manages and executes with Ubuntu. Coach4

[117] Nkomo et al (2011) state that "Ubuntu" (p462) concerns "interdependence" (ibid) and "humanness" (ibid); it "is a philosophical belief that 'I am because we are', which is rooted in Africa's largely collectivist culture" (ibid).

also references "servant" leadership, but he suggests that it is more of "cliché" in its usage within organisations.

> "It's become very mushy and more lovey-dovey in South Africa, but within Ubuntu traditionally if you go to a communal area it has rights and responsibilities built into that as well. [..] There's a discipline in Ubuntu which doesn't come out. Now when people talk about it it's – we all live, ja happily ever after, we laugh. […] How do you apply Ubuntu when you have to make tough decisions. Okay we're going to retrench people. How do you apply Ubuntu within that setting? How many people talk about Ubuntu within that setting? But that's the reality. Yes, okay, we've got a billion, what we spend it on in the public sector – education or infrastructure. How does Ubuntu play a role in that?"

> "Your challenge is this – there's only so much time for discussion and at some point you have to stop the discussion and make decisions and implement. So the challenge is at what point do you do that and that's more of an art, rather than a science."

In chapter five, with regard to the positioning of the BankSeta IEDP, one also finds the BankSeta participants discussing the possible blend of the Western and African learnings and expertise. The BankSeta CEO, for example, cites the possibility of blending "Ubuntu" with "economics". However, as with Coach4's discussion above, he opens it up as a question; asking what the blend could mean, how it will take concrete form in the day-to-day management and leadership within organisations, and how one develops this. For the BankSeta IEDP's focus is on "global exposure" as part of the "global positioning" and "internationalisation" purpose of the programme, which has evolved over time to have an "African flair" (M-BSeta and Past-M-BSeta) that speaks to the African agenda. Chapter five then traces how the "global exposure" evolves and broadens to include a "south" (BSeta CEO) or developing economies, continental, regional and local partnerships and exposure.

As the BankSeta IEDP evolves one notes how the terms “global”, “Western” and “African” are delimited, differentiated and ‘deployed’ over time, that is, how these terms emerge, become differentiated and are used over time as the IEDP evolves. This includes the shifts in what is framed as “relevant” and as the “needs” to be addressed (BSeta CEO). For example, one can cite the rationale given for the change from the Canadian to European ‘base’ for the IEDP’s international “study tours”, which was the shift in what was seen as “relevant” and “appropriate in terms of our banking environment” (BankSeta, 2009).

The discussions in chapters four and five, where the BankSeta IEDP is located within the broader context of the post-Apartheid policy, noted the differentiation of the SETAs by sectors as they are meant to coordinate and facilitate transformation in human resource development in the various sectors and industries of the economy. The SETAs are part of the “architecture” (McGrath et al, 2006, p488) and ‘ecology’ for skills development for transforming sectors and industries of post-Apartheid South Africa. One can suggest, then, that the SETAs are the ‘sites’ and ‘agents’ of the industry lens.

Among the HoLDCs one finds HOLDC-C2 who points to the limits of the “Western concept of leadership” and argues that “leadership” and “leaders” arises within a particular context and time. They are “context and time-bound” and at times it involves “fate and coincidence”. He cites the example of the rise of Nelson Mandela as the struggle icon and leader of the struggle against Apartheid in a particular time and space in the history of South Africa. He cautions against extrapolating and “taking aspects of people’s lives [and] putting that together and saying guys this is what we can aspire to be as leaders”. For HOLDC-C2 “leadership” and the emergence and prominence of “leaders” are “context-driven”, and for him context, local and global, changes over time.

> “So it’s really context and time-bound you know, it’s also a lot of fate and coincidence you know, it’s not planned, things happen, I mean we can’t plan them. And so to say this is the model of leadership and you will be developed along this, I guess it’s a misnomer.”

HOLDC-C2 argues that one needs to understand the ways in which context and time changes, including the changing ways in which context and time are experienced. As noted before, he cites the "Cynefin model" by "David Snowden". As one follows HOLDC-C2's discussions one notes the emerging complexities of understanding leadership within the various national, regional and broader geopolitical contexts. This is especially the case given his suggestion that we inhabit the "complex" and "chaotic" worlds of the "Cynefin model". He suggests that one needs to be "humble" and argues against a singular model of leadership.

It is for this reason he argues against the possibility of an "integrated" framework, for our "concept[s]" of leadership are "relative" and are changing with the changing contexts and times: "It's relative, there's no cut and dry – cookie cutter approach in leadership". Elsewhere though he notes that "people are constantly in a flux around new concepts of leadership coming all the time", which could lead to an amalgam of various concepts with shifts in what is in vogue or prominent. He allows for the possibility of an "integrat*ive*" framework as opposed to an "integrat*ed*" framework. In the earlier discussion on the three positions in section 6.3, one also finds the thematic threads of being "humble[d]" (HOLDC-C2, Del-7, Del-9, Del-10, Del-6 and Del-11) and of openness rather than one model or standard of leadership. At the individual level the HoLDC, faculty and delegates suggest a personalised journey of finding one's "voice" (HOLDC-C1) and limits; an individualised and personalised integrat*ive* process.

As with HOLDC-C2, HOLDC-DBS points to the complexities of the various national, regional and broader global contexts when understanding "diversity". He cautions that the imputed South African diversity does not reflect or prepare one for the full breadth of diversity within the wider world: "[South Africans] think, in terms of diversity, as black and white, and that is not the case in the real world outside here". He adds that "[w]e are certainly more tuned to difference from the obvious demographic differentiators", given the South African Apartheid legacy of racial discrimination, but that does not prepare or ground one for the fullness

and breadth of diversity in the wider world. Nkomo et al's (2011) study, on "top management" as "change leaders" in a sample comprising a "diversity of industries [that] experienced significant change" post-Apartheid, similarly notes that "leaders reflected upon their *racial identities* and how these affected their values and behaviours" (italics added, p463). The BankSeta IEDP delegates point to "diversity" (Del-1, Del-2, Del-3, Del-6, Del-7, Del-10 and Del-11) as a "unique" (Del-1, Del-2, Del-4 and Del-9) South African characteristic or asset, while also arguing for the need to "lead South Africa within the context of the world" (Del-6), that one "not transplant SA into Africa" (Del-7), and that one be able to "apply [one's] skill in any environment" and develop "versatility to operate in multiple environments" (Del-11).

The HoLDCs also point to the need to be mindful of the South African history and transformation and resistance to it along with the need to work with and within the global and local competitive environments and the exigencies of these different environments. One of the HoLDCs shares how the debate on "transformation" has evolved in her bank against the backdrop of the political landscape when "Mandela was around as President" and thereafter. She finds that the "conversation [on "transformation" is] not being had anymore" and there is "a lot of covert racism".

> "[..] the South African historical context is very, very important to me and the transformation context is very important to me, so I think we need to bring a mindfulness of where we come from historically and I find a lot of resistance to that actually. A lot of white people in our organisations are like, "ag, get over it", and I find that mindset very depressing, it's very problematic because the impact of Apartheid is so profound and so far reaching and we so far from over it that it's a conversation that's not being had anymore. We maybe have this conversation when Mandela was around as President like for the first five years after Apartheid we spoke a little bit about where we come from and reconciliation and that kind of thing but for me the divide has grown in the last 20 years and there's a lot of covert racism that's happening in our organisation and leadership

programmes should address this, they should surface some of these things and get people talking about our history and transformation and what are we doing to transform our society, what are we doing to bring equality and emancipation and these kind of values because that's not happening."

6.4.3 Organisational lens

As linkages emerge between the changes in the global and national contexts, one also finds linkages emerging between the changes in the global and organisational contexts. It appears to be expressed as a thematic of organisations experiencing a hiatus or interruption of the "default way of operating" (HOLDC-D1) and "grappling" with this "grey area" (HOLDC-A). There is also a generational dimension that emerges with some. The discussion begins by exploring HOLDC-A, HOLDC-C1 and HOLDC-D1's individual accounts of their respective banks' hiatus, interruption or "grappling" (HOLDC-A). HOLDC-C1 introduces the generational dimension, which HOLDC-Z and HOLDC-D2 also make reference to.

HOLDC-A describes how her organisation's requirements of "leadership" and "leadership development" have changed given the changes in the business environment, globally and locally:

> "The world of work has changed. The way people work. And I don't think we have got our minds around what does that mean for leadership or for development."

She suggests that, as with the business environment globally and locally, "leadership has become more complex" now; "a grey area" that means that "traditional" approaches to leadership development will not suffice. Her descriptions of the changing business environment is akin to the "complex and chaotic" worlds of the "Cynefin model" that HOLDC-C2 refers to and the "world after midnight" that DBS-TM references. Here, one sees the links between changes in global and organisational contexts.

It appears that HOLDC-A pictures the organisation as being at a hiatus; of a pause and interruption. She speaks of how she and the organisation are "grappling" with changes in the environment and the requirement of "leadership", "leadership development" and "learning".

> "So that's where I find myself at, at the moment and grappling with those types of things around the way of learning is changing and how do we really stay relevant and current as that world changes but in terms of leadership development."

She poses the question of "how do we turn development upside down", which includes "grappling with [the] business schools and our other vendors". HOLDC-Z shares a similar experience and states that it "is not where it should be". HOLDC-D1 argues that there is the need to challenge the "default way of operating" and be more "agile". Organisations and leaders, as well as designers of leadership development, need to "relativise" their "thinking" as part of the "questioning [of their own] paradigms and assumptions". For HOLDC-D1 it is important to "realise that their default way of operating in the world is an accident of their background". Thus, it requires one to 'uproot' one's moorings in one's "background" and "experiment with different ways of thinking" in different spaces as that "background" is time-bound and bound to certain "paradigms and assumptions".

As with the others, HOLDC-C1 points to the grappling by organisations and herself and that there are "signals that's [also] assisting you". She introduces a generational dimension to the discussion. She begins with the question, "what must the leader look like in the next ten to twenty years" as the "world of work" changes and becomes more complex, uncertain, entwined, and infused with many "world views" and different "generations". She suggests it requires "leaders" that are able to uproot themselves, "doubt" and "explore". She shares how the same question was posed in 1994 in the South African bank she is employed in, a question of what is required of and the attendant form of leadership in post-

Apartheid South Africa. “That’s the question that we asked ourselves in ’94. We started with this process in 1994”.

HOLDC-C1 brings to the fore the generational dimension of the changing organisational context; the question of how the “five [different] generations” inhabit the changing organisational and world contexts. She points to the task of understanding how the different generations ‘bring to life’ the different worlds that informed them within the same organisational space in the here-and-now. This means asking herself as the HoLDC, “what must I start developing now” for the organisational space holding “five generations”. It also requires leaders to “relativise”, to use HOLDC-D1’s phrase, their “reality” and “worldview” to appreciate the different worldviews inhabiting the same, changing “world of work”. She emphasises the need for leaders “to doubt”; a reflexive process. It requires a pause, an interruption of oneself and the continuity and day-to-day operations of organisations. This allows oneself space and time to “explore” beyond one’s immediate horizon and to reconnect with the ‘changing tides’ and ‘tides’ of change.

HOLDC-Z, HOLDC-D2 and IBS-MD similarly draw attention to the generation dimension. They draw contrasts between the ‘older generations’ who were ‘schooled’ in “autocratic” leadership and the emerging generations. It is with the newer generation that the form of leadership and leadership development is still consolidating or taking shape, akin to the hiatus that organisations face as described by HOLDC-A. One could also suggest that it is opening up spaces for different “possibilities” for leadership as discussed above in the subsection on the theme of “global lens”.

As one follows the thematic thread of hiatus, interruption, and grappling in the above discussions one returns to an organisational “trade-off” (HOLDC-B) that HOLDC-B and HOLDC-A draw attention to; a “trade-off” between “build[ing]” for what the organisation requires and “needs to be done *now*” in the present and “building for *future capability*” (HOLDC-B). Adding ‘fuel’ to this “trade-off” is

the organisation's expectation that one "aggressively build[s for the present] in a short space" of time, given the organisation's operational continuity[118] in the here-and-now and the pace of changes.

6.4.4 Developmental lens

With the above theme of change there is the theme of navigating and negotiating development for continuity and change at the organisational and individual levels with the HoLDCs, which includes the discussion of "trade-off[s]" (HOLDC-B and HOLDC-A) and "turn[ing] development upside down". The discussion begins with the exploration of this theme. Thereafter it moves to exploring the opening up of leadership development. Here, as in the previous chapters, one finds the opening up of the question of how one frames and delimits the pedagogic space. This theme of pedagogic space is taken up in chapter seven. The foregrounding of the "content" of leadership development, in the below subsection on navigating and negotiating development for continuity and change, is also taken up in chapter seven in the discussion on the differentiation of management, leadership and executive development.

6.4.4.1 Navigating and negotiating development for continuity and change

With the theme of change in the world, world of work, organisations and operations, along with the above thematic of a hiatus, interruption and "grappling" (HOLDC-A), one finds the theme of navigating and negotiating development for continuity and change with the HoLDCs; that is, navigating and negotiating continuity and change both at the individual and organisational level. At these two levels one sees the entwined navigating and negotiating of the "content" and "process" of "leadership development". In the case of the individual level it means the reflexive or meta-capability of a leader; of "how ["leaders"] *process* [the] content" (HOLDC-C2), how they "deal with multiple perspectives" (HOLDC-C1), their "reflective practice" (HOLDC-C2), "meta-skills" or "skills above all skills" (HOLDC-C1), or the "relativis[ing]" of their "thinking" and "paradigms"

[118] HOLDC-A cautions that "you've still got a business that needs to run and manage".

(HOLDC-D1) of "leaders". At the organisational level it also concerns "turn[ing] development upside down" (HOLDC-A) and "trade-off[s]" (HOLDC-B).

The discussion on continuity and change begins with the case of HOLDC-C2. He and HOLDC-C1 illustrate how entwined the navigating and negotiating of "content" and "process" of "leadership development" is at the individual and organisational levels and the intricacies and complications arising therefrom. Thus, as one tracks the 'movement' of HOLDC-C2's discussion one appreciates some of the complexities and dilemmas of "design[ing]" and managing leadership development, including the difficulties with articulating and verbalising these complexities. For HOLDC-C2 these complexities arise from "design[ing]" and managing in a "rapidly changing world". A "rapidly changing world" he frames within the "Cynefin model" as "complex" and "chaotic" worlds" as discussed above. For HOLDC-C2, leadership and leadership development requires a "combine[d]" understanding of (1) the "changing context[s]"; (2) how "organisations and people develop" in these "changing context[s]"; and (3) "how ["leaders"] "process" these contexts, their understandings of these contexts, and "content" of leadership development programmes".

HOLDC-C2 first argues that the "*content* [and *specific* "*theories* of leadership" are] not so important as" "in the old days". Rather than "learn[ing] the *theories* of leadership" and "learn[ing] the *content* [of a module, "syllabus" or programmes] *by heart*" and "through the *manuals*", it should be more about "*how* do [leaders] *process* [the] content to help [them] make a decision". This follows from his argument that the "content" of "leadership development" programmes does not keep pace with the "changing context"; that we cannot allude to or assume a stable form of the world and organisations when the world and world of work is in flux; and that the world and world of work is in excess of the "content" and is difficult to fully encapsulate. This suggests a paradox for one cannot escape "content" or not have "content" in a leadership development programme even where it concerns the representations or ways of framing the very same "rapidly changing world".

HOLDC-C2 and HOLDC-C1 argue that one needs to attend more to the "process"; more specifically, a two-fold focus on process. One is the focus on the process of change in the changing *global and organisational contexts* (which then is the "content" of a module, "syllabus" and programme). The other is the focus on the "*leader*" − on how the leader processes the process of change and develops the reflexivity or meta-capability to reflect on these processes. HOLDC-C2 refers to "reflective practice" and HOLDC-C1 refers to "meta-skill" and the ability to "deal with multiple perspectives".

> "[..] for me mindfulness is a very important concept for a leader, that if – the whole idea of reflective practise." (HOLDC-C2)

> "[..] if you develop meta-skills you can throw at the individual whatever you want to throw at them. Meta-skill is a skill above all skills and you can utilise it in all areas of your life." (HOLDC-C1)

> "[..] if you develop the meta-skill people will know that when I move from China to Africa I need to do something differently to act appropriate in that context. [..] if you develop that skill to act appropriately within context, it doesn't matter what your context is." (HOLDC-C1)

One could suggest that this attention to "process", within "context[s]" and "leaders" parallels the shift from the known and bounded-unknown of the "simple" and "complex" worlds "Cynefin model" to the unknown-unknown of the "complex" and "chaotic" worlds where it is knowing that is bound. HOLDC-C2 suggests, however, that with the attention to "process" there is the need for "new" "content", "syllabus" and "competencies" (knowledge and skills) in leadership development. However, as above, he also notes that the design focus on "content" and "competencies" is limiting as these have an 'expiry date' as it were: "By the time you get to the end [of a leadership development programme] the world has changed and so you've got to think about new [content and] competencies". Here, one sees the paradox suggested above.

The ‘movements’ in HOLDC-C2’s discussion on the designing of the “content” and “process” of leadership development illustrates the organisational dilemma of the need to attend to *change* as well as the *continuity* of the organisational operations and hierarchy or structure, or what the individual leaders, at their different levels of the organisational hierarchy, require for the *continuing operations* of the organisation and “to speak to business results, to business objectives” now. In this sense the organisation’s continuing operations and continuity serves somewhat as an ‘anchor’ in the ‘sea’ of changing contexts. These then inform the “content” of the leadership development programmes. However, the ‘anchor’ metaphor points to the paradox of both facilitating continuity, but also resisting the ‘tides’ of change. That is, insofar as the continuing operations and continuity serves as ‘anchor’ and provides continuity for, and ‘stability’ of, leadership development over programme iterations and cohorts, it also bounds leadership development to a particular ‘frame’ of time and space (to use a photographic metaphor).

HOLDC-B and HOLDC-A describe the above dilemma as a “trade-off” between “build[ing]” for what the organisation requires and “needs to be done *now*” in the present and “building for *future capability*” (HOLDC-B). For HOLDC-A it is “alignment” to the “business strategy”, “getting our business strategy landed” and for the “Business Schools” and “vendors” to “really try and understand what we grappling with from a business point of view” while also “exploring with some of our vendors to sort of say how do we turn development upside down a little bit”, especially given the changes in the “world of work”, “way people work”, “learning” and “leadership”.

For HOLDC-A “turn[ing[development upside down a little bit” means a shift from the traditional “learning”, content and curriculum of development programmes. She begins with her argument that the “traditional business school approaches” and the “one size fits all” programmes will not do anymore. If one is “getting more of the same [one cannot expect to see] a different result”. She

argues for the "immersion" in "learning" and for "immersion experience[s]"; of being immersed in "situation[s]" and spaces that the organisation finds itself in rather than the sanctuary of the classroom space and of how one locates, situates, contextualises and embeds both the designing of leadership development and of "learning" (including content and process thereof). She notes with regard to their continued "grappling": "I don't think we've got the answer yet [and we are] still grappling with it".

As noted before, HOLDC-D1 and HOLDC-Z share a similar experience where they find that "institutions develop leadership development and then sell to organisations" without understanding the "business needs" and "context" (HOLDC-Z). They similarly criticise an "off-the-shelf" (HOLDC-D1), "one size fits all" and "static" (HOLDC-Z) programmes.

6.4.4.2 Opening up leadership development

The opening up of leadership development concerns the "access" (HOLDC-A) to leadership development and the design of leadership development. The discussion begins with the theme of broadening "access" (HOLDC-A) within the organisation to leadership development. This means leadership development is not limited to, or is the preserve of, the management hierarchy. It is a theme one finds with the HoLDCs and the delegates. With the HoLDCs, as can be seen below, one finds the tension between the costs of, and allocation of budgets to, leadership development and making "development accessible to everybody" (HOLDC-A); as "leadership is found in everybody" (HOLDC-A), there is "something good in everybody" (HOLDC-C2), and "everybody's a leader" (HOLDC-A). HOLDC-C2, for example, uses a sculpture analogy to describe the process of "bring[ing] out" the "leader" within an individual. One also finds the shift from an "idealistic" or "hero" view of "leaders" as if "leaders" are apart from others or that "leadership [..] is a silver bullet".

> "[..] so you also don't want to only put expensive programmes in place [..] and only the selected few can get access to it. So you really want to make development accessible to everybody especially if you say that everybody

is a leader in the organisation. How do you equip them, how do you get them in tuned with themselves." (HOLDC-A)

"So we spend close to [X] million on development every year which is a big number but again if you had to see who gets the benefit of it, it's not the full complement. And we want to make it more virtual and more accessible to more people." (HOLDC-A)

"[..] leadership is found in everybody [..] so I'm a leader at one point and I'm a follower at another, and it's an interplay between both, so I think ja it's applicable to all levels of leadership right throughout the strata." (HOLDC-C2)

"[..] because there's something good in everybody, and the leader needs to take out that good in people. It's like -- I always use this image from Krishnamurti [..] an Indian philosopher and he said look if you see a piece of sculpture, a horse, let's say this is a horse, how did the horse come there, what did the sculpture do, [..] how did he make that horse of stone, how did he make it. [..] he just chipped out everything that wasn't the horse right. The horse was there inside, he didn't go and put the horse in the stone, he took out all that was not the horse and he got the horse. Now that is what a good leader does. A good leader brings out the horse, brings out the sculpture, brings out the piece of art in you that God has created, and that's what a good leader must do." (HOLDC-C2)

"I was younger I had this idealistic view of a leader and I think it was more leader as hero and what changed is to say that everybody is a human being. [..] I think it's my shift from looking at leadership as being this wonderful thing to say that leadership is both good and bad." (HOLDC-C1)

"[..] everyone talks about leadership as if it is a silver bullet and it's extremely sexy." (HOLDC-B)

"[..] the last lens that we built was to say do you know what, what we're missing here is the difference between someone who manages a team versus someone who is an individual contributor, and that was a piece that we were missing, so your architecture, the way you design a programme would be very similar but we never had – we almost excluded specialist or individual contributors because we said you don't manage a team or you're not a leader, *but you absolutely are* [..] *in your influence*." (HOLDC-B)

"[..] but I like to allow for the fact that there are different ways of thinking and seeing the world and I'd like people to have access to those different ways you know." (HOLDC-D1)

HOLDC-C2 broadens the discussion of access in his criticism of "talent management" and the related "talent development". He seems to argue that these lead to stratification; that is, stratification through the "nine box grid" of "talent management" and the related differential "talent development", allocation of the "budget", and allocation of "programmes".[119] This is in the context of the merger of the local bank with an international bank.

"[..] it goes back to how you define talent. In [the bank prior to the merger] talent was defined as an abundance of talent, [..] so their philosophy was that everybody is talent. [The international bank] came in and said no, we've got a nine box grid [..] The box seven, eight and nine are really the talented people, the rest of them are good, safe pair of hands, good people to keep in your organisation, new to the role, stable hands and so on, and then there are some people underperforming and need to exit the organisation. [..] The other interesting thing about developing on the talent

[119] One finds that talent management does entail developing, accelerating, progressing and retaining the *select segmented* workforce categories (Bluen, 2013; Charan et al, 2011; Wellins, Smith & Erker, 2009).

side is that there is a budget that's available, right, and sometimes these programmes are costly and the business unit can only take certain – so few people into such a small number of programmes and the others don't get an opportunity of doing that, so that's a downside of talent development."

As with the HoLDCs, one finds some of the delegates similarly suggesting that "everybody is a leader" (Del-3) and that "leadership development is for everyone" (Del-6):

"You know when you talk about leadership you see what happens in an organisation is often position is equated to leadership [..] so that's confusion between position and leadership [..] So in the coming years I want to see that differentiation and I want to see where a position is not confused with leadership [..] again if you do that you break the link to position, but of course the bank will never spend that much on a junior, but you see then you are linking position to leadership." (Del-7)

"[..] coming back to what I said earlier that you could engender this with anybody in the bank saying anybody and everybody is leader in some way, shape or form [..]." (Del-3)

"My personal view, I think a leader for me is someone that people look up to and I think that a leader is different to a manager, a manager is someone that you report to that will come and say you know this is what we need to do, but for me a leader does not necessarily have to be someone that you reporting to, and a leader to me is someone like I've said who leads by example, who has certain values and who keeps to those values and someone who you can trust, who's consistent as well because you know you have people that act like this and then they change and act differently." (Del-10)

"Ja, so leadership development is for everyone. Okay, it's everyone who's ready to go into leadership positions." (Del-6)

It means providing "opportunities" (Del-5) for others to "shine" and "be a leader":

> "No, I mean a leader empowers their people. They provide them with opportunities. They make them shine. If somebody comes with a good idea, you don't make it yours. It's their idea. Let them shine." (Del-5)

> "you know the way the programme directed you, you know thinking for yourself, and then you know gave each person the opportunity to be a leader within a group, and then when you forced into that situation how you are able to just produce, so you know that for me was sort of quite…" (Del-4)

One of the HoLDC illustrates the relation between the "culture" of the bank and the individual's "autonomy" and agency in their growth, development and mobility through the organisation. It is a question of how the individual "navigate[s] the system", not just their "technical skill".

> "It ties in with the culture, we've got this kind of sink or swim philosophy, so we provide a bit of support, we provide some coaching, we provide training programmes whatever, we've got this leadership programmes, but that owner-manager culture that starts with an individual is very much about autonomy and accountability [..] that's how it is and there's no hand holding, there's no career path thing, there's nothing like that. It's you are it, nobody is coming to save you, off you go."

> "[Bank W] is an incredibly flexible organisation so if you interested in something you can generally find your way in to it, if you build the right relationships and if you establish credibility."

> "Some people don't manage to do that and I can't really articulate what is the difference between managing that and making things work and getting blockage after blockage, because I have come across people in the organisation they've got a lot of technical skill, but they haven't been able

> to navigate the system, so they try and speak to this one, speak to that one, but they somehow don't manage to convince people or sell themselves in a way that they establish credibility and create opportunities for themselves."

The above theme of "access" (HOLDC-A) can be found within the extant leadership development literature and organisational surveys as well,[120] which also returns one to the discussion of shared and distributed leadership in chapter two. Petrie (2011), for example, reports on the Centre for Creative Leadership (CCL) survey. He argues that there is a "transition occurring from the old paradigm in which leadership resided in a person or role", which was "too individually focused and elitist" (p6). It is a "transition" (ibid) to a "new" (ibid) "paradigm" "in which leadership is a collective process that is spread throughout networks of people" (ibid) within the organisation. It poses the question of "how do we spread leadership capacity throughout the organization and democratize leadership" (ibid). One finds a similar question within the South African Business School community. For example, in the Financial Mail 2014 survey, Frik Landman, CEO of Stellenbosch University Business School's executive development states, "it's less about *leader* development than about *leadership* development" (quoted in Furlonger, 2014, p26, italics added). As noted in chapter two, Day (2001) and Day et al (2001), for example, have argued for the differentation of leader and leadership development, where leader development refers to the sole focus on the individual level of analysis and hypothesised attributes of those individuals designated as leaders (Day, 2001; Day et al, 2001, 2007; Day et al, 2011; Parker & Caroll; 2009; Probert et al, 2011).

Through these discussions on "access" (HOLDC-A), one notes the suggestion of the delinking of leadership and leadership development from the management hierarchy of the organisation. At times one could suggest that there also appears to be the tension of holding two forces within the organisation; that is, the

[120] The question that arises in the Centre for Creative Leadership (CCL) survey is "how do we spread leadership capacity throughout the organization and democratize (sic) leadership" (Petrie, 2011, p6). One finds similar question within the South African Business School community as noted above.

hierarchical structuring of the organisational pyramid and a democratising and 'flattening of structure and organisation'[121] with regard to leadership and leadership development.

Apart from the "access" to "leadership development", the opening up of leadership development concerns the design of leadership development as well. HOLDC-B speaks of access to the senior "leaders" of the organisation and them partnering and leading leadership development. HOLDC-C1 shares the notion of a "conversational design". For HOLDC-D1 it is the "opening up of consciousness". The discussion begins with HOLDC-B below.

HOLDC-B speaks of the partnering with the senior "leaders" in the organisation to develop and facilitate the learning and development of other emerging leaders, both from the management ranks and the broader organisation. This means making the senior leaders of the organisation accessible to the emerging leaders and others for their development and not just the access to programmes, in order to facilitate their learning process, their "understand[ing]" of the intricacies and positioning of the organisation and to share experiences. For HOLDC-B then, leaders lead leadership development and need to partner from the "pre", during and "post"-programme phases. It is democratising leadership development in another way as the Leadership Development Centres facilitate leaders themselves leading leadership development, rather than it being the sole preserve and agency of the Leadership Development Centre or Business School. As she discusses these potential democratising 'waves' in the organisation she also shifts from the leader-focus to "build[ing] that culture" for a more collective and organisation-wide understanding, learning and development. Learning and development of leadership then is more relational.

> "[..] so from a learning perspective I think it's about getting leaders leading more conversations that people can learn from so when we talk about those leader-led dialogues they are often the most powerful

[121] Mabey et al, 2011 discuss the changes needed in the present day organisational structure so as to be adaptive; and the demands that the changing and dynamic environment places on team functioning and collaborative work and forms of organisation. Charan et al (2011) refer to the 'delayering' within organisations.

> opportunities for me to understand strategy and to ask my leaders questions, so maybe I'm saying the role of your line manager in being the leader and leading becomes more and more prominent. There's only so much a leadership and learning function can do and we are very reliant on leaders in the organisation, top down, bottom up, to build that culture."
>
> "And if they cannot partner you on even pre, post, that learning opportunity, and framing performance around the behaviours you're seeing or not seeing, you could have put them through a Rolls Royce learning experience, but it would never have translated into anything, and that's what is – the need of that is going to become more and more and more because you going to have shorter learning time available ja."

HOLDC-C1 similarly discusses a "conversational design" to leadership development, which also suggests an 'opening up' of leadership development; opening up not only in terms of access to, and involvement of, a broader organisational audience, but also how leadership development is framed and designed. For HOLDC-C1 leadership development should be valued as a continuously evolving "process" and "conversation" with others. There is no predetermined and scheduled "agenda" or "solutions", as it is a process and reflects the "complexities" and "unknown" of the "world" and organisations. As noted in chapter six, she utilises the analogy of a restricted, "schooling" approach that is prescriptive to illustrate an open process that invites the appreciation of the "complexities" of the "world" and the organisations operating within it. It marks a shift in pedagogy from leader-focused programmes to leadership development as a relational process to "explore", "reflect" and gain "insight" into one's own and others' "mindsets", "understanding" and vantage points. This 'opening up' of *leadership* development does not mean the exclusion of *individual* development. Rather individual development appears to be framed within, and linked with, the broader context and is seen as being relational. As noted in chapter two, Day (2001) and Day et al (2001) similarly argue that *leadership* development does not preclude or exclude *individual* development.

HOLDC-D1 discusses the opening up of leadership development in terms of the "access" to "different ways of thinking and seeing the world" and acknowledging rather than disavowing the "unconscious"; the "unconscious" dynamics of individuals, relations, teams and organisations. This provides the space for the "opening of consciousness"; not just from an "intellectual" perspective. For HOLDC-D1 opening up leadership development within organisations means "relativis[ing]" the individual and organisation's "thinking", "discourse", "paradigm[s]", "assumptions" and "default way of operating in the world". One could suggest, given her arguments through her conversation, the "relativising" of leadership development in organisations itself.

6.4.5 Team lens

As in the previous sections and chapters the focus on teams emerges in relation to the learning and organisational spaces. The focus on learning with and through others and on the learning space as being a relational space emerged in the above discussion on opening up leadership development. There were the discussions on learning about and exploring one's "mind-sets" (HOLDC-C1), "assumptions" (HOLDC-C1 and HOLDC-D1) and "paradigm[s]" (HOLDC-D1) with and through others with HOLDC-C1, HOLDC-C2 and HOLDC-D1. HOLDC-C1, for example, speaks of the notion of a "conversational design" and developing the ability to "deal with multiple perspectives". HOLDC-D1 refers to "relationships" as a "catalyst" for the individual's development. HOLDC-C2 shares the shift in focus on the bank's leadership development post-merger with an international bank, of "now [being] focused on teams and how to get teams working".

The focus on teams also emerged in the previous discussions on shifting focus to "team leadership" by HOLDC-DBS, who suggests that the best "space where you learn is in the team"; the discussion on continuing "experiential learning" with others by PM-DBS from the Delta Business School; and in reference to "syndicate" development by Past-M-BSeta with regard to the BankSeta IEDP. HOLDC-DBS, for example, argues that the delegates need to "connect" with their

fellow delegates for "shar[ing,] verbalising" and "concreti[sing]" what they have "learnt". This also "helps" the delegates in the individual spaces "with their journaling process, their diary process".

> "So in the morning you have to get them to really concretise what they have learnt, maybe connect with someone different, share your ideas and by verbalising what you think it helps them concretise, helps them with their journaling process, their diary process, and then also make sure that they have, in their groups, linked some of that back into the groups to where they talk and discuss it."

The delegates' focus on teams in the organisational spaces emerges in their discussions of the gritty realities of managing, leading and agency in subsection 6.3.2.4. For example, Del-11 begins to ask the question about what impact does an individual attending a leadership development programme have for and within the organisation in the quoted excerpts below. She suggests that while individuals are attending programmes, as individuals and individually, and "improve[ing their] individual leadership styles, there is the question of them working and leading as a "team", that is, leadership *of* and *by* the "team". There is also the question of the impact on the organisation; the "leadership experience of the organisation". Thus, one could suggest that there are different and related "journey[s]" at the different levels. Del-11 adds that "individuals are at different stages of development". One could extrapolate from this that the different levels of the organisation could be at "different stages of development". This is similar to the discussion of "levels of maturity" by HoLDCs such as HOLDC-A, HOLDC-B and HOLDC-Z that emerged in chapters four and five.

> "[..] sometimes you're not always able to find exactly what you *need for your context*. [..] "I'll give you an example. So for instance if I look at our *executive team, we've all had to go on different programmes to improve our* ***individual*** *leadership styles but does it improve our overall effectiveness as a* ***team***? And *finding the right programme* that brings, that actually achieves that is always not as easy as it may seem. A lot of people

can say, ‘oh we do team development or team effectiveness’. I don’t know hey. I think it’s trying to get –”

“[..] *how to take that entire team forward and improve or up the leadership experience of the* ***organisation*** *as an* ***executive team***.”

“Because *people are strong* and they’ve got their *individual characteristics*, they’ve got their *individual agendas that they’re driving* and as you’re saying now if you just *focus on yourself* it’s great *but there are times when we actually have to say guys this is us and this is our agenda as a* ***team*** *and you can’t achieve that* – yes you can go on a strategy session or breakaway. It’s not that, *it’s almost like that* ***psyche*** *that you want to* ***create across*** *and there's a* ***team journey*** *that you need to go through*.”

“because I feel like *individuals are at different stages of development* and they can recognise, ja, like I’ve got stuff to work on but okay [..].”

For the HoLDCs such as HOLDC-C1, HOLDC-C2, HOLDC-D1 and HOLDC-A the delegates are the ‘levers’ and ‘pivots’ of their leadership development as they have a “ripple effect on the rest of the business” (HOLDC-A). For example, in the case of HOLDC-C1, as she “creates a context” and “space” for the different paths of the delegates’ leadership journey and development, so these same delegates are presumed to be “creating a context” and “spaces” for their respective teams’ different paths of development. HOLDC-D2 speaks of “cascading” leadership development, of “growing (one’s) own timber” at the individual, team and organisational level. She uses the example of coaching to illustrate what is required at the different levels, which suggests that the “cascading” takes different forms at the different levels. At the *individual* level it is the “mastering of coaching and mentoring” by individuals; at the *team* level it is the development of a “panel of coaches” for use within the internal leadership development

programmes and within the organisation; and at the *organisational* level it is creating a "coaching culture".

One can locate Del-11's question and HOLDC-D2's suggestion of differentiated requirements of leadership development at the different levels within the debates in the leadership literature, as explored in chapter three, on the possibility of integrative frameworks. For example, there is Drath et al's (2008) argument for a "more integrative ontology" (p635) of leadership. They argue that "developing leadership *culture* requires the acquisition of new competencies and skills by *individuals* (although these may not be leader skills) as well as new competencies and skills at the *collective level*" (italics added, p650). It means, for example, integrating "*individual*-level with *collective* level development" (italics added, ibid); and that leadership development can also take "on aspects of team development, network development, community development, and organization development" (ibid). Another example is Day et al's (2007) argument for a "multilevel, identity-based approach to leadership development" (p360) for integrating leader and leadership development across different levels of analysis (Day et al, 2011). Day et al argue (2007) that at each successive level of analysis there is the increasing level of complexity and inclusiveness of the leadership concept, leadership identity and leadership development outcome. This means that the more advanced level of leadership concept is more inclusive of the previous concepts and is more complex. It means developing "shared, distributed, collective and connected leadership capacity in organizations" (p362). It returns one to the reference to shared and distributed leadership in the previous subsection on the developmental lens.

6.4.6 Individual lens

The implications of the theme of change at the individual level emerged above in the subsection on the development lens, which discussed the HoLDCs navigating and negotiating continuity and change. There the need for developing the reflexive or meta-capability of individual "leaders" emerged. This means addressing "how ["leaders"] *process* [the] content" (HOLDC-C2) and how they

"deal with multiple perspectives" (HOLDC-C1), as well as developing their "reflective practice" (HOLDC-C2), "meta-skills" (HOLDC-C1) and "sense-making" (HOLDC-D1) or "relativis[ing]" their "thinking" and "paradigms" (HOLDC-D1). HOLDC-C1 locates the development of "meta-skills" within the broader "journey of becoming a fully integrated human being"; of the twin focus on a person's "meta-skills" and "being".

The BankSeta IEDP delegates similarly speak of the need for "change" (Del-3 and Del-12) in their "thinking", "approach" and "matur[ity]" (Del-3) in the changing world; of "know[ing]" and "reinvent[ing] yourself" (Del-9), "chang[ing and] flex[ing] yourself" (Del-12), being "agile" (Del-4 and Del-12), being "nimble" (Del-12), being "on your toes" (Del-4), and being "adaptive to change" (Del-10) in the world. That is, not "being stuck in your ways [or] thinking" (Del-4) and pulling yourself "out of your comfort zone" (Del-9).

Del-6 shares how through the "exposure" of the BankSeta IEDP she can now "connect with the global view":

> "I can connect with the global view, you understand what I mean? Whereas before I went out there, before I was on IEDP I was focussing on – all that I knew is the business environment in South Africa, how we do things. Things didn't make sense."

For Del-6 her "connect[ing] with [and "understanding"] the global view" and contexts entails her (re)connecting with and (re)understanding her "local" context and her place in that context. There is a dynamic between her "global" and "local" "view[s]" and how she engages with the "global" and "local" contexts. The BankSeta IEDP, through the "exposure" to other contexts and countries, "opened the world" for her".

> "Now I understand globally, UK how they do things, U.S.A and whatever. So it's like it opened the world and its influencing the way I see things which actually links to – so I understand the increasing complexities of the economic, the global changes, whatever. [..] Now I can now bring it into

> the local. [..] I first understood the local before I was exposed. Then I was exposed further to the local and to the global and now I'm sitting here."

For some of the delegates, such as Del-10, Del-3 and Del-5, their focus is on their "exposure" (Del-3 and Del-5) to "leadership" and "leadership development" in their individual professional lifecycle, or their individual need for earlier "exposure" (Del-3 and Del-5) to "theory" and "practice" (Del-5) for their development as "leader[s]". These delegates suggest that leadership development should begin early in one's own lifecycle in an organisation, prior to being in a management position. It ties in with the earlier arguments of delinking "leadership" from "management" "positions" (Del-7) in the above subsection on opening up leadership development.

Del-10 suggests that organisations should identify and develop individuals earlier rather than wait and pace development in terms of succession and talent management. Del-3 also suggests that leadership should be a "fundamental [taught] as early as possible" rather than wait for a person to reach a certain "point" in their career and lifecycle within the organisation. For him the question for leadership development in organisations is "how do we continuously take [you] on [your] journey [..] to grasp the essence of what it means to be a leader". He argues that organisations tend to "fast track" individuals into "random" developmental programmes and courses, assuming that leadership and leadership development will be realised through these many attendances and interventions. Rather one needs to "start from the start" and unpack and clarify the individual's preconceptions, history of experiences and learning and exposure to the "very fractured subject" that is leadership. It poses an important question that arises with the other delegates and the HoLDC themselves: how is the individual processing, consolidating, structuring and making sense of the varied exposures from the different developmental interventions and programmes he or she is 'recipient' of?

Del-5 suggests that organisations should provide opportunities for "early exposure" and "to practice" what one has learnt. In terms of the continuous

journey that Del-3 spoke of, it is the recurring cycle of "theory [and] practice" in a facilitating and supporting environment. This means creating developmental spaces and opportunities within the organisation for "experiential learning" along with the more formal developmental programmes and courses.

> "*One of the things that I've seen most companies shy away from is early exposure*, exposure of people. *Give people the opportunity to practice what they learn*. *So that they can be in a position to determine whether they can do it or not and then come up with ways to enhance or to plug the gaps that they pick up during that process of learning*. So it's experiential learning. I think they call it experiential learning. So that people can theory practice, theory, practice, theory, practice. Don't pump people with theory most of the time, no. Theory and practice."

6.5 CONCLUSION

The chapter explored the participants' various individualised "journey[s]" in and of "leadership" within their respective organisations. It draws out their different and individual entries into "leadership" and what they "bring" (PM-DBS and HOLDC-DBS) and "bring together" to "leadership" and "leadership development" as individuals. It traces how they wander and wonder in "leadership" within their respective organisations, and continue to do so through their individual careers and their journeys of working and moving their way through their respective organisations and spaces. Thus, one finds an "ongoing journey" (Del-11) in, "openness" (HOLDC-D1) to, and/or "grappling" (HOLDC-A) with, "leadership" as a phenomenon, object of study and development, and as experienced, enacted and embodied by them and others within their respective organisations. Thus, it appears to be an "ongoing journey" within shared spaces and within an 'interior' or personalised and individualised space.

In drawing out the participants' journey of wander and wonder in "leadership" in different institutional "space[s]" one begins to appreciate how that space, context, the contingencies therein and they themselves (working and moving their way through their respective organisations) shape their individual journeys. Through

the various participants' individual and "ongoing journey[s]" there then emerges the themes of finding one's "own voice" (Del-7 and HOLDC-C1), of humility or being "humble", and of not being confined to the 'letter of the text' and literacy in a 'text' or being "bound" (Del-7) by their respective organisation. The delegates' journeys and narrating thereof provides one a sense of the nuances, complexities and dynamics within a specific cohort and iteration of a leadership development programme.

After exploring the individual and "ongoing journey[s]" (Del-11) the chapter then suggested that there are three positions that the Delta Business School participants and the HoLDCs appear to take up and straddle within the different institutional "space[s]". These positions suggest differing patterns of relations with (1) the delegate-learner; (2) the leadership corpus, "discourse[s]", "paradigm[s]" (HOLDC-D1), knowledge communities, and 'industry'; and (3) the organisation and organisational "spaces". The positions are labelled as (1) the developmental guide; (2) professional "critical distance" (HOLDC-D1); and (3) pragmatic practitioner. The discussion of these positions includes the delegates' accounts and experiences where they speak to these positions

Thereafter the chapter explored the theme of the changing landscape of "leadership" and "leadership development" and how the participants view and make sense of this through different 'lenses'. Through these lenses the participants have 'sight' of and 'refract' the complex, entangled realities of the "world[s] of leadership", "leadership development" (HOLDC-A and HOLDC-C1) and "work" (HOLDC-A) that they describe as changing. It is through the global and national lenses that the participants engage with the many prefixes to "leadership", such as "global leadership" and "African leadership" and what "leadership" means in the South African, continental and global contexts and broader geopolitical formations; while it is with the organisational and developmental lenses that one finds the engagement with the hiatus or interruption of the "default way of operating" (HOLDC-D1), navigating and negotiating development for continuity and change, and the opening up of leadership

development. The team and individual lenses draws out the implications, for teams and individuals, of these engagements within and with the changing "world[s] of leadership", "leadership development", "work" and development.

CHAPTER 7
FRAMING AND DELIMITING THE PEDAGOGIC SPACE, DEVELOPMENTAL PROGRAMMES AND THE MANAGEMENT THEREOF

7.1 INTRODUCTION

The present chapter begins with the exploration of the framing and delimiting of the pedagogic space. It explores this from the perspective of the *individual* delegate and then from that of the *organisation*. Therein it discusses the "creat[ing]" (HOLDC-B) and managing of pedagogic spaces and then poses the question of the spaces of integration for learning and development and the management thereof. Thereafter, in the second section, the chapter explores the pedagogic implications of the differentiation, integration and positioning of management, leadership and executive development within organisations; that is, the way one shapes the learning and development "content", "process"[122] and, by implication, the pedagogic space. The third section discusses the role of the competency construct and "competency frameworks" (HOLDC-B and HOLDC-D2) in how management, leadership and executive development is taken up, made administrable, manageable and realisable by and within organisations.

7.2 FRAMING AND DELIMITING THE PEDAGOGIC SPACE

The subsections explore the framing and delimiting of the pedagogic space from the perspective of the *individual* delegate and then from that of the *organisation*. First it draws out the theme of the individual's "learning journey" (HOLDC-B) and "leadership journey" (HOLDC-C2) and the attendant need to shape, expand, shift and/or transcend the traditional pedagogy and pedagogic or "classroom"[123] space. It then draws out the discussion on customising leadership development

[122] The terms are cited by all of the HoLDCs.
[123] HOLDC-C2, HOLDC-A, HOLDC-B, HOLDC-D2, DBS-TM, HOLDC-DBS, Past-PM-DBS, PM-DBS, Del-4 and Del-7.

from and for the client's (present) perspectives and themes as well as the changing landscape of leadership development. The latter includes the implications of (1) navigating and negotiating development for continuity and change; and (2) broadening "access" (HOLDC-A) and opening up leadership development. These lead into the discussion on a decentred, distributed and modular design and delivery, which is followed by the discussion on managing partnerships, spaces and "platform[s]" (HOLDC-DBS). The section is rounded off by the considerations on the question of the spaces of integration.

Through the above discussions one could argue that the "classroom" and pedagogic space is decentred and distributed; and one could argue similarly of a decentred and distributed formal, non-formal and informal learning.[124] One begins to appreciate the pedagogic space as not a singular space, but rather as a multiplicity of learning, development, and client spaces and interfaces. One also begins to appreciate space not as a static, two-dimensional space, but rather as a multi-dimensional shared space and an interior individual space. It suggests that one needs to explore how the client organisations, Business Schools, consulting firms and other service providers open up, shift, expand, shape, "create" (HOLDC-B), transcend, and manage the pedagogic "space[s]" (HOLDC-B).

The question of pedagogic space is not simply a question of "push[ing]" "content" to the delegate/leader or the "pull[ing]" of "content" by the delegate/leader through various "virtual" platforms or "portals" (HOLDC-B and HOLDC-A) as and "when [..] need[ed]" (HOLDC-A). One finds through the discussion the positioning of "technology" and "automat[ion]" (HOLDC-B), such as "virtual" platforms and "portals", as an enabling method and medium; that is, as being the *means* rather than the *end* (whether it be the purpose, process or outcome of leadership development).

[124] These categories of learning were discussed in chapter four (subsection 4.2.1).

7.2.1 Taking the perspective of the individual: an individual's "personal journey" and an "individualised" or "customised" learning and development "content" and "process"

The discussion explores the HoLDCs, Delta Business School participants, and then the BankSeta IEDP delegates' conversations as it speaks to the framing and delimiting of the pedagogic space from the perspective of the individual delegate.

7.2.1.1 HoLDCs

The HoLDCs seem to suggest the need to expand, shift and/or transcend the traditional pedagogy and pedagogic or "classroom" space:

> "[..] not just sitting in the classrooms delivering courses to people." (HOLDC-C2)

> "I've seen on some of the international programmes where they focus on the leader holistically. [..] It's not just classroom-based learning." (HOLDC-A)

> "[..] as we are in a facilitator role [..] how they use technology to drive the engagement of people through that learning journey, you know what do they push and pull from the individual over that period of time, so they don't only see them in the classroom." (HOLDC-B)

> "[..] so their immersions [..] and coaching would help the person to see how it's applied, so in your role can you see how this is applied kind of thing [..] actually make it part of the classroom setting so they would go through a module and then they would say okay let's have a coaching session, it could be a group coaching session and you would learn from other people in the application. It could be when you go back to the office." (HOLDC-D2)

HOLDC-C1, for example, draws out leadership development as "a personal journey" beyond "themes" and "content". It means the attention to the

developmental "process" and "journey", which were discussed as themes in chapters four, five, six and seven.

> "So it's still an intellectual understanding of the emotional side, whereas I believe when you develop leaders you let them experience it. Self-awareness does not happen because of cognitive knowledge; [..] if they don't incorporate a personal journey it will stay cognitive knowledge. So what I'm saying is I think universities are doing more of the same. They've added the themes but they're not developing the leaders. [..] They're developing knowledge, they don't develop leaders. [..] certain business schools that tries to do it a little bit differently but I still see that it's mostly cognitive."

There are similarities and differences among the HoLDCs on individualising or customising learning and development; from individualising for an individual's "learning styles" and "learning journey" (HOLDC-B) to "dislodg[ing]" (HOLDC-C2) or customising for "where [individuals] are at" (HOLDC-A) and their personal "leadership journey" (HOLDC-C2) of "transformative" (HOLDC-D1) change. HOLDC-B provides an example of the need to accommodate "different learning styles". She suggests that this means providing various learning modalities and opportunities that allow individuals to tap into and optimally use their individual "learning styles". She sees "technology" as facilitating this:

> "And I suppose if you look at the different learning styles, even with adults, it's about using your technology differently, and you know if you can build an app or send content on an iPad – I mean I'm just thinking even within the management and leadership space the use of technology in that forum we should have a strategy about how we want to transition that over time, what is the role of technology in building management and leadership, because we're not fully utilising that ja."

HOLDC-B's focus is on the use of enabling methods and tools for and by individuals such as ways that learning and development "content" can be "pushed" or 'delivered' to a delegate "while [he or she is on-the-job] in our retail

banking space [wherever he or she may be] across all our geographies". It allows for an individual to follow different paths to "[Bank B's] way of leadership"; different paths to a common destination or defined leadership. HOLDC-B speaks of the individual's "learning journey" and how the "facilitators" of learning and development, now called "learning integrators", "push and pull" content in the "classroom" and beyond in the workplace. This is explored in more detail in the next subsection on the perspective of the organisation and how HOLDC-B sees learning and development within the changing landscape of leadership and leadership development.

> "[..] absolutely [we moving the "facilitators" to being "learning integrators"], and how they use technology to drive the engagement of people through that learning journey, you know what do they push and pull from the individual over that period of time, so they don't only see them in the classroom, there's a lot of work that's done, integration ja."

HOLDC-A, HOLDC-C1, HOLDC-C2, HOLDC-D1 and HOLDC-D2 broaden the focus to the person as a whole and developing an individualised and personalised leadership journey and process. HOLDC-D2 clearly argues for an "individualised" learning and development process as she argues against a "mould" and an individual needing to fit within that mould:

> "So to continue with what we're doing [in relation to leadership development]. Not to have this mould and to accept that everybody would fit into that mould. Individualised training. I think that's about it."

HOLDC-A is similar to HOLDC-D2 in focussing on the individual as a person and their individualised journey. She speaks of meeting "individuals where they are at" with regard to their individual developmental readiness, cycle and needs, where the design of leadership development is "customised" to the individual. This means designing "leadership development [in a manner that is] more customised to each individual and [helps] find them where they are at because we can be at exactly the *same programme* but we could be there for *different reasons*". She therefore argues against the "stock standard" and "putting people

through a sausage machine". It means going beyond "learning styles and the "classroom" space. As noted in chapter six, it forms part of the "shifts" that HOLDC-A would like to see in "leadership development" "going forward". Thus, she locates the individualising within the changing world context, the "grappling" with changes and the meaning thereof, and the "access" to leadership development in organisations.

HOLDC-A states that they are seeking "impactful learning". Realising this means more "immersive programmes" and "immersion experiences" through the use of "immersion rooms" outside of the traditional pedagogic space; as well as "immers[ing]" "leaders" and providing "access" to the bank's "academy", "learning" in the workplace, and "virtual" resources such as "portals". Thus, HOLDC-A states that it is a "blended learning solution and beyond that". It is providing individuals "a host of opportunities to choose from" for their "on-the-go learning". It is also providing a "mirror" on themselves as "leaders" in the organisational space.

> "Immersive programmes. Absolutely, that's how I see it going. We touching on that with some of our vendors and it seems to be life changing for our leaders. It really stimulates the way they think. It puts them in a situation where they really have to deal with leadership challenges. That's the type of learning that I see going forward is going to be useful. It needs to be accessible also."

> "So we really want it to move to a blended learning solution but now it's beyond that and I think it is. It is now very much to sort of say let's give people a host of opportunities to choose from, let's get people to pull where they need the information when they need the information as opposed to waiting for a workshop to go on. We've got portals in place, we've got an academy in place at the moment to drive leadership development throughout the bank through the concept of academies. So we continuously examine how best to bring learning to people. If that

means getting an iPad for everybody in this organisation and saying here's on-the-go learning."

For HOLDC-C1 it is facilitating a process of moving from being unconsciously incompetent to instilling and "legitimis[ing "leaders" to] doubt" and appreciate the "light and dark sides" of leadership and themselves. She links this with the need for doubting and suspending one's taken for granted ways of seeing and understanding; to "explore" the "world" with all its "complexities", uncertainty and "unknowns". It requires leaders "to know what they don't know" and requires taking delegates outside of the confines of the traditional "classroom". This seems akin to and reframing of Kolb's conscious incompetence.[125] Thus, the attention to learning styles and "process" is to make one conscious of one's bounds within the "world of work [and] leadership" and becoming aware of the limits of one's bounds and what is unknown to one, and that there may not be a "right or wrong" answer when understanding and working within and with the "complexities" and uncertainties of the changing world contexts and organisational context.

HOLDC-D1 speaks of an "opening of consciousness" and "creat[ing] a space for accessing unconscious material". Her frame of reference appears to be more from a psychodynamic and "spiritual" frame of reference. She argues for the need for more "creative modalities" for facilitating the learning and development process. She suggests "modalities" and "processes" outside the traditional bounds of the "classroom" space and pedagogic roles, rhythms and tempo.

> "I would like to see ideally a kind of massive opening of consciousness and almost a kind of adventure where leaders go on a very, very personal journey and that's facilitated by all kinds of amazing processes, so I'd like to see dance, meditation, art therapy. I'd like a whole lot of creative modalities to come in. I'd like more stuff around questioning one's paradigms and assumptions. [..]"

[125] IBS-MD describes Kolb's matrix as the movement from unconscious incompetence, conscious incompetence, conscious competence, to unconscious competence. IBS-MD pays particular attention to the process of moving from being unconsciously incompetent to consciously incompetent; and that one does not arrive at a final terminal point where one is completely consciously competent and then unconsciously competent.

> "[to] experiment with different ways of thinking and be more critical of their own assumptions and I think that some of -- that would be the intellectual side of it and a more soul, spiritual side of it -- I think creative modalities can help people access unconscious material, and that's what I want to do in my PhD on this is leadership and coaching, and how coaching can create a space for accessing unconscious material. [..] So I'd like to see a lot more creativity in the way that we think about leadership development."

It would appear then that the individualising of learning and development is not only paying attention to "learning styles", but also an interruption, "dislodgement" (HOLDC-C2) and uprooting of the delegates, albeit in different ways. It is meant to "force" (to use the delegates' descriptor) them from their 'moorings' on their journeys in leadership and leadership development as discussed in chapter six in relation to "life changing" (HOLDC-A) and "transformative" (HOLDC-D1) change. It means moving from being "unconscious" to "conscious" (IBS-MD and HOLDC-D1) of one's "competence" (IBS-MD) as well as the "unknown" (HOLDC-C1) and one's limits and bounds.

7.2.1.2 Delta Business School

With the Delta Business School one finds the continuing theme of a "journey" of "personal development [and] change" and the need to complement the "classroom" with "coaching" (Past-PM-DBS and HOLDC-DBS), "engineer[ing] experiences" "at work" (Past-PM-DBS), "immersion[s]" (HOLDC-DBS), "company visit[s]", and "international study tours" (PM-DBS), and broadening pedagogy and pedagogic or "classroom" space by using "multiple modes of learning" (HOLDC-DBS).

> "[..] your best leadership development is going to take place at work, and therefore you must engineer experiences that will develop people, and these unfortunately are long-term. It's not sitting in a classroom for two weeks and coming out of there as a great leader. Now, we would always

say that there's a role for us as a university and a business school, but the real development must take place within the organisation." (Past-PM-DBS)

"[..] you have that international travel it takes people literally out of themselves and hopefully at some point they start to examine and say, what should I be doing, which you can't engineer easily in the classroom." (Past-PM-DBS)

"[..] the development of the leader as a person. Second thing is that we use multiple modes of learning to facilitate that. There would be coaching, Leadership Quests, networking and international visits and all of those things that make our programmes a little bit broader than just classroom training; [..] the international trip is a part of that, sort of an internationalisation, or globalisation, immersion that we help to facilitate." (HOLDC-DBS)

"[..] so transforming the learning process from a largely classroom-based slash company visit for the international study tours to more of an experiential angle to it, so, for example, introducing field challenges." (PM-DBS)

"One is the intra-organisational factors including culture, including structure, including politics, including leadership. That can constrain those people, not be able to apply what they have learned [..] exactly because we can't go outside of the classroom following there." (DBS-TM)

7.2.1.3 Delegates

The above theme of a journey continues with the BankSeta IEDP delegates. For the delegates, it is a "personal"[126] and "emotional"[127] "journey", which has been

[126] All the delegates refer to their "personal journey" (Del-9 and Del-7) and "personal" "process" (Del-2) and impact.

explored in chapters four and six; a journey of their "experience[s]", "exposure", "challenges"[128] and "trial and error" (Del-6 and Del-4) learning in the *workplace*. It is also a journey of their "exposure"[129] in the *BankSeta IEDP*, for example, and being "lost at sea" (Del-2) and "force[d]"[130] in their "personal leadership" "journey" (Past-PM-DBS) within that leadership development programme. Thus, theirs is a journey *within* and *across* leadership development **programmes** as well as *within* and *across* the programme, Business School and organisational **spaces**. It appears to be an "ongoing journey" (Del-11) of "growing awareness" (Del-6), transitioning, working through, and "inflection" (Del-2); and seems to be emergent, contingent and deliberate across programmes and spaces. Thus, the theme of a journey allows one to appreciate the different ways of shaping, expanding, shifting or transcending the traditional pedagogy and pedagogic or "classroom"[131] space.

Through their narratives one finds that their journey is not "bound" (Del-7) or enclosed within a specific space or context, whether the pedagogic space or organisational space, as it comprises their "experience[s]" and "exposure" in different spaces at different times and over time. Del-7 provides an example of the journey not being "bound", but rather evolving, emerging, "force[d]" and deliberately developing within and across different spaces:

> "My personal view of leadership is simply put I see leadership as a very personal journey, and oftentimes it has really little to do with the organisation itself."

> "You understand so for me that internal guidance, that personal journey is how do I make myself a better person every day and of course that better person will rub off on my team for them to know that to have the trust in me, to know that their career is my responsibility."

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[127] Del-2, 9 and 7.
[128] Del-1, 2, 6, 8, 9, 10 and 11.
[129] Del-2, 3, 5, 8, 11 and 12.
[130] Del-1, 3, 4, 5, 6, 7, 8 and 11.
[131] HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D2, DBS-TM, HOLDC-DBS, Past-PM-DBS, PM-DBS, Del-4 and Del-7.

> "[..] so for me again why I see it as a personal journey is I don't want to be bound by the organisation."

Del-7 and Del-1 provide an example of the tension between being on a journey (an open and evolving process) and "arriv[ing]" (as in coming to a closure or terminal point). As noted before in chapter six, for Del-1 it is a dynamic of being "moulded" and of him "refining the edges" while "borrowing" and "learning" from others. It is not only from the "experience[s]" and "exposure" in the workplace, but also the "different leadership programmes and development programmes that [he has] been on [that] have taught [him] different things". Thus, he states, "I think the day you arrive, is the day you hang up your boots [laughs]".

Here, one can refer to the 'grist for the mill' analogy that also emerged in chapter six when exploring the delegates "telling [their] story" (Del-6). The 'grist' and the 'milling' thereof are not bound within a specific programme, space or time. One can also refer to the discussion in chapter five of how the "global exposure" (BSeta CEO) of the BankSeta IEDP helps the delegates to "experience" and go beyond the 'margins' of the many disciplinary and management textbooks and cases they are exposed to. It provides them with opportunities and experiences to ask, explore, appreciate, sense and develop a 'hands-on' feel of the realities of different contexts and institutions. As noted in chapter five, the pedagogic space is not only the "classroom" (PM-DBS and Past-PM-DBS) space, but includes the "study tours" (PM-DBS) abroad. This includes the country and company visits as well as the "downtown" and the other "field challenges" and creating "a learning experience" of being in another city in London where the delegates navigate the city themselves and manage their own transport and meals. Here, one can also note PM-DBS's discussion on expanding the Dubai "stop-over" (PM-DBS) into another "study tour" and thereby converting the air-travel transit space to a pedagogic space.

7.2.2 Taking the perspective of the organisation: the client perspective, the changing landscape and modularising design and delivery

The subsections below take up the discussion in chapter four on the client perspectives and themes, and of how one brings these into the learning, curriculum and encompassing pedagogic space. It then takes up the discussion from chapter six on the changing landscape of leadership and leadership development; on navigating and negotiating development for continuity and change as well as broadening "access" (HOLDC-A) and opening up leadership development. This then leads into the discussion on HOLDC-A's question of "how do we turn development upside down" and "create space[s]" (HOLDC-B). The discussion explores the modular, decentred and distributed design and delivery of leadership development.

7.2.2.1 Bringing in the client perspectives and themes: the "need to get closer to business"

Chapter four draws out the evolving conceptual differentiation of customising leadership development, from customising the themes, customising for the policies, practices and systems of institutions to customising the learning and development process. It also explores partnering and designing taking the form of "flexing" (HOLDC-B), "moving" (HOLDC-B), and aspiring to "co-create" (HOLDC-C1) and "co-design" (HOLDC-A, HOLDC-C2 and HOLDC-C1) with "business" (HOLDC-B). These open up the question of the very constitution, location and boundaries of the pedagogic space as a learning, developmental and client space and interface; and how this varies with the different forms of "partnerships" (HOLDC-B) that may evolve. The theme of partnerships, internally and externally, emerged in chapters four and five. The management of partnerships and the example of the "platform model" (HOLDC-DBS) will be discussed in subsection 7.2.2.3 below.

The above question of the constitution, location, and boundaries of the pedagogic space is both at the figurative and literal level on "get[ting] closer to business", of

bringing the “classroom” into the ‘workplace’ and the ‘workplace’ into the “classroom”. It is a question of the boundaries of the client and pedagogic space and how these spaces interact, intersect, merge, or parallel each other; whether “on-the-job” “learning” (HOLDC-D1, HOLDC-D2, HOLDC-Z, HOLDC-DBS, PM-DBS, Del-1, Del-4 and Del-5), “on-the-job practice” (HOLDC-Z), “on-the-job type assignments” (HOLDC-D2), “on-the-job monitoring” (Del-4), and “work-integrated learning” (BSeta CEO). It is also a question of broaching the “point[s] of view” within the client space. The above means that one may need to consider the pedagogic space not as a singular space, but a multiplicity of learning, development, and client spaces.

The BankSeta CEO, citing the “German” “dual education model”, similarly suggests the need to evolve “work-integrated learning”. He highlights below that a “pure academic” pedagogic approach cannot fully speak to the “work-integrated learning” and that one needs “somebody who’s actually been in the trenches” to design this form of learning.

> “We have a fairly close relationship with the Germans on their dual education model, and we’re looking at that very, very close, because we’ve now used that model to work-integrated learning here. So that all our programmes have a work base part for which people get credit as part of their qualification, and from that part is that something that I need to really fine-tune and make sure that actually we do that, but I think because then, you cannot get a pure academic to do this and do justice to what I’m doing. You need somebody who’s actually been in the trenches [..].”

The participants from Delta Business School appear to speak to the above question, as they discuss the possibilities of “learning combined with delivery” and “working with groups” (Past-PM-DBS) in the organisational spaces; of a “closer connection” (PM-DBS) with the organisation’s Leadership Development Centre and developing a more “in-depth understanding” (PM-DBS) of each other. Through the previous chapters one finds various analogies and metaphors for the argument that the “best leadership development takes place at work”. For

example, the Business School “springboards” (Past-PM-DBS) the delegates’ “journey” of “personal development [and] change”, a journey which then “carr[ies] on” beyond the programme and pedagogic space of the Business School. Thus, Past-PM-DBS states that “we don’t expect the programme to be the end of what they’re doing”. This means that the pedagogic space does not end with the programme. PM-DBS argues that it is “moving from content to a more mixed [methodology] process”. HOLDC-DBS speaks of “a right on time, while [..] on-the-job” (HOLDC-DBS) learning. One also finds the different analogies or metaphors of an “aquarium” (DBS-TM) and of coming out “from behind the closest bush or the bus stop” (HOLDC-DBS) for bringing the “classroom” (PM-DBS and Past-PM-DBS) and/or faculty into the workplace.

Past-PM-DBS suggests that a “closer connection” (PM-DBS) with the organisation entails negotiating the tension between the “learning” and “development” process of the individual and the expectations of the organisation for a “return”, “results” and “problem-solving”. It requires “new learning methodologies”. HOLDC-B similarly suggests that it means “creat[ing] a different model and a different level of thinking”. These entail shifts and changes in the framing and delimiting of the pedagogic space at both a figurative and literal level. One could argue that it also requires shifts and changes in how one thinks about boundaries and spaces; moving, for example, from the notion of two-dimensional static space with clear boundaries and separate, bounded objects to a more multi-dimensional and entangled view of space. However, it raises the question of how one critically engages with this view and reality of space; that is, the positions (discussed in chapter six) the designers potentially (can) take up.

7.2.2.2 Changing landscape of leadership and leadership development

7.2.2.2.1 Implications of navigating and negotiating development for continuity and change

The discussion on the changing landscape, in the subsection on the developmental lens in chapter six, explored the navigating and negotiating development for

continuity and change, more specifically, navigating and negotiating the "content" and "process" of "leadership development" (HOLDC-C1 and HOLDC-C2) in the changing landscape. Therein one finds the focus on developing the reflexive or meta-capability of a "leader" as "content" is context and time-bound and lags the changing landscape. This means a focus on "how ["leaders"] *process* [the] content" (HOLDC-C2), how they "deal with multiple perspectives" (HOLDC-C1), their "reflective practice" (HOLDC-C2), "meta-skills" or "skills above all skills" (HOLDC-C1), or the "relativis[ing]" of their "thinking" and "paradigms" (HOLDC-D1) of "leaders". This requires, for example, a "reflective space" (HOLDC-C1) and a space to "dislodge" (HOLDC-C2) or uproot the delegates. Del-11, one of the delegates, similarly suggests the need for "stretch" and "forcing you to move into areas of discomfort" and of being uprooted from one's comfort zones or spaces, while Del-2 suggests that one needs to be "throw[n] into the deep end".

These spaces, whether "reflective space", space of "dislodgement" and space for "stretch" and the "deep end", are 'outside' of the traditional "academic" and "intellectual" space. It means taking the delegates out of their comfort zones, whether within the "classroom", organisation or other spaces. It also means appreciating the learning and development as well as the "experience[s]" and "exposure" that takes place outside the space and time of a leadership development programme. For example, Del-5 and Del-6 describes how one is "exposing yourself" when managing and leading within organisations. That is, opening up your own self to others, being "vulnerable" (Del-6), not knowing all, acknowledging "failure[s]" (Del-5), negotiating being a "leader", the "different cultures" (Del-6) in the organisation and the "clash of cultures" (Del-5) that occur.

7.2.2.2.2 Implications of broadening "access" and opening up leadership development

The opening up of leadership development concerns the broader "*access*" (HOLDC-A) to leadership development and the *design* of leadership development itself. It suggests the opening up of spaces for this broader access and design of

leadership development *within organisations*, albeit in different ways given the discussion in chapter six. This means different ways of opening up spaces. For example, one finds HOLDC-C2's criticism of "talent management" and the related "talent development" as it leads to stratification through the "nine box grid" of "talent management" and the related differential "talent development", allocation of the "budget" and allocation of "programmes". For HOLDC-C2, using the metaphor of sculpting, one needs to open or provide space to "bring out the sculpture" in others; not only for the management hierarchy or select talent segments. Among the delegates one finds Del-5, Del-4, Del-3 and Del-6 suggesting the opening up of "opportunities" (Del-5) for their team members to learn, experience and be exposed to being a "leader".

As noted in chapter six, for HOLDC-B it is the access to the senior "leaders" of the organisation and them partnering and leading leadership development. This means making the senior leaders of the organisation accessible to the emerging leaders and others for their development, rather than only access to programmes. More importantly, the senior "leaders" themselves lead leadership development from within the organisation, rather than it being the sole preserve and agency of the Leadership Development Centre or Business School. That is, one could suggest the preserve of the programme and academic spaces. HOLDC-C1 also opens up how leadership development is framed and designed in her notion of a "conversational design". For HOLDC-C1 leadership development, in contrast to a "cognitive" or "schooling approach", should be valued as a continuously evolving "process" and "conversation" with others within the organisation. There is no predetermined and scheduled "agenda" or "solutions", as it is a process and reflects the "complexities" and "unknown" of the "world" and organisations. It marks a shift in pedagogy from leader-focused programmes to leadership development as a relational process to "explore", "reflect" and gain "insight" into one's own and others' "mindsets", "understanding" and vantage points. Thus, she opens up leadership development rather than restricting it to "leader" development; that is, leadership development which encompasses individual development for all.

In a similar manner to HOLDC-C1, HOLDC-D1 argues for opening up of leadership development from being framed as solely "intellectual" (HOLDC-C1 and HOLDC-D1) or "cognitive" (HOLDC-C1). This suggests opening up of leadership development from being solely an "intellectual" or "cognitive" space. In this way one appreciates the pedagogic space as multi-dimensional shared space and as an interior space for individuals as well. One finds HOLDC-D1 arguing for opening "access" to individuals to "different ways of thinking and seeing the world" and how their individual, relational and team "unconscious" dynamics plays out in their "sense making". This means providing space for the "opening of consciousness". For HOLDC-D1 opening up leadership development within organisations means "relativis[ing]" the individual and organisation's "thinking", "discourse", "paradigm[s]", "assumptions" and "default way of operating in the world".

7.2.2.2.3 Decentred, distributed, modular and "lock-step" design and delivery

HOLDC-A poses the question of "how do we turn development upside down", "how [do] we really immerse people in the learning" and how "leaders really can immerse themselves in the situation and through that learn". It suggests the need for turning the pedagogic space "upside down" and poses the question of how one "creates space[s]" (HOLDC-B). The engagement with this question and the implication for creating, framing and delimiting pedagogic spaces begins with the discussion of the modular and "lock-step" (PM-DBS) *design* and *delivery* of leadership development by HOLDC-B and PM-DBS, citing the similar suggestions by HOLDC-C2 and HOLDC-A. The modularisation is more than managing *content* modules. It refers to an open "architecture" (HOLDC-B) for the modularisation of the design and delivery and decentreing of the "classroom" (HOLDC-B) or decentreing of the "content delivery" (PM-DBS), "learning experience" (HOLDC-B) and development spaces and "creat[ing of] space[s]" (HOLDC-B). This means decentreing in part the content selection, as in the content that is "pushed" (HOLDC-B) to the delegate depending on the "business needs" and his or her needs and "learning journey" or "pull[ed]" by the delegate

"when [he or she and the "business"] need[s]" (HOLDC-A) it. With the HoLDCs such as HOLDC-A, HOLDC-B and HOLDC-C2 the decentreing entails blending "content" (HOLDC-A, HOLDC-B and HOLDC-C2), "modules" (HOLDC-B) and "programmes" (HOLDC-B) from internally in the organisation (as managed by the Leadership Development Centre) and externally for the "push" or "pull". It also means decentreing delivery of the content through the use of "virtual" (HOLDC-A) platforms for "self-learning" (HOLDC-C2) and for "virtual collaboration" (HOLDC-B). Decentreing also means changing delivery from a standardised schedule of an "end to end" programme to "just-in-time" (HOLDC-B and HOLDC-C2) delivery and learning or just-in-time "pull[ing]" (HOLDC-A) of content and "immerse[d]" "learning" by the delegate. This implies that "learning' (HOLDC-A, HOLDC-B and HOLDC-C2), development and the "reflection" (HOLDC-B) on and "integration" (HOLDC-B) thereof by the delegate is also decentred.

HOLDC-B discusses the modular design and delivery in the context of the changing pace, timeframes, expectations and requirements of organisations. The organisations are expecting and requiring more within shorter time periods and budgets. The 'more' is quantitative as in more "leaders" are to be developed; and also quantitative and qualitative in that more changes are expected of the individual and organisation as a whole to address the "business challenge[s]" in the changing operating environment. The challenge in designing the learning and development process is how one creates learning "experience[s]" within the short time periods. HOLDC-B discusses the move to a "completely different architecture" where one "chunk[s]" the "learning experiences" and "content pieces" of the "leadership essentials" and "management essentials" for the bank. As illustrated in Figure 10 below, it is the modularisation of the learning "content" and "learning experiences [and] process". This allows "chunk[ing]" and blending from *internal* and *external* "modules", curriculum, "programmes" and developmental interventions to meet the "business needs" as well as blending of different "learning methodologies" within and across "modules". In between the blended "chunks" and "modules" one needs to "create space[s]" where the

blending of “learning methodologies” continues to ensure “reflection”, “learning integration” and that learning “solve[s] the business challenge”. This means the delegate learns, integrates and solves business challenges in the workplace while on-the-job.

> “So I think if I look at a programme like foundation leadership programme, which is your entry level, at a managerial, that used to be two weeks so and it’s now five days so it’s as learning professionals you’re challenged to say you wanted to create X experience, but what true result did you get out of two weeks, if you chunk it up into five days, and you create space between that reflects how does it solve the business challenge, and not letting you go from the business, as well as the individuals’ opportunity to learn in that design. So I think what’s changed is our ability to design for what the business needs and to take people on the right journey and we’ve moved away from what used to be traditionally lengthy programmes to a completely different architecture.”

HOLDC-B states that this “different architecture” and approach requires changes in the internal capacity of the organisation’s leadership development centre, particularly changes in the “ability to design” or “design capability”. This includes agility of the “learning consultant[s]”, “facilitators”, “co-ordinators”, “designers”, and the Leadership Development Centre team as a whole. The “learning consultant” and other roles now have a “design component” and “capability”. They are all ‘architects’ “architecting [..] solution[s and “learning journey[s]”]”. The “facilitators” are now “learning integrators” and are not limited to the “classroom” or learning venue: “they don’t only see them [the delegates] in the classroom”. That means a change in the leadership development “mind-set” where one designs solutions to an organisational requirement for a particular point in time and space. It also means opening up and creating spaces for “learning experiences”, “reflection”, “learning integration”, and the learning “solve[s] the business challenge”. Thus, the “different architecture” has implications for how one creates, frames, and delimits pedagogic spaces.

"[..] your leadership and learning function, your consultants, your designers, your facilitators, your coordinators, what is the capability they need to have, so even though you've got designers what portion of the role of a learning consultant becomes a design component. So you may have previously relied on just passing over the business need to a designer whereas actually I'm asking learning consultants to have strong business acumen and some design capability to at least start architecting a solution so that by the time you hand it over to a designer and a developer they can solve that then a lot quicker."

"So what you're saying here is your capability within your learning function sits in multiple roles, and your success is linked to those individuals being able to operate effectively in their role, so here's a great example, a facilitator is a facilitator who stands in the class right, we have 70 facilitators, the role of a facilitator is significantly changing, especially if you look at the involvement of technology, so instead of saying that we are over time going to lose the role of facilitation, no, we created a learning journey for a facilitator where you only used to do X at the end of 18 months you'll do Y, you'll be able to facilitate E-learning, you'll be used as a performance coach on a certain programme, so we've had to change the capability built internally to be able to leverage the technology."

"[..] well as soon as you automate you have impact on roles, but if you act proactively, as we are in a facilitator role, you just change that role for what the business needs, and the individual sitting there always thought they would only be a facilitator, and yet there's skills set that you're building and how you retaining them, incredibly powerful."

"[..] absolutely [we moving the "facilitators" to being "learning integrators"], and how they use technology to drive the engagement of people through that learning journey, you know what do they push and

pull from the individual over that period of time, so they don't only see them in the classroom, there's a lot of work that's done, integration ja."

This "different architecture" and approach also requires "flexibility" of access to the Business School "faculty" and other leadership development providers. It is similar to the "lock step process" of the "shorter", "stretched out" "fast track" "leader development" (PM-DBS) that PM-DBS and Past-PM-DBS have newly designed at Delta Business School. It is designed to address the same pace of change in organisational timeframes, business cycles, expectations and requirements that HOLDC-B identifies. It entails "distill[ing] the learning from an IEDP into a fast track leadership programme". The "lock step" process uses the "distilled learning process" and "time lapses", in between the contact sessions at the Business School and within and across the shortened modules, to allow delegates the space and time for his or her "leadership quest", "learning by doing", "reflection" and consolidation process for "development to take root", including "integrat[ing the learning] back into the work". The "fast track leadership programme" continues the Business School's framework of "head, heart and hands in leadership". PM-DBS recognises that the "content delivery might change", as HOLDC-B suggests above, but is sceptical of a completely "virtual"-based learning and development process.

PM-DBS begins with the "recognition that the lecturer should be more of a *facilitator*" and the continuation of learning from and through others and "learning by doing" in the "classroom" or "contact" sessions and "study tours":

> "I think the philosophy of learning is, at the Business School and Business Schools in general, about a recognition that the lecturer should be more of a *facilitator*, it is not the guru who stands up and spouts, although you do get those and, in certain subjects, it lends themselves to that, *a recognition that they are going to learn a lot from each other*, so the diversity in the class is really important and facilitating that learning process from each other [..] *learning opportunities of study tours where you get to know people in a very different way to how would you get to know them in the*

> *classroom*, most often positively [laughs], so I think that that trend, *learning by doing*, is not going to change, I think it is probably going to grow." (italics added)

He continues that there may be "smarter ways" for "content delivery" and the need for "shorter [..] time away from work", but this needs to be differentiated from "distill[ing] the learning process", providing "time for learning ["reflect[ing] and] development to take root and [to] integrate back into the work":

> "so I do not think the leader development is going to become *more compacted*, it will probably be *stretched out more*, and I think that there would be some benefit but there is obviously an *optimum combination of how much time away from work together in the group, how much work in between the contacts*." (italics added)

For the HoLDCs such as HOLDC-A, HOLDC-B and HOLDC-C2 the blended and modular design speaks to the idea of "just-in-time learning" (HOLDC-C2). HOLDC-C2 aligns the idea of "just-in-time learning" with "Knowles principles of adult learning" and suggests that, given these "principles of adult learning", traditional scheduling, structuring and delivery of learning and development is not appropriate or seen as "relevant" by the organisation and the delegates. HOLDC-B and HOLDC-A similarly suggest that there is a need for "just-in-time" (HOLDC-B) delivery of development and learning on-the-job. This means changing delivery from a standardised schedule of an "end to end" programme, even if shortened, to "just-in-time" (HOLDC-B and HOLDC-C2) delivery and learning or just-in-time "pull[ing]" (HOLDC-A) of content and "immerse[d]" "learning" by the delegate. That is, content that is "pushed" (HOLDC-B) to the delegate depending on the "business needs" and his or her needs and "learning journey" or "pull[ed]" by the delegate "when [he or she and the "business"] need[s]" (HOLDC-A) it.

> "That's exactly it and it's also meeting the business where you're at, so if the business is at the point of now needing to determine strategy and put a business plan together don't bring additional modules, bring the module

> that's going to help them do that effectively, and then build the additional module, so it is looking at your design but looking at where the business is at in their business cycle and then matching those [..]." (HOLDC-B)
>
> "It is now very much to sort of say let's give people a host of opportunities to choose from, let's get people to pull where they need the information when they need the information as opposed to waiting for a workshop to go on." (HOLDC-A)
>
> "I took all of them [the findings of the internal "research" he conducted in the bank] and then I came up with a strategy and basically it's built around people wanting just-in-time learning, they don't want to learn now and then go and use it in ten months' time because that's not relevant, right. This whole idea of scheduling training wasn't working you know. The idea that it needed to speak to business results, to business objectives was more important, and of course the 'what's in it for me' factor as individuals." (HOLDC-C2)

HOLDC-B provides a drawn out example of a modular design, "just-in-time" delivery and learning, and "learning integration", as visualised in Figure 10 below. The design entails breaking the mould of the standard "ten days end to end" programme. It means segmenting the "end to end" programme into "modules" with the creation of "space[s]" for "shared" "reflection", "conversation" and "learning integration" in between. It 'opens up' the design of leadership development as it provides space to experiment and explore how one sequences, structures and integrates the "content pieces", "modules", "learning methodologies", overall "process pieces" and "learning integration" throughout, and how one module and process "inputs" or feeds into another. It 'opens up' the design to different possibilities of "blending", whether different modalities, use of individual and team-based learning, blending different forms of pedagogy, utilising various providers, and creating diverse experiences, developmental challenges and "support structure[s]". It also focuses one on how one prepares

delegates for and at the various points, or provides the "support structure" for the delegates themselves to prepare, such as online tools and platforms. HOLDC-B as well as HOLDC-C2 refer to "online coaching tools" and "just-in-time" or on-demand online learning resources such as the Harvard Manage Mentor. The online tools and platforms can also facilitate "priming [of the delegates] and keeping [..] the learning alive" after the "modules" and "programmes". HOLDC-B sees the use of "technology" for more mobility and "accessibility" to learning. This "accessibility" also means access to a broader audience, which helps "drive a culture of learning".

> "So learning integration for us, depending on the level of audience, we actually assign an individual as a learning integrator, so they stay with the group through their entire journey, and all they do is they weave in the entire conversation. So if you could imagine the golden thread through the entire piece, we would call that learning integration. [..] Making the links, and if you think about it depending on your time delay between your block one and block two people need to be reminded around what their learning was from block one to block two and you need to create space and conversation for people to share what they learnt, how they tried to apply that, what worked, what didn't, before they transition into the next content piece."

> "Yes and sometimes [the delegate's "learning journey" is] more critical than the content, and that's where your ROI comes [..]."

For HOLDC-B the "architecture", wherein the delegates' "learning journey" is articulated, provides the "blueprint" to assist with the "decision[s]" on the design, development, delivery and sequencing of leadership development:

> "[..] the blueprint has to have enough of the critical success factors in it, so if you don't have a blueprint you wondering why some programmes are successful and some aren't, and you struggle to make the decision around when do you integrate coaching and when don't you. When do you bring an action learning project in and when don't you, or what level of action

learning project would you bring in at the level of women in leadership, which sits here versus the action learning projects you would have at a strategic leadership level."

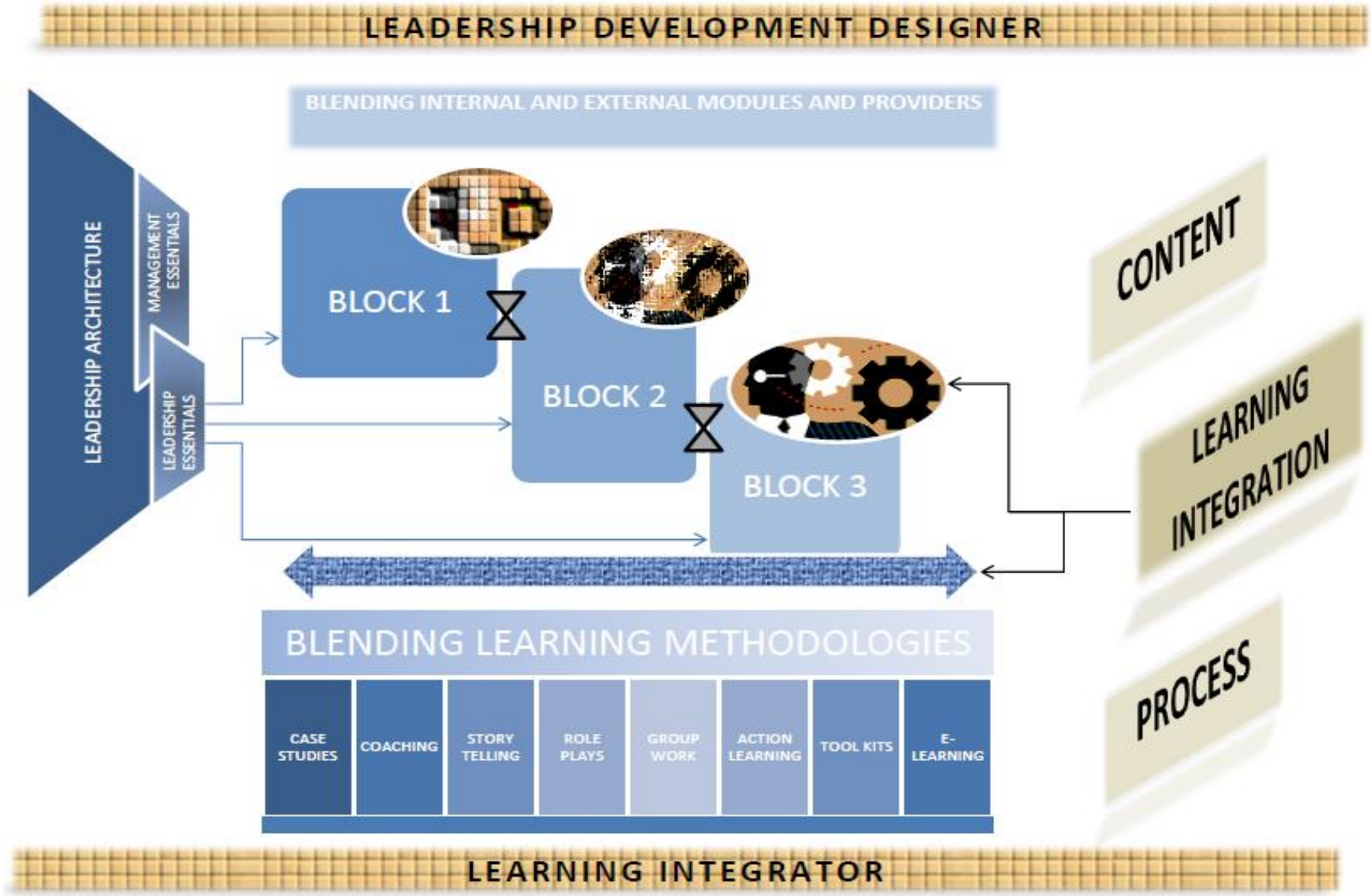


Figure 10: Illustration of the modular design, "just-in-time" delivery and learning, and "learning integration" (adapted from HoLDC-B)

As noted in chapter five, HOLDC-B though does point to the "infrastructure" challenges to enable the utilisation of various electronic and "virtual" tools and platforms, including the decentralised information systems and "learner management system[s]" within organisations. Thus, HOLDC-B highlights the internal and external "dependencies" of the Leadership Development Centre. For example, she cites the internal dependency on the information and technology function. She also points to how the centralisation and decentralisation dynamic plays out with these dependencies. On this note she suggests that if there is not a centralised leadership development function and design that one could have a similar "duplication" of systems and costs, systems in silos, and lack of scale as with the learner management systems. More importantly, one would have systems designed for a specific business purpose at a certain point in time rather than an agile, adaptable and responsive platform.

HOLDC-B, however, also points out that realising "saving[s]" with a "costing model" of a centralised leadership development and with the economies of scale of a "virtual" delivery of "content pieces" may not address the "pieces that are going to make leaders effective", such as "experiential" learning and "immersions" in other countries and markets. This means that with limited budgets certain "pieces" (whether "content", "process" or "learning methods") of the "architecture" will become predominant. Thus, the creating, framing and delimiting of the pedagogic spaces on paper in the "architecture" and in practice will differ in terms of the preponderance of certain forms of pedagogic spaces and "learning experience[s]". This means that in practice the intended "learning journey" may become constricted.

HOLDC-C2 also points to the need for providing delegates with multi-sensorial and multimodal experiences for their "own personal journey". He cites the designing and development of the "integrated leadership programme" at his bank that also blends methods and aims to provide a multi-sensorial and multimodal experience to "integrate" the "cognitive, the somatic, the emotive, relational, [and] spiritual domain[s]" of an individual "leader". It means "creat[ing] space[s]"

(HOLDC-B) for the development of these "domains" and the "integration" thereof.

> "[..] it was really a first time in the bank we're using simulated environments, using the computer, using some leadership tools, using knowledge management, using connecting with other people, sharing, asking questions, getting responses back all of that to develop leaders, this is a new thing here."

Past-M-BSeta similarly speaks of the "blended learning" in the BankSeta IEDP and the evolving intention of giving delegates a full sensorial experience. It means taking the delegates outside of the "classroom" and their comfort zones, and an "integration of the senses" to allow for "comparisons" and "contrasts" across contexts, geographies, people, experiences and learnings.

The modular design HOLDC-B describes draws from the "leadership essentials" and "management essentials" for the different levels of management, as articulated in the bank's leadership "architecture" or "leadership competency framework". This blending of the "leadership essentials" and "management essentials" in leadership development appears to be prevalent with most of the HoLDCs as one tracks their whole conversation. It suggests the need to explore the conceptual differentiation of management and leadership, as well as differentiation of management, leadership and executive development, and the day-to-day lived realities of the organisation. There appears to be an assumption that the delegates in the senior management and executive development programmes have a foundational management knowledge, experience and expertise. Section 7.3 takes up the differentiation of management, leadership and executive development.

7.2.2.3 Managing partnerships, spaces and "platform[s]": beyond organisational boundaries

The theme of partnerships that emerged in chapters four and five was cited above in subsection 7.2.2.1, on bringing in the client perspectives and themes and the

"need to get closer to business" (HOLDC-A). For the HoLDCs this seems to imply managing the various partnerships with different Business Schools, consulting firms, service providers and independent consultants. This requires managing different pedagogic partners, relations and spaces, and managing the delegates "leadership journey" (HOLDC-C2) and "learning journey" (HOLDC-B) across these pedagogic relations, spaces, and their individual administration and learning and development platforms (whether contact and/or virtual) for example.

One also notes that it is not just partnering with the Business School as a single institution, but rather the differentiated access and partnering with the individual Business School faculty members. As noted in the above subsection on modularising design and delivery, HOLDC-B suggests that "different architecture" and approach requires "flexibility" of "access" to the Business School "faculty" and other leadership development providers "as and when needed".

The differentiated access and partnering with *individuals* from within the Business Schools and other leadership development providers brings to the fore how client organisations contract, manage service delivery, and manage relationships with the service provider. It opens up the question of whether it is different from the contracting on and managing a standard, tailored or customised *programme* of a Business School or other provider; or different from contracting and managing a *Programme Manager* or *Director* of a Business School. One could reframe the question and ask whether there is a need to create a single framework and platform for blending and managing these different relationships to individual faculty members, consultants, consulting companies and Business Schools. This comes through in the discussion of the "platform model" by HOLDC-DBS below.

HOLDC-DBS begins by suggesting we are at the "at the cusp in the start of a whole new jump into how leadership development will happen in time". Leadership development is required to be "more [geared to] a right on time while [..] on-the-job" form of delivery of learning and development, where "learning

needs to get closer to where the person actually *is*" within the organisation. However, he argues that "nobody [..] has cracked that yet", whether the "Business Schools", "leadership academies in the organisations" or "the consulting firms [..] consulting [..] in the company already". He suggests that the "consulting firms" have the opportunity to "plug in the learning and development behind" their "consulting" work as they are "already" within the organisational space. There is also the possibility of "a business school professor or a team builder" sojourning in the organisation and coming out "from behind the closest bush or the bus stop" when appropriate or needed. He adds though that it is not clear "how [the "right on time while [..] on-the-job" delivery] can be practical" and whether the organisations' budgets could afford this.

> "I just don't think the way in which the methodologies about how that is going to happen, has actually really panned out yet in terms of how it can be practical. It is also going to be very expensive."

HOLDC-DBS does mention the emergence of the "platform model" by the consulting firm, World We Work In, as a possibility and a nascent form of "the next big wave [of] leadership development". The World We Work In brands itself as "global network of [..] faculty and facilitators" (2015). It states that the platform model provides an "architecture" (World We Work In, 2015, p2) that acts as a "*platform intermediary* [that] brings together two specific groups – [a "network" of] *intellectual free agents* [as "consultants", "facilitators" and providers of leadership development] and *corporate clients*" (italics added, ibid). In this way it provides a "boundaryless organization" (p2) to meet the "increasing sophistication of client demand[s]", which includes clients asking the "consultants" and "facilitators" to "integrate divergent management disciplines, research areas, and learning methodologies" (Anderson & Van Wijk, 2010, p550). This means the need to "customize and innovate *beyond the boundaries* of a *single institution*" (italics added, ibid).

> "The client may request *different providers* to work together, previous consultants' work to be *integrated* or *sustained*, or certain professionals to be *included* in the offering because of their know-how, skill or relationship

> with the company. Concurrently we have observed clients asking to *integrate* divergent management disciplines, research areas, and learning methodologies. These requests often demand for business schools to *achieve collaboration across their different departments* – something which has been historically difficult to achieve [..]." (italics added, ibid)

This is similar to HOLDC-Z's request discussed in section 4.3.1.2.2 of chapter four. She states that her "mandate" is "output" for the organisation and her role is not that of a "specialist" developing "expertise" in "integrating" the "components" and the range of leadership development programmes and interventions. She "rel[ies] on the professionals and universities for this". As noted in chapter four, HOLDC-D1, HOLDC-C2 and HOLDC-B similarly speak of working with the Business School and them playing the role of "research" (HOLDC-C2) and helping to "think together" (HOLDC-A) and "to think about how we can apply it in a very real way".

> "I think the business school can do, you know, what the bank can't do because it's not its core competency, that is research the latest thinking around how people learn, how leaders learn, what's the best ways of bringing programmes to people, leadership development programmes, what's the latest thinking and out all of that and present all of that to a bank and say look we can help you with -- you guys don't need to go and do the research, we have done it for you, but let's talk about how we can bring this so that we can increase your leadership capabilities." (HOLDC-C2)

Coach3, the Head of Executive Education at Delta Business School, suggests that this is blurring the line between learning and development processes and "consulting projects". As noted before, HOLDC-B speaks of the "flexibility" of "access" to the "faculty" of a local Business School without incurring a "massive overhead" and "build[ing] an internal Business School".

Anderson et al (2010) argue that the platform model is not "trying to *fit* the *client need* to the *abilities of existing faculty*", but rather their "approach is *solutions-oriented* and focused on achieving the best outcomes for clients and partners" (italics added, p551). Similar to HOLDC-B's metaphor of an "architecture", Anderson et al argue that the platform model "embodies an architecture – a design for services, and ["technology" (p549)] infrastructure facilitating network users' interactions" (p541) and "also provides a set of rules; that is, the protocols, rights, and pricing terms that govern transactions" (ibid) and the "open collaboration" (p546) and "sharing of intellectual capital" (p547). The "intermediary" (p547) or platform role is that of "linking" (ibid) the "client" (ibid) space and the "faculty [and] free agent" (ibid) space based on the "client requirements" (p546); that is, "linking" the demand side and "supply side" (p547) to meet the client requirements. This means, for Anderson et al, a shift for Business Schools and "professional service firms" (p546) from their single focus on "a proprietary model in which they base their executive education offerings exclusively on in-house resources and rarely go beyond the boundaries of the institution in search of intellectual capital or alternative learning methods" (ibid). The "linking" of the demand side and "supply side" (p547) spaces, along with the "architecture" (p541), "rules" (ibid), shared "intellectual capital" (p547) and "client requirements" (p546) raises the question of how the pedagogic space(s) is shaped or created, framed and delimited by these.

Along with the question of pedagogic space, one could also raise the question of the ethics of leadership and leadership development, as discussed in chapter six on the professional "critical distance" (HOLDC-D1) position (subsection 6.3.2.2). For example, HOLDC-DBS speaks of the "ethical" dilemma regarding meeting the personal development of the individual and the organisation's requirements, as discussed in chapter six; the "ethical" dilemma of address[ing]" an individual's "leadership", "person", "authenticity" and "freedom" while also addressing what the "company [..] requires" of the service provider. This leads to the next question of the "point of view" (HOLDC-A) that informs the requirements of leadership development. In section 4.3.1.2 of chapter four the theme of the "blank

page" (HOLDC-Z) and the negotiation of the different "point[s] of view" within the client organisation emerges. It means differentiating the client space. One needs to "find [the different stakeholders] where they are at" (HOLDC-A); that is, attend to where the "business are at", the "individual" or delegate/leader "is at", and where the Leadership Development Centre team and HoLDC "are at". "It is a journey" (HOLDC-Z). "You need to meet the organisation where it is at and introduce where you want it to be" (HOLDC-Z). It returns one to the question of the pedagogic space. Here, one needs to explore how that space or spaces are shaped by where the different stakeholders are at, and shaped by the "cultures", "subcultures" (HOLDC-A) and the "levels of maturity" (HOLDC-A, HOLDC-B and HOLDC-Z) of the client organisation.

The discussion on the shifts, changes in expectations and the platform model seems to speak to Coach3's past experience as Head of Executive Education at Delta Business School and his current experience in other Business Schools. Coach3 states that the "target market, CEOs and human resource directors [within South Africa], have become a lot more sophisticated" with regard to the leadership development industry and their demands of leadership development. There is the development of maturity with regard to leadership development in client organisations. However, it could present a "problem" as the jargon of the leadership development industry may hinder "getting to the real thing", meaning a tension between "sophistication" and "arrogance"[132] on the part of the client organisation.[133] Coach3 then moves on to an example of a large retailer and the way in which this client organisation is stretching Theta Business School to

[132] One could use HOLDC-C1 and IBS-MD's reference to Kolbs' learning cycle, where different stakeholders of the organisations are straddling the "unconscious incompetence", "conscious incompetence" and "conscious competence" phases.

[133] Coach3 qualifies that the maturity of organisations "does depend on whether the organisation is large enough to have that [internal capacity in leadership development and human resource in general]". Also, "whether they've got the resources for it". He refers to one of the major banks, Bank B.

"I quite enjoy working with [Bank B]. [Bank B] both have the resources, have the awareness, have the competence and in fact they're probably ahead of some of the business schools, most of them in terms of leadership development. They're going to the conferences internationally. They're going and seeing what's best practice at other banks, at Bank One for example. I mean they've got [X] employees so best they get it right and they've got a good team doing that [..] So what do I see is the change? Not only is there the sophistication, sometimes it's arrogance, we know better and we want you to do this, and sometimes business schools will walk away."

design, develop and deliver leadership development: “what they’re looking for doesn’t fit within our paradigm”. There is the physical stretching as well: “they want us to do the stuff in the stores”. In this way it is “really the blurring of the line between consultancy and management [and leadership] development”. It also blurs the line between learning and development processes and “consulting projects”.

> “I think their knowledge of what’s available and knowledge of what they want -- sometimes this can be a problem because you never get to the real thing -- but I’ve been recently dealing with [a major retailer] and I have been astounded by where they want to take me as a business school, and I’m putting on my [Theta Business School] hat now, where they want to take us to a point where I’m actually saying I don’t know if [Theta Business School] can help these guys because what they’re looking for doesn’t fit within our paradigm. There’s no strategy and there’s no marketing, no finance, and they want us to do the stuff in the stores. It’s really the blurring of the line between consultancy and management development because in a way the projects [..] they’re very much consulting projects, very much, here’s a problem, here’s the research, here’s what it’s going to cost to do this. It’s taking what I did as an MBA student 20 years ago.”

Coach3 points out that the client organisations’ “corporate academies” (or “corporate universities”) are utilising consulting companies for the design of their leadership development programmes. He suggests that Business Schools “don’t have that creativity; they don’t have a design team”.

> “So let me give you an example. Even an organisation [..] like ABIL, African Bank Investment Limited, and Ellerine’s [“furniture retailer”], their disastrous position, is considering starting an academy. [..] So you now have a furniture retailer trying to work out in their mind what is the best leadership development for a guy who runs a branch down in Pofadder of Ellerine’s or Joshua Doore or one of these things. So even those organisations are thinking about it and I’m asking myself the

question as a business school person, where are we in this? And *what's interesting is we're not being consulted on the design of those things*. *They're going to the consulting departments to do that or consulting companies*." (italics added)

As with Coach3, HOLDC-DBS contrasts the current practices of the Business Schools in general to the demands of client organisations. He suggests that it remains the "same old, same old" in that the Business Schools remain as the "bigger provider of leadership development worldwide" and continue with the use of the "case" method. He does point to the addition of "action learning", "experiential" interventions, and "coaching", with coaching "still [being] the very next big wave playing itself out now in leadership development". The "use of technology" for delivery of content is an emerging development. However, he suggests that in South Africa technology is not being leveraged effectively as a form of delivery mechanism and system, especially in the form of "right on time on-the-job" leadership development. Coach4 points out that it not an 'either/or' debate with technology use; it is not a question of technology usurping the classroom space and the 'contact' within that space. He suggests blending the 'contact' and online forms of delivery. Technology is a method or tool, an "enabler" (Anderson et al, 2010, p549) rather than an outcome in itself.

For the delegates, it is also not just the use of technology. Most of the BankSeta IEDP delegates call for some form of post-programme seminar, alumni network, forum or "platform" to "share" (Del-4) and keep their learning and development and newly developed networks alive. It also links back to the discussion on the lack of follow-through on their return to their respective organisations (in subsection 6.2.3.3).

"[..] platform for delegates to share." (Del-4)

"[..] so I mean I think it is about creating the right kind of platforms to share the knowledge." (Del-4)

"[..] platform to express who we are and what we do." (Del-9)

7.2.4 The question of the spaces of integration

Through the discussion in the above subsections the question emerges regarding the spaces of integration for learning and development and the management thereof. For example, at the level of the individual, one can take HOLDC-B's discussion of the "learning journey" of an individual and their "learning integration" within the modular design and delivery of leadership development. It means "creat[ing] space[s]" within and across the blending of (1) internal and external "pieces" to meet the "business needs"; (2) different "learning methodologies" within and across the "pieces" and "modules"; and (3) "immersions" (HOLDC-A and HOLDC-B) within the organisation and outside of it. Another example, at the level of the organisation, is the "platform model" (HOLDC-DBS) where the platform provides the space to "customize and innovate beyond the boundaries of a single institution" (Anderson, 2010, p550), that is, to "*integrate* divergent management disciplines, research areas, and learning methodologies" (italics added, ibid) from different Business Schools, consulting firms, and "free agents" (p546).

The above discussion on the spaces of integration for the learning and development and the management thereof can be located within the broader discussion of integration in chapter four. The above then can be said to be integration or "integrative work" (HOLDC-C2) from the programme and developmental process perspective and from the bank's or "business perspective" (Del-6).

7.3 THE PEDAGOGIC IMPLICATIONS OF THE POSITIONING OF MANAGEMENT, LEADERSHIP AND EXECUTIVE DEVELOPMENT WITHIN ORGANISATIONS

The section explores the differentiation, articulation and positioning of management, leadership and executive development *within organisations*. It begins with the discussion of the emerging organising model and how this opens

up the question of the pedagogic implications. It then, through the subsections that follow, draws out the nuances, complexities and debates on differentiating and integrating "management" and "leadership" and the development thereof. The participants tend to focus on "management" and "leadership". Executive development is referred to in relation to the development of "senior managers".

7.3.1 Emerging organising model and opening up the question of the pedagogic implications

As one explores the participants' differentiation, articulation and positioning of management, leadership and executive development *within organisations*, one finds that their discussion centres on "management" and "leadership", or the focus on "management" and "leadership" as an *organisational task* and the focus on the *developmental task* of developing these. Their discussions move, for example, from the conceptual to the content and focus of *organisational tasks* as well as the content, planning and focus of the different *development programmes*. As one follows the various discussions, what appears to emerge is an image and model of the organisation as a three-dimensional "pyramid" (HOLDC-A, HOLDC-C2 and BSeta CEO), as illustrated in Figure 11 below. This depicts a triangle that one can picture from the *organisational task* of "managerial leadership" (PM-DBS) and from the *developmental task* of developing managers, leaders, "manager leader[s]" (HOLDC-A), "managerial leadership" (PM-DBS), and executives. It appears that one cannot focus on a specific side of the pyramid/triangle as if unrelated or disconnected to the other, even if "management" and "leadership" are *differentiated* conceptually or by role *or not*.

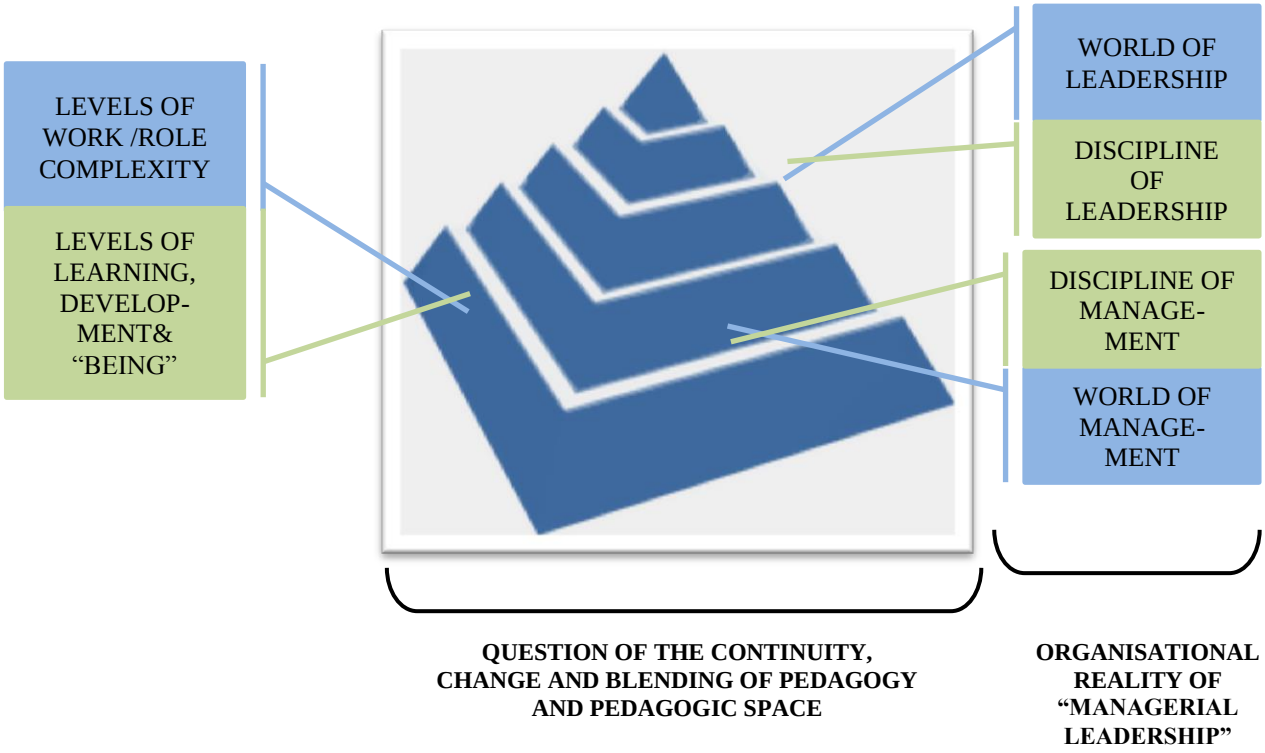


Figure 11: Three-dimensional pyramid depicting the organisational task (in blue) and developmental task (in green) (compiled by author)

In terms of the **organisational task** the pyramid's three sides can be differentiated by (1) "levels"[134] of work complexity of the management hierarchy; (2) world of management; and (3) "world of leadership" (HOLDC-A and HOLDC-C1). Correspondingly, in relation to the **developmental task**, the pyramid can be differentiated as (1) "*levels*" of learning, development and change or transformation in one's person and "being"[135] (HOLDC-C1); (2) the "discipline" of "management" (HOLDC-A); and (3) the "discipline" of "leadership" (HOLDC-A). These are illustrated in Figure 11 above.

[134] All of the HoLDCs, faculty and BankSeta participants refer to "levels" in relation to the organisational and developmental tasks citing Charan et al's (2011) leadership pipeline model. HOLDC-C2 also refers to "Bloom's taxonomy of learning" and "Knowles' principles of adult learning" along with Elliot Jacque's "levels of work complexity" (HOLDC-C2). The levels can include all the levels of an organisation, not just the levels of the management hierarchy.

[135] On the levels of learning, development and personal change and transformation one finds, for example, the HoLDCs referring to or citing the "taxonomy of learning" (HOLDC-C2), "learning style[s]" (HOLDC-A and HOLDC-B), the nature of "adult" learning (HOLDC-C2, HOLDC-D2, HOLDC-C1 and HOLDC-A), and the focus on a person's "being" (HOLDC-C1 and HOLDC-D1) and "metaskills" (HOLDC-C1 and BSeta CEO).

The differentiation of the three-dimensional pyramid, in relation to the organisational and developmental tasks, entails the differentiation of levels and the way one focuses and shapes the learning and development "content" and "process" for these levels. This means exploring the continuity, change and blending of the "worlds" and "disciplines" of "management" and "leadership" across the levels of (1) work or role complexity; and (2) learning and development. This includes exploring the continuity and change in the relation to pedagogy, the pedagogic relations, "curriculum" (DBS-TM), and the pedagogic spaces. HOLDC-C2, for example, speaks of "shaping the curriculum, shaping the discourse differently for the different levels of leadership". It opens up the question of how one designs, develops, facilitates and integrates the individualised journeys through and across management, leadership and executive development programmes as the individual grows and progresses in his or her careers within his or her respective organisation; avoiding "leaders" or delegates being "over-developed" (HOLDC-A) and over-attending certain developmental interventions, as well as how one designs, develops, facilitates and integrates the journey through the levels of learning, development and personal change and transformation.

7.3.2 Clarifying and differentiating "management" and "leadership" as organisational and developmental tasks

7.3.2.1 Delta Business School and HoLDC participants

There are arguments for the differentiation of "management" and "leadership" in relation to the organisational and developmental tasks. This is to help the delegates clarify "requirements" in the work space and developmental space so as to avoid "confusion" (DBS-TM). These arguments are put forward by DBS-TM and Coach3 of the Delta Business School and Past-M-BSeta from the BankSeta. Below one finds the differentiation of the organisational task.

> "I think the debate is a valid one and I think there's a *different set of requirements*." (Coach3)

> "Now by definition **leadership** is about *direction*. That is why we speak about generative, on generative talents and so on, direction, innovation, creativity, market creation. That is leadership development. **Management** by definition is the taking care of the *complexities*. That's the role of management. It's on complexities. The complexities intra-organisational then should be the focus of management development programme. Leadership development programme should focus both on the internal and external dynamics of the business. [..] So people need to distinguish." (DBS-TM)

> "I think there are opportunities to *differentiate* that. There's a big opportunity to differentiate that. [..] So you need to be careful *not to conflate these things.*" (Past-M-BSeta) (italics and bold added)

DBS-TM argues that if there is no differentiation then there could be "confusion" among the delegates, where they could confuse the two or defensively revert to "management" or "leadership" to avoid leading or managing, as the case may be:

> "[..] confusion [where] now when people are called to lead they try to manage. When the people are called to manage they try to lead, and that confusion can exist."

In tandem with the differentiation in relation to the organisational task there is the differentiation in relation to the developmental task:

> "That is why the curriculum sometimes is skewed, instead of – we need to be understanding, are we developing managers with this curriculum or leaders? Which one? Sometimes you try to develop leaders which is not bad, but it can create confusion because now when people are called to lead they try to manage. When the people are called to manage they try to lead, and that confusion can exist, but if you want to make a proper curriculum we need to be -- when you say you want both then make a beautiful balanced curriculum allowing people who lead to play both roles very well, because it's very possible." (DBS-TM)

> "[..] there's a different set of requirements. [..] I think management development at risk of being shot is a little bit more transactional." (Coach3)

> "So you need to be careful not to conflate these things, but in certain instances you can bring the three together [in] certain programmes." (Past-M-BSeta).

DBS-TM suggests that one needs to be clear what the roles of "leadership" and "management" are in an organisation. This will inform the focus and "curriculum" of development. He differentiates management and leadership in line with his earlier discussion on the differentiation of "conventional" and "generative talents" respectively and also the differentiation of "red ocean" and "blue ocean" thinking and strategy respectively. For this reason, one finds Coach3, the previous Director of Executive Education, arguing that this requires two "different teams" within the "Business Schools". This means differentiated pedagogy, pedagogic relations, "curriculum" (DBS-TM) and pedagogic spaces.

> "Do I think that there should be different teams running it in Business Schools? Yes. So I think the [Delta Business School] model is the right one." (Coach3)

However, DBS-TM also suggests that one could design development that has "*both*" and avoids "confusion" − "a beautiful balanced" programme and "leader". Past-M-BSeta similarly suggests this possibility of having "elements of [management, leadership and executive development] together" and not to "conflate these things":

> "So you need to be careful not to conflate these things, but in certain instances you can bring the three together. Certain *programmes* can have the *elements of the three together* [that is, management, leadership and executive development], but I think there's an opportunity to separate them."

HOLDC-A, one of the Heads of LDC, and Past-PM-DBS, the previous Programme Manager of the BankSeta IEDP at Delta Business School, appear to argue for the differentiation of "management" and "leadership" in relation to the *developmental* task but not the *organisational* task.

> "You do see ["manager-leader"] and for a normal person, you won't go and say now you are leading and next moment now you're managing. But maybe from a development point of view there's definitely two lenses. So the management stuff will be the basic stuff, the recruitment, the selection, the performance management, those types of things will be on the management side. The leadership side will be selling the vision, motivating people, taking people along. So they're two different disciplines and that's why we split them from a development point of view but I have come to realise that when you talk to a normal line manager they see it as one thing. They don't really see the difference between the two." (HOLDC-A)

> "[..] in terms of the content [of management, leadership and executive development] there would be a difference." (Past-PM-DBS)

For HOLDC-A the organisational task requires a "manager-leader" who brings "management" and "leadership" together: "leadership management [is seen as] two sides of the same coin". She states that in terms of the organisation it is "two sides of the pyramid", "but we need both". This suggests that although one can conceptually differentiate "management" and "leadership", in relation to the developmental task, within organisations the "line manager they see it as one thing". They are "two sides of the pyramid" that are differentiable but not separate.

> [..] So it's two sides of the pyramid but we need both. We have not gone and put [job] grades against it as I've said."

HOLDC-A argues that some organisations have utilised the levels of the "leadership pipeline" to differentiate "management" and "leadership" in relation to the *organisational and development* task. The "level[s]" of the "leadership pipeline" are used to differentiate their "management" and "leadership cadre", including the allocation of titles of "manager", "leader" and "executive" and allocation to programmes in correspondence with the organisation's management hierarchy. She states that her bank has not done so.

> "So, you see, that's an interesting one because if you look at the leadership pipeline, some organisations have taken a stab at it at a certain level saying the moment you move from managing other people to managing managers you part of the leadership cadre. The minute you hit a manager of function level you an executive. We haven't done it that way so we don't have that type of distinction between it."

HOLDC-A suggests that the manner in which management, leadership and executive development is positioned within the organisation, in relation to the ranks and seniority of the management hierarchy, impacts on how one "sell[s]" the developmental programmes. HOLDC-Z, who also argues that the organisational reality is that of "both management and leadership" at "different levels", similarly suggests that one needs to attend to how management, leadership and executive development are differentially positioned within the organisation in terms of the management hierarchy. This includes the differential allocation of resources with more of the resources and prestige (and prestigious international Business Schools) allocated to the 'top' of the organisational pyramid.

> "Management development there we send to talk to first and middle management. Leadership development we usually focus on senior management development. Executive development for executive. [..] Can't say there is management and leadership as two opposite sides. At different levels there is both management and leadership."

HOLDC-B also seems to differentiate and position management, leadership and executive development in relation to management hierarchy and "level[s]". However, she adds that it may address the "skills and knowledge to function for what's required now" and current "performance", but it may not address the "future capability required". HOLDC-B then introduces the developmental time horizon dimension to the positioning of management, leadership and executive development.

> "I think it looks at what the business is trying to achieve, looking at the people that *currently* sit at that level, their *performance*, and about saying have they got the right skills and knowledge to function for *what's required now*, but how do you aggressively build that in a short space of time for where they need to be because all *strategy is five years on*, but I don't know if we always building for that *future capability*." (italics added)

Although HOLDC-A speaks of the organisational reality of a "manager leader", from a "developmental point of view" she sees these as "definitely two lenses" and "two different disciplines". However, the challenge with seeing the development of leadership and management as "two different disciplines" is how does one "marry the two together", as the "manager-leader" "need[s] both". It links with the earlier discussion on the section of the pedagogic space of how one articulates the delegate's journey through and across the different programmes and through the ranks of the management hierarchy.

> "To marry the two together [is a question]. But we do sell it very strongly. It's two different disciplines but you need both." (HOLDC-A)

Past-PM-DBS has a different take to HOLDC-A's question of how to "marry [management and leadership development] together". Past-PM-DBS and PM-DBS suggest there is "difference" in "content", but that there are also "overarching" or "underlying themes that run through all three" (Past-PM-DBS) development programmes. For Past-PM-DBS these themes relate to the "soft side" and "relationship side" "that run through all three" (Past-PM-DBS) and for

PM-DBS it is “leadership” or developing as a “leader” “at any level” of the organisation. PM-DBS suggests additionally that with the “content”, the “particular” “context” of development can also be differentiated “depend[ing] on the level that [the delegates] are at”. This suggests that the “particular” pedagogic space needs to be differentiated in relation to the different levels the delegates “are at”.

> “[..] in terms of the content there would be a difference. There are overarching themes. Once again just to go back to the soft side, the relationship side [..] which is equally important, that is to say, the content could well be very different, and one would hope that people that are taught here, will be taught something different there, will be taught something different there, but there’d be some underlying themes that run through all three, and you don’t move away from that, so communication is going to be important at all three levels, treating people with respect at all three levels.”

> “[..] the particular content and context for that will depend on the level that they are at.” (PM-DBS)

Coach4, one of the coaches on the BankSeta IEDP, similarly argues that one can differentiate management, leadership and executive development from a “planning perspective”, but that there are “common thread[s] connecting them”. Coach4 warns against losing “sight of the integration”. It returns one to the question of integration in the previous section on pedagogic space.

> “You can differentiate them for ease of planning, but even in your planning you have to have a common thread connecting them because it’s a journey. And you actually don’t move from management to leadership to you know being an executive, its a journey in there. You can be in a management position but acting as a leader and as an executive in many respects. So it’s nice, it’s convenient from a planning perspective, but let’s not lose sight of the fact that we’re dealing with people and often

managers have to be acting as leaders and executives. Yes executives for maybe a small team with much more restricted mandate in terms of what they're doing, but let's not lose sight of that. So let's make it convenient from a planning but let's not lose sight of the integration between the two."

The suggestion of "overarching" or "underlying themes" (Past-PM-DBS) emerges in the discussion in the next subsection on the reality of "managerial leadership" (PM-DBS); in particular the discussion on continuity and change through the "levels" of "leadership" (HOLDC-C2, HOLDC-Z, HOLDC-DBS and PM-DBS).

7.3.2.2 BankSeta IEDP delegates

As in the above subsection, one finds Del-1, Del-3, Del-5, Del-7, Del-8, Del-9 and Del-11 appear to differentiate "management" and "leadership" in terms of the content of the development programmes they have been on, with some referring to the methods and structure of the programmes as well. However, Del-1, Del-3 and Del-7 along with Del-4 suggest the differentiation of the programmes is not as clear-cut or there are similar underlying "characteristics" "expected of leaders" or "soft skills". This appears to be similar to Past-PM-DBS's suggestions of "overarching" or "underlying themes".

The descriptions of the differentiation of the content of management and leadership development suggest that the former focuses on the "basics", "101s", "foundational", "operations" and "day-to-day" "level of thinking", while in the latter their person and their "personal journey" is the content.

> "[..] at a **management level** is very much I find the programmes I've been involved in, it's a while ago, *very operational*, *how to deal with day-to-day things* and that kind of thing, and leadership, the **leadership programmes** I've been involved in, if I can package it to say more about *growing*, *developing yourself around how to lead*, being *exposed to different ways of leading* and so forth, and the **executive** one if I have to summarise it I

would say, it's difficult to word into – *I'm struggling with a phrase for you*." (Del-1)

"So the biggest difference for me about **leadership** is really about *getting to know myself*. **Management** for me the way the thing is structured and imperative is *how do I get the job done*. So I think the leadership development programme [..] it's really about my own personal journey." (Del-9)

"And I think in every *leader's evolution*, there comes a point where [..] you've got to *find purpose in what you do*, and purpose for leadership is an important thing. Why I do what I do. And those things will guide you even from a moral and ethical perspective. [..] Initially I thought I had it figured, but I think with introspection you learn very quickly, you know what there's some great strengths that you have about yourself and also some *blind spots* which you never really knew or took any attention to, and then you begin to *focus on it deeply and see how you can work through them* [..] but you need to be *open to new experiences*." (Del-9)

"For someone whose got an actuarial background, does it surprise you where the leadership development has taken you in terms of you know the *focus inward.*" (Del-9)

"It is most definitely different, so you know in a **management development** you're teaching people the 101 of management." (Del-8)

"The **management development** stuff that I've been on has been exceptionally functional or super functional. It just helped me build functional competence." (Del-3)

"[management development] is *foundational*, more foundational than anything else and then the other one is to say okay of the things I have

learned in the past how do I apply them now." (Del-5) (bold and italics added)

The discussion of the differentiation of methods and structure focuses on leadership development being more "experiential", an "inward journey", different in the "facilitation" and less "structured" and more "ambiguous", which "force[s]" and "compel[s you] to move". The theme of being "forced" emerged in chapter six (subsection 6.2.3.2 on individual agency and being "forced" in the leadership journey and "story telling").

"There's a lot of difference. The key difference is that the more leadership and executive development programmes have got practical projects that you do with case studies. Whereas the management level ones is like course material. You go into the courses, you do it and then you do your own projects and very rarely you have team projects. So there's some differences you'll find. With the executive and leadership ones it's more experiential learning, projects, case studies, presentations. [..] It's for you as a person on your own, whereas the other one forces engagement and interaction." (Del-5)

"I think normally your management development programmes are a lot more structured. It's much clearer in terms of what you're going to do etcetera. The higher you go the more ambiguous it becomes because I suppose it's taking into account that there's more complexity and there's more ambiguity in your role and because I think it can always go any which way. That's why it's quite difficult." (Del-11)

"I mean we know the theory [of "leadership"] but do we do it. [..] Do we do it? And I think the kind of assignments etcetera *forced* you to do it. On the Leadership Quest, my word, when I was doing that assignment I was like I have never seen anything like this. How have you figured out that by asking these questions I would be *compelled to move*?" (Del-11)

> "So facilitation for me is where the biggest difference [..] you know by telling you Drotter's leadership principals and all of those reports and things you must do and all of that, that connection internally might not be there. So facilitation becomes where you see the difference is coming." (Del-7)

> "Yes, your mindset must be forced into a different level if I can put it that way." (Del-6)

> "It forces you into taking stock of yourself as a leader." (Del-6)

> "[..] it's really about my own personal journey [..] focus inward." (Del-9)

Del-1, Del-3, Del-7 along with Del-4 suggest though that the differentiation of the programmes is not as clear-cut or there are similar underlying "characteristics" "expected of leaders" or "soft skills". For Del-1 "some of the characteristics expected of leaders would be throughout [the different development programmes and they wouldn't really necessarily move". Del-7 suggests that what straddles across the categories is the "emotional intelligence" and "soft skills". However, what differentiates the programmes is the delegates' level of engagement, the nature of "facilitation" by the faculty and presenters, and the "quality of interaction".

Del-3 compares two "leadership intervention[s]" at two different South African business schools, one of which is the BankSeta IEDP. He was surprised by the "highly leadership orientated" nature of the BankSeta IEDP, as he expected "functional" components similar to an "MBA". The other "leadership intervention" he found to be "quite functional".

Del-4 sees management development as more "task orientated" and "geared" to the "junior [..] level" and "transactional" level of engagement. She does not see

"much difference" though between "leadership" and "executive" development when comparing the BankSeta IEDP and a "senior management development programme" she was on. For her the boundaries between the categories are not clear-cut.

> "I don't think there's much difference between leadership and executive, [pause] ja I don't think. So I mean you know I'm just trying think of the recent programmes, so I did the IEDP which – I mean the nice thing about that was the global exposure – I did a senior management development programme which was through [another Business School] and they were very similar, ja so I don't think there's much difference between those at the moment."

Del-2 and Del-6 differentiate leadership development and executive development. For Del-2 executive development is about how you "position yourself in an organisation" and understanding and functioning at the "industry level" while the former is focused on "you as an individual". Del-6 differentiates "leadership" and "executive leadership", which is a certain "level" of leadership. Here, it is "leadership" linked with a role in the organisational hierarchy that requires a certain level of "aware[ness]", "thinking" ("executive thinking"), "lens" ("lens of the organisation" and "organisational shaping"), and ways of doing ("how do I build [..] lead). The above differentiation by Del-2 and Del-6 appears to be congruent with HOLDC-A, HOLDC-B and HOLDC-Z's point that the manner in which management, leadership and executive development is positioned with the organisation is in relation to the ranks and seniority of the organisation's management hierarchy.

7.3.3 The practice and reality of "managerial leadership"

These subsections first explore the organisational reality of "managerial leadership"; of "management" and "leadership" being an "integrated" or "interwoven" organisational task, and secondly discuss the arguments for the continuity and change through the "levels". Thereafter, the third subsection

discusses the positioning of "executive development" as "straddl[ing]" or "embed[ding] both" "management" and "leadership development".

7.3.3.1 The "integrated" or "interwoven" organisational task of "managerial leadership"

As noted in the previous subsection, HOLDC-A and HOLDC-Z suggest one can differentiate "management" and "leadership", but one "[c]an't say [these are] two opposite sides". One finds a similar argument with some of the HoLDC and Delta Business School participants, who argue for an "integrated" (HOLDC-D2) or "interwoven" (HOLDC-C2) organisational task and against a "dichotomy" (HOLDC-C2). HOLDC-D2 argues that there are "management" and "leadership" aspects of the organisational task of being an "effective *leader*" "on a *day-to-day* basis"; these are not "two separate boxes".

> "*The two is integrated*. It's not, you can't put it into two separate boxes. For me personally **management** activities would be the day-to-day stuff like for us we check attendance registers. [..] **Leadership** is more visionary. More looking into the *future*. Whereas management is more looking at the *now*. But like I say some of the **leadership** *stuff needs to happen in the now as well*, otherwise there's no momentum. So for me, I don't want to put it in a box. *You need both to be an effective* **leader**. *Because certain things need to happen on a day-to-day basis*. You need to prioritise. You need to make sure that everything gets done."

HOLDC-C2, HOLDC-Z, HOLDC-DBS and PM-DBS argue against being mired in the "classic discussion" (HOLDC-DBS) or "debate" (HOLDC-C2) on drawing a "dichotomy" (HOLDC-C2) between "management" and "leadership" or a "manager" and a "leader". HOLDC-C2 argues in a similar manner to HOLDC-D2 that in the day-to-day organisational life "management" and "leadership" are "interwoven". This is especially the case now in the "world [that is] rapidly changing". Regarding the developmental task, HOLDC-DBS and PM-DBS suggests that "leadership" and "leadership development" affords one a "broader space" to work in developmentally. For HOLDC-DBS this means a

developmental focus on the "person" as a whole; on "development of the leader as a *person* and not necessarily only as one who needs to acquire a skill or academic knowledge or theory or all of that". On the "broader space", HOLDC-Z similarly suggests that "leadership development is everything". One could suggest that this "broader space" means a broader pedagogic space to work in.

> "Frankly I think you know this whole debate around a manager and a leader for me is a non-issue. Every manager must be a leader. I mean a guy who's managing a team of people he can't say now – because the text books will teach you management is around processes, leading processes, and leadership is around leading people – that really doesn't work because how can you manage processes without managing people. On the flip side how can you manage people without understanding processes. So a leader and a manager for me are interwoven, really interwoven, one is not superior to the other. A leader has to have management expertise, a manager needs to have a visionary mind-set about himself. The days in which we could separate leadership and management we can't anymore because the world is so rapidly changing, you don't have enough time to develop from a manager into a leader, you've got to go in with management and leadership together, so I don't really buy the dichotomy anymore, I used to once." (HOLDC-C2)

> "I don't understand what's the difference. I think management development is historically being focused on the technical competencies, like say, for example, how to delegate, but if you really think about how to delegate it's a leadership competency, there's no such thing as delegation without an interpersonal relationship so it's really – I mean delegation is about leading change so I don't see the separation. I think it's nonsense." (HOLDC-Z)

> "Oh, no, I don't have a view on that. [..] To me, I honestly don't know, and even if you get into the discussion, the classic discussion of what is the difference between management and leadership, that is vague enough.

> On the one hand and on the other hand, so no. I define leadership development, we work with leadership development in that it gives you an opportunity to work on all levels of the organisation, whether I do a management job or an executive job, it does not really matter. For me, it fits within the broader space of what I do as leadership." (HOLDC-DBS)

> "I think the discussion about what is management and what is leadership get nowhere and one could maybe talk about managerial leadership. [..] I think fundamentally it should all be leadership development and the differentiator would be the level at which they are operating. So I think there is a case to be made for leader development at any level in the organisation" (PM-DBS)

7.3.3.2 Of continuity and change through the "levels"

Although critical of differentiating "management" and "leadership" as a "dichotomy" (HOLDC-C2), one finds along the above arguments of an "integrated" (HOLDC-D2) or "interwoven" (HOLDC-C2) "managerial leadership" (PM-DBS), arguments of the continuity and change through the "levels of leadership" (HOLDC-C2). As noted previously, Past-PM-DBS and PM-DBS suggest the change in "content" (Past-PM-DBS and PM-DBS) and "context" (PM-DBS) for the different levels and programmes, but also an "overarching" or "underlying theme" (Past-PM-DBS) of the "soft side" (Past-PM-DBS) or "leader" (PM-DBS) development. However, this "overarching" or "underlying theme" also takes on different forms at different levels of the "leadership pipeline" (Past-PM-DBS) or the different "level at which they [the "leader[s]"] are operating" (PM-DBS). Below Past-PM-DBS gives an illustration of the change in "content" and the form of the "soft side" and relating and "work[ing] through others":

> "By all means, you can have those categories [of management, leadership, and executive development] because they do do different things, and your managers should be very much about getting things done through people, which is great, and working through people, and how you work with

people. Then at a slightly higher level, in terms of the leadership pipeline, how do I work through people who work with people, that sort of thing, so how do I influence decisions that set the tone and culture, and at the very highest level how I will look outside and decide where we should be going, but equally knowing how I'd set up my structures." (Past-PM-DBS)

"I think fundamentally it should all be leadership development and the differentiator would be the level at which they are operating. So I think there is a case to be made for leader development at any level in the organisation." (PM-DBS)

The BankSeta CEO similarly refers to the "leadership pipeline" in differentiating "level[s]" of "leadership" of the organisation's "pyramid".

"[..] first it's a leadership of *self* and leadership of *others* and leadership of *groups*." (italics added)

Although differentiating "level[s]" of "leadership", he argues that one should not "differentiate" management, leadership and executive development. He speaks from the perspective of an individual's growth path through the levels. He is against an individual being "parachuted [to the higher levels of the organisational pyramid] from Business School"; that is, skipping levels and not 'earning their stripes' through their time and experiences through the management ranks.

HOLDC-C2, citing Elliot Jacques' "levels of work", differentiates the "levels of leadership" in terms of "levels of complexity" (levels of work in organisations).

"I'd look at levels of work, there are five levels of work, [..] and I would structure the leadership programmes at least broadly in those levels of work. [..] The complexity the CEO has to operate, has to handle is very different from the complexity a branch manager has to handle. So the different – the degrees, the levels of complexity determine the different levels of leadership that you want to have in an organisation."

In terms of the organisational task, he contrasts, for example, the level of complexity that a CEO and a branch manager operate at. Developmentally, the underlying similarity for him is the "principles of adult learning" that spans "from the first level right to the fifth level of leadership". However, he also argues that the different levels also entail different ways of framing and approaching development; different "ways in which you want to bring learning to happen". One is "shaping the curriculum, shaping the discourse differently for the different levels of leadership". One example HOLDC-C2 cites is the increasing importance and level of "personal mastery" as one "go[es] up this pyramid of leadership".[136]

> "I think as you – look there's a need for some *classroom-based learning*, especially if you're getting *new line managers*, right, new leaders, then you put them in a classroom, might give them some theory to work on and so on. But you also get them into *syndicate groupings to learn from each other*, so the *principles of adult learning* go right *from the first level right to the fifth level of leadership* right. But as you go up this *pyramid of leadership* more of the work should be around my *personal mastery* and you know *my experience of leadership* and how I – my contribution to my fellow beings as part of my leadership rather than what can I get out of theories and books sort of leadership. So it's my *practise of leadership* that becomes my leadership model as you go high up."

> "So for **executives** it's more working to learn from each other, connecting in the world, connecting across cultural boundaries, right, having discourses and conversations, right, and those are important things for me around through conversation, through – I think what somebody calls crucial conversations – that learning can happen."

[136] HOLDC-C2 makes reference to the "principles of adult learning" and appears to draw links between the levels of "learning", "levels of leadership" and "levels of complexity". However, it is not a simple one to one correspondence. On the levels of "learning" and "adult learning" he cites "Knowles' adult learning principles" and appears to draw from Bloom's taxonomy of learning, given his descriptions. These principles and the taxonomy would mean a different blend of modalities, methods, content and processes for the different levels; and would imply the prerequisite of different sets and levels of "knowledge", "experience", "personal mastery" and consolidation per level for planning and designing leadership development. One could suggest at each level there is a spanning of certain boundaries, spaces and contexts. At the lower level it could be one's functional expertise and individual contributor role to "connecting across cultural boundaries" (HOLDC-C2) at the "higher" level.

> "[..] it's more I think *ways in which you want to bring learning to happen*. So let's say for a senior **executive** leadership person you don't want that person to come in and listen to a lecture, you know on let's say the process, systems and processes, system one and system two thinking. You expect the person to have gone and read something and come in and have a conversation with his peers around – so in this big organisation called [Bank C] what does it mean to be a leader using system one and system two thinking, whereas the lower levels you go you'll have to maybe bring an understanding to somebody around what system one and two is and then get them to think about it in their business unit – so it's *shaping the curriculum, shaping the discourse differently for the different levels of leadership*."

HOLDC-A and IBS-MD, speaking from her consulting experiences while employed in Business Schools, argue that there are differences through the levels as well as differences in the proportion of "management" and "leadership" through the levels. For HOLDC-A the difference in levels is in terms of the "leadership pipeline model". For IBS-MD it is in terms of Elliot Jacque's "level of work complexity" that HOLDC-C2 refers to as well.

> "So whether you somebody working in a **branch** *you're a manager leader*, whether you are an **Exco manager**, *you are a manager leader*. But what we do acknowledge is that the *higher up* you go in the organisation the *stronger the focus on leadership becomes*. The light shines heavier on that side of it and *less on the management*. And obviously if you more on a *junior level* the *management side is stronger* than the leadership is. So it's *two sides of the pyramid but we need both*." (HOLDC-A)

> "So management for me, as I said earlier, management is about process, systems. Leadership is about influencing, the collaboration, the visionary, but you can't have one without the other. *So every manager should be a leader and every leader should be a manager* but, but and this is where

> Elliot Jacque's work comes in, at a **supervisory level** *I'm more manager than I am leader*, so though I'm still trying to influence teams whatever [..] so a **guy at a plant** has to understand how that machinery works and he has to be able to get his team to know how that machinery works because of the safety and everything else, but to do that he still has to have some leadership skill to be able to get people to want to do it and want to come to work every day, [..] how does he understand his people to get the best capability out of them. When you get into that **senior management role** I should be spending very little time running the machine, I really should be thinking about what is the next step to get [..] perspective [of] leadership, so how do I get people to want to be here, to want to be more productive, to want to share the energy, to buy into this brand that's what it's – so everybody does management and leadership, it lives in every one of us, but at each level it's slightly different." (IBS-MD) (italics and bold added)

HOLDC-C1, in contrast to the arguments thus far, is critical of the idea of different "levels" of leadership or differentiating the developmental programmes. HOLDC-C1 states that although her bank differentiates "levels", she "believe[s]" that "develop[ing individuals'] meta-skills" (as part of the focus on their "mind", "mind-set", "relations", "being" and "emotional journey") averts the need to "start differentiating between all those levels". The development of "meta-skills" leads to the development of the "art" of "collective thinking" at the "team" level.

> "I truly believe that if you develop meta-skills, skills above all skills, then you don't need to start differentiating between all those levels."

7.3.3.3 Positioning executive development

One finds that "executive development" is positioned as "straddl[ing]" or "embed[ding] both" "management" and "leadership development". DBS-TM, however, points out that an "executive" is not necessarily being a "leader" in an organisation, while HOLDC-A argues that at all levels one needs to be a "manager-leader". With the HoLDC quoted below one finds the positioning of executives and "executive development" as the apex of the "pyramid of

leadership" (HOLDC-C2), meaning it is part of the continuity and change through the levels.

> "Now the question is because EDP in a way straddles both of those [that is, management and leadership development] we [at Delta Business School] saw executive development really being leadership development." (Coach3)

> "My view, executive development embed both. Leadership development and management development. Why? Because again the mistake people think and people make when they say executives are leaders. Not true. Because of the definition of leadership I said before. Not all executive members do have followers. They are rather managers than leaders. [..] executive development programme I would see that that is in fact encompassing both leadership development and management development." (DBS-TM)

> "So whether you somebody working in a branch you're a manager leader, whether you are an Exco manager, you are a manager leader. But what we do acknowledge is that the higher up you go in the organisation the stronger the focus on leadership becomes. [..] But very much we clear that there are executives in the bank and they go on executive education programmes." (HOLDC-A)

> "Management development there we send to talk to first and middle management. Leadership development we usually focus on senior management development. Executive development for executive. But in essence leadership should be in everything." (HOLDC-Z)

> "But as you go up this pyramid of leadership more of the work should be around my personal mastery and you know my experience of leadership [..] So for executives it's more working to learn from each other,

connecting in the world, connecting across cultural boundaries, right, having discourses and conversations." (HOLDC-C2)

"So let's say for a senior executive leadership person you don't want that person to come in and listen to a lecture [..] You expect the person to have gone and read something and come in and have a conversation with his peers around." (HOLDC-C2)

"Executive development is you do less of the day-to-day management activities, obviously and it's more visionary, more futuristic. And it's just a different way of thinking." (HOLDC-D2)

7.4 THE COMPETENCY CONSTRUCT AND "COMPETENCY FRAMEWORKS" AS THE CONCEPTUAL BASIS FOR ADMINISTRATING, MANAGING, AND REALISING LEADERSHIP DEVELOPMENT WITHIN ORGANISATIONS

The previous section explored the "worlds" (HOLDC-A and HOLDC-C1) and "disciplines" (HOLDC-A) of management and leadership and the unfolding implications for the framing and delimiting of the pedagogic space. In that section it appears that "management" and "leadership", including management, leadership and executive development, are treated or spoken of as singular or broad categories. The question that arises is how management, leadership and executive development is taken up, made administrable, manageable and realisable by and within organisations. This is a question of how the categories of "management" and "leadership" are segregated, the "essentials" (HOLDC-B) divided, itemised, and then segmented, systematised, prioritised and "measure[d]" (HOLDC-D2) to be administrable, manageable and realisable across the human resource practices, processes, metrics, systems and functions.

Here, one finds the role of "competency frameworks" (HOLDC-B and HOLDC-D2), the "competency approach" (HOLDC-C2) or "competency modelling" (HOLDC-A) emerging in organisations as the conceptual basis for making

leadership development administrable, manageable and realisable within the human resource and other practices, processes, systems and reporting requirements and timeframes of the organisation; as well as within the organisation's hierarchy of management and roles. It appears to inform in part the standardising of the design, development and delivery of leadership development within organisations by "standardising" (HOLDC-B) and providing a "common terminology" (HOLDC-B) and conceptual basis for an organisation. It allows for the aligning and plotting of *individuals* within the organisation across the various metrics, systems, and developmental programmes, from the "9 box" (HOLDC-C2, HOLDC-D2 and HOLDC-Z) talent plotting, the identification and differentiation of "high potential" (HOLDC-A, HOLDC-B, HOLDC-C1, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) individuals to the identification of individual "gaps".[137]

One can outline this *intended* use of competency frameworks as follows. Firstly, it seems to provide a framework to identify, define and articulate the "management" and "leadership essentials" or "baseline" of the organisation in HOLDC-B and HOLDC-D2's phrasing respectively. These "essentials" are defined and categorised within the "terminology" (HOLDC-B) and structure of the competency framework. For example, HOLDC-D1 states that in her bank "leadership competencies" are defined as the "gaps" in the following "three buckets": "business acumen", "technical" and "behavioural" "competencies". HOLDC-B shares how Bank B "defined" (1) a "functional technical competency"; (2) a "behavioural competency"; and (3) a "leadership competency".

Secondly, these "essentials" defined and categorised as "competencies" provide the content for, or "gaps" (HOLDC-B, HOLDC-C2, HOLDC-D1, HOLDC-D2 and HOLDC-Z) to be addressed by, leadership development. In this way, for

[137] One could locate the alignment of individuals and the individual human resource functions within the centralisation and decentralisation dynamic of the human resource function and the organisation as a whole, which has been described in chapters four and five. This includes the centralisation and decentralisation of leadership development initiatives, interventions and programmes.

HOLDC-B, HOLDC-D2 and HOLDC-Z, organisations avoid implementing a "generic approach to leadership development" (HOLDC-Z and HOLDC-B) through "competency-based training" and "learning" and "development" (HOLDC-D2). Thirdly, leadership development interventions, such as "formal programmes" (HOLDC-D2) at Business Schools or "coaching" (HOLDC-D2), itself may be segregated and segmented as the competencies are segregated and segmented. This means that the organisations and HoLDCs may attempt to map and align together (1) the segregated and segmented "leadership essentials"; and (2) the segregated and segmented leadership development.

However, one finds the HoLDCs, some of the Delta Business School participants,[138] and the delegates arguing that these "essentials" (HOLDC-B) or "baseline (HOLDC-D2) and the "concept" of "competency" and "competency frameworks" do not fully or sufficiently capture or account for the realities, intricacies and complexities of leadership, leadership development and organisations. Nor do they provide for a full or sufficient account of the themes that emerged in the previous chapters. HOLDC-A, for example, states that it is just the "beginning" of the "journey" while HOLDC-D1 states that it "just opens the box". HOLDC-C2 argues that it takes "your eyes off the [..] holistic person" (HOLDC-C2). They together with HOLDC-C1 argue that it does not provide space for individuation and individuality, whether in the organisational or developmental spaces.[139] Thus, the question that arises is how the itemised "list" (HOLDC-DBS) of competencies addresses the delegates' "learning styles", "learning journey" (HOLDC-B) and their "leadership journey" (HOLDC-C2) of "transformative" (HOLDC-D1) change in their "being" (HOLDC-C1, HOLDC-C2, and HOLDC-D1). It is similar to the question that arises from the criticisms of the competency construct and competency framework in the literature, as discussed in chapter two. For this reason IBS-MD states, "what you measure is

[138] The past Programme Manager of the BankSeta IEDP, the previous Head of Executive Education and coach on the IEDP, and the Head of Delta Business School's Leader Development Centre.

[139] Providing an "individualised" or "customised" learning and development "content" and "process" for individuals was discussed above in subsection 7.2.1.

what you get". HOLDC-DBS captures the organisational dilemma succinctly below:

> "On the one hand companies need to create capability and they need the competencies of the various people to be able to deliver on that, but on the other hand there is never a sufficient list, competency or not, especially when you talk about leaders. [..]"

It is a dilemma of standardising as well as tailoring and customising the design, development and delivery of leadership development, a question of how one engages in the '*centreing*' and '*bounding*' of leadership and leadership development whilst providing space for *individuality* and *differences*. It is also a question of how one blends the standardising, tailoring and customising of leadership development given the different "point[s] of view", perspectives, histories, lenses, demands, needs, policies, practices, systems, contexts and journeys internally within an organisation and externally as explored in chapters four, five, and six. Here, one can note that HOLDC-B and HOLDC-D2 share the organisational realities of the "proliferation" of "interpretations" (HOLDC-B) of the competencies and competency framework within their respective organisations. For them it is a "journey" (HOLDC-B) of engaging and working with and through the different "point[s] of view", perspectives, histories, lenses, demands and needs. HOLDC-B, HOLDC-D2, HOLDC-Z and the other Heads of LDCs also point to the importance of speaking the "*business language*" (HOLDC-Z and HOLDC-B) and speaking to the "culture" (HOLDC-B, HOLDC-D2 and HOLDC-Z), "business needs" (HOLDC-B and HOLDC-Z), and "business results" (HOLDC-B and HOLDC-D2). It returns one to the discussion on the strategic alignment of "leadership", "culture" and "performance" with regard to the purpose of leadership in chapter five; and customising for the client perspectives and themes and within their policies, practices and systems in chapter four.

Del-11 succinctly captures the delegates discussions on competency by stating that it is not only acquiring the "ingredients" or being competent, but it is one's "willingness [to] make the requisite shift". It means being "vulnerable" (Del-2,

Del-6 and Del-11), acknowledging one's limits and "asking for help". This again brings one to the theme of an individual and "personal journey" (Del-6, Del-7 and Del-9) discussed mainly in chapter six. Along similar lines, HOLDC-C1 argues that one needs to reconcile and work with the "light and [..] dark side" of leadership and development. It points to her concern regarding the limited view of leadership development within the competency framework.

7.4.1 Implications on shaping the pedagogic space

Through the discussion on the intended use of the competency concept and framework by and within organisations one begins to appreciate the intricacies, complexities, caveats and criticisms involved with its use. It is intended to standardise a "common terminology" (HOLDC-B) and language within the leadership development function, broader human resource function, and the organisation as a whole. However, the reality may be one of a "proliferation" (HOLDC-B) of competency frameworks, "interpretation[s]" (HOLDC-B and Past-M-BSeta) and "contextual understanding[s]" (Past-M-BSeta); especially given the evolving and differentiated "business units" (HOLDC-A, HOLDC-B, HOLDC-C2, HOLDC-D1), functions, "subcultures" (HOLDC-A), "layers" (BSeta CEO) and "levels" (all the HoLDCs), and "levels of maturity" (HOLDC-B, HOLDC-Z and HOLDC-A) within an organisation. One also finds there is the "business language" (HOLDC-B and HOLDC-Z) and formal "culture" (HOLDC-B, HOLDC-D2 and HOLDC-Z) informing and shaping the organisation. There is also the language of a "journey"; a "learning journey" (HOLDC-B), "developmental journey" (HOLDC-Z), "leadership journey" (HOLDC-B) and a "personal journey" (HOLDC-D2 and HOLDC-Z).

One needs to ask how these different languages and its use, interpretations and "contextual understandings" (Past-M-BSeta) by the different stakeholders (internal to the organisation and external) and their journeys shapes pedagogy, the pedagogic relations and pedagogic spaces. One could also ask how the focus on being "competent" versus the "whole person" (IBS-MD) shapes pedagogy, the pedagogic relations, pedagogic spaces and the experiences thereof; that is, a

question of what organisations are seeking, measuring and developing. Here, one can note HOLDC-DBS' point that at times organisations select competency frameworks and "create all sorts of weird things". Thus, one may need to explore the multifaceted, contrasting or contrary shaping of pedagogy, the pedagogic relations, pedagogic spaces and experience thereof through the different languages, cultures, "subcultures" (HOLDC-A) and journeys. This raises the question of how organisations navigate and negotiate integration and the spaces of integration. As in the first section, it is a question of the spaces for the integration of the learning and development and the management thereof; as well as the spaces for integration of leadership development within the leadership development function, human resource function and the organisation. It can also be located within the broader discussion of integration in chapter four. Here as well it is navigating and negotiating the integration or "integrative work" (HOLDC-C2) from the bank's or "business perspective" (Del-6) and the programme and developmental process perspective. The latter includes navigating and negotiating the disciplinary and programme management focus, organisational focus, and individual focus.

7.5 CONCLUSION

The chapter opens up the question of the framing and delimiting of the pedagogic space, development programmes and the management thereof. It explored the implications of customising leadership development and the changing landscape of leadership and leadership development, from the perspectives of an individual and an organisation, on "creat[ing]" (HOLDC-B), shaping and managing the pedagogic spaces. It then draws out the shaping of the pedagogic space through the differentiation, integration and positioning of management, leadership and executive development. Thereafter, the chapter discussed the shaping of the pedagogic space as leadership development is made administrable, manageable and realisable within organisations. This is through the intended use of the competency concept and framework. It returns one to the broader organisational dilemma of standardising as well as tailoring and customising the design, development and delivery of leadership development given the different "point[s]

of view", perspectives, histories, lenses, demands, needs, policies, practices, systems, contexts and journeys internally within an organisation and externally. It also returns one to the discussion on the dynamics of centralisation and decentralisation, the purposes of strategic alignment, and the positions the designers take up. Through the discussions the chapter opens up the question on the spaces for integration.

CHAPTER EIGHT
CONCLUSION

8.1 INTRODUCTION

The chapter begins with drawing conclusions on the *research questions* of the study. It then explores the empirical, theoretical and methodological contribution of the study. This leads to the discussion on the recommendations of the study in relation to the banking sector and other sectors in the South African context as well as extrapolating to other national and global contexts. An organising model is suggested, which can serve (1) as a guide for developing a leadership function, Leadership Development Centre and its open, modular platform for articulating, planning, and developing leadership development within organisations; and (2) as an analytical framework of how leadership and leadership development is constituted, situated, centred, bounded and decentred within organisations. In this way, the study contributes to the question and task of integrative frameworks of leadership development. The chapter then suggests recommendations for future research. The chapter is rounded off with the discussion of the limitations of the study.

8.2 DRAWING CONCLUSIONS ON THE RESEARCH QUESTIONS

8.2.1 The BankSeta, Delta Business School and bank's engagement with leadership development

8.2.1.1 How do the stakeholders engage with and frame leadership development?

The study locates the banking sector within the historical and institutional context of the post-Apartheid skills development and national policy landscape. It helps differentiate the banking sector and the various purposes, niches, budgets, designs and developmental foci of the leadership development within the BankSeta and banks. As it draws out the participants' differentiation between their and other

institutions it similarly points to the differentiation of the individual institutions in terms of the "point[s] of view", "perspectives", histories, lenses, agency, and "space[s]" of the internal and external stakeholders therein. Thus, one begins to appreciate the different "point[s] of view", "perspectives", policies, "voice[s]" and agency that frames and delimits leadership development within the banking sector. One appreciates leadership development as evolving, emergent, opening up, differentiating and changing over time; and the attendant centralisation, alignment and integration dynamics thereof. This means appreciating both the continuity and change in leadership development, which includes incremental, pivotal or fundamental change in how leadership development is configured and constituted and in its very constituents.

The central theme that emerges with the various stakeholders is that of an individual's "ongoing" "learning journey", "developmental journey" and "personal journey" in "leadership". It is a journey that the research participants do not see or experience as being bound within a single programme, pedagogic space, or period of time. There does not appear to be one all-encompassing or integrated programme that can fully realise "leadership development", "leader development" or "leadership" in the abstract. This means a shift from the focus on a programme and the methods therein as a bounded, self-enclosed 'object'. With regard to the individual delegate/learner it means a shift from the programme and method focus to the individual's "ongoing journey" *within* and *across* leadership development and other **programmes** and *within* and *across* the programme, Business School, organisational, and 'interior' or individualised "**spaces**". It also means a shift in how a programme is framed, designed and positioned within organisations; and its positioning in relation to how management, leadership and executive development is articulated in relation to each other.

The theme of an "ongoing journey" is not only at the individual level of the delegate/learners. The study draws out the journeys at different levels. These include the organisational journey of formalising, partnering on, and resistance to leadership development. This shapes and is shaped by the leadership development

function's journey, which includes its journey within the human resource function, the Leadership Development Centre's journey with management as clients and as delegates, the "trade-off[s]" therein, and the leadership development team's journey. It includes the individual career journeys of the HoLDCs, faculty and BankSeta participants and their journeys of working and moving their way through their respective organisations and spaces. There is the journey of a programme, its iteration over time, and sets of programmes; and the client organisation's journey with the Business Schools, consulting firms and other providers. There is also the journey of the delegates/learners within and through these shared spaces as well as their 'interior' or individualised space. Through these various levels of journeys, one finds the evolving practice of blending standardising, tailoring and customising of leadership development. One also finds the positioning and taking up of positions by the HoLDCs and the Delta Business School participants.

The theme of journeys is more prevalent and overarching than the theme of failure or crisis one finds in published surveys and reviews, as discussed in chapter one. It illustrates the nuances, complexities, dilemmas and many layers of leadership development as it evolves, differentiates and opens up. There is the reference to the "global financial crisis" (Elliot, 2011) by the HoLDCs, BankSeta participants, and some of the delegates. One of the HoLDCs states that the "Business Schools and organisations failed the world of leadership" as they "develop[s] greedy leaders". Here, the focus is on the *nature* of leadership and leadership development itself, and not just 'outcomes' as measures of quantifiable 'effectiveness'. This is part of the theme of the "ethics" and "values" of leadership and leadership development (see for example subsection 6.3.2.2). That is, the critical engagement with the ethics of these journeys, ethics of development, ethics of leading, and the "moral agency" of manager-leaders and other stakeholders. This includes, in the position of "critical distance" and voice, the questioning and interruption of the taken-for-granted forms and function of leadership such as the idealised "hero leader"; as well as "questioning" the "assumptions", "paradigms", and "mind-sets" of "leaders".

It is through these different levels of journeys that one can appreciate and understand how the participants' engagement with, and framing of, various contexts evolves. It is also through these journeys that one can appreciate and understand how the contextualisation and customisation of leadership development evolves over time and across spaces. The theme of journeys then helps one to tease out and explore the layered organisational realities, complexities and dynamics referred to in chapter one.

8.2.1.2 How do the stakeholders engage with the debate on differentiating management, executive and leadership development?

An organising model emerges from the participants' descriptions that may help visualise the reality of "managerial leadership" within organisations; and help visualise and organise the debates on the differentiation, integration and positioning of management, leadership and executive development. The three-dimensional "pyramid" frames "management" and "leadership" as *organisational* and *developmental* tasks. It helps visualise and organise the shaping of the learning and development "content", "process", and, by implication, the pedagogic space, for the different levels of the "pyramid". This includes the continuity and change of "content" and "process" through all the levels of an organisation. It also includes how the individual's person, self or "being" and his or her "personal journey" becomes the "content" within "management" and "leadership" as a *developmental* task. This suggests perhaps a more nuanced appreciation of the organisational and developmental tasks and realities, rather than deliberating the dilemma of "management" and "leadership" as a "dichotomy" as discussed in chapter two.

The three-dimensional "pyramid" can also help explore how the *levels* of management, leadership and executive development comes to embody the many voices, layers, complexities, and dynamics within organisations. In this way, the three-dimensional "pyramid" speaks to the arguments discussed in chapter two on the need to attend to the "social, moral, political and ideological *ingredients* of

managerial [and leadership] work" (italics added, Mabey, 2002, p1140) and the "management theories" (Ghoshal, 2005, p75) that inform management practices and learning, that is, the supply-side and demand-side of leadership development as discussed in chapter two. It helps to explore how these "ingredients" (ibid) take form and shape as well as shapes the *levels* and attendant *content* and *process* of management, leadership and executive development.

One can articulate the levels of management and leadership as *organisational* and *developmental* tasks through Charan et al's (2011) leadership pipeline and Jacques' (1990) levels of work complexity as suggested by the research participants. It can similarly be articulated through Day et al's (2007) argument for a "multilevel, identity-based approach to leadership development" (p360) for integrating leader and leadership development across different levels of analysis (Day et al, 2011), which is discussed in chapter two. In a similar manner with the leadership pipeline and levels of work complexity, Day et al argue (2007) that at each successive level of analysis there is the increasing "level of complexity" (p361); that is, the "level of complexity" (ibid) and inclusiveness of the leadership concept, leadership identity and leadership development outcome. Subsection 8.2.3 below suggests how Day et al's (2007) argument can be a possible way to draw together, organise and visualise in an integrative manner some of the discussions on the journeys and emerging themes.

8.2.1.3 What leadership models or perspectives do the stakeholders espouse?

The theme of an "ongoing journey" continues in the exploration of how the research participants wander and wonder in "leadership" within their respective organisations and continue to do so. Chapter six draws out their individual and "ongoing journey[s]" in, "openness" to, and "grappling" (HoLDC-A) with "leadership" as a phenomenon, object of study and development, and as experienced, enacted and embodied by them and others within their respective organisations. It is an "ongoing journey" that is shaped by their individual histories, careers and how they worked and moved their way through their respective organisations and "spaces". The HoLDCs describe their individual

journeys through the evolving human resource, human resource development, and leadership development *functions* within their respective organisations in *specialists* and/or *managerial roles*. The Delta Business School participants describe their individual and evolving disciplinary, pedagogic and/or consulting journeys. The BankSeta IEDP delegates 'weave' together their individual journeys within and through the "*management*" *ranks* and the *teams* they manage therein.

There is no singular model of "leadership" that emerges or that is held to by the research participants. There are arguments against a single or an "integrated" leadership model. The emphasis is on finding one's own "voice" in and of leadership, which, again, is a continuous and "ongoing journey". Through their individual journeys in their careers, their organisations, and in and of "leadership" they develop their individual and situated perspectives of "leadership". One could suggest that as they grow and mature through their journeys they move beyond the different 'texts' they encounter and engage with, including their disciplinary grounding and lenses. For example, PM-DBS describes how he "evolve[d]" and moved beyond simply "think[ing] about leadership in terms of the theories of leadership" and the "dichotomies" that pervade many theories and models. HoLDC-D1 points out that over the years there are different "provincial language[s]" or models that emerge in speaking of, framing, and managing "leadership" within organisations. She cites the Charan et al (2011) "leadership pipeline" model as one such recent example of a "provisional language". The model is cited by the other HoLDCs and the past Programme Manager of the BankSeta IEDP at Delta Business School.

In relation to the delegates of leadership development programmes the BankSeta, Delta Business School and HoLDCs do not "prescribe" to or implement a particular model as the delegates are meant to find their own "voice" and agency. However, one does find with HoLDC-A and B, for example, that there is a focus on inculcating the bank's "way" of "leading" or "leadership" internally. This

returns one to the HoLDCs' discussion of the purpose of strategic and organisational alignment and their discussion on organisational "culture".

8.2.2 How do the organisations attempt to structure and integrate leadership development?

The case description of the BankSeta IEDP and the banks helps one appreciate that "leadership development" or a programme or design of leadership development cannot be explored or understood in the abstract or as a bounded, self-enclosed 'object'. One needs to locate, situate and **contextualise** it within the different **levels**, "**spaces**" and the **journeys** therein; that is, the different journeys in which leadership development evolves, opens up and differentiates over time. With regard to the individual banks, one needs to appreciate the different forms of strategic or organisational alignment that evolves over time and the nuances, complexities, and dynamics thereof. Chapter five draws these out and suggests that the form***s*** of alignment of "strategic direction", "leadership", "culture", "values", "performance" and "results" within organisations is continually evolv*ing*, differentiat*ing*, form*ing*, mix*ing*, intermingl*ing*, parallel*ing*, and re-form*ing*. It illustrates how the definitional and conceptual issues regarding leadership, culture and performance, which were discussed in chapter two, plays out within individual organisations.

On locating, situating and contextualising, firstly, one needs to contextualise leadership development within the national policy space and the skills development "architecture" (McGrath et al, 2006, p488) and SETAs therein; comprising, for example, the National Qualifications Framework, sector skills planning, and the annual Workplace Skills Plan (WSP) and Annual Training Report (ART) of individual organisations. Secondly, one needs to consider the individual bank's "policies", "practices" and "systems". This includes the "talent management" and the related "talent development" strategies, processes, practices and systems. These lead to the stratification of the organisation into talent segments and identification of "high potential" "talent pools"; and the related differential "talent development", allocation of "budget[s]", and allocation to

"programmes". Thirdly, one needs to contextualise it within the "journey[s]" at the different levels and "spaces", from the individual, functional and organisational to the leadership development industry level (as noted above in subsection 8.2.1.1).

The journey of the leadership development function and centre entails the journey of **formalising** the leadership development function within an organisation. It includes its **positioning** within the human resource function and its **partnering** on, and working through, the "resistance" and "fragmented" or decentralised leadership development initiatives with stakeholders within the organisation. This suggests that there is a continual negotiation between finding "space" for "best practice" in leadership development and due consideration for the organisation's "appetite", what is "palatable" to the organisation, and the possible "resistance" from within the organisation, that is, between "best practice" and "fit" or "alignment" with the organisation. The HoLDCs suggest that one needs to "find [the different stakeholders] where they are at". This includes where the "business are at", the "individual" or delegate/leader "is at", and where the Leadership Development Centre team and HoLDC "are at".

It would appear that the design, development and delivery of leadership development does not begin on a "blank page", "space" or organisation. There appears to be the continual navigating and negotiating of "point[s] of view", "perspectives" and histories of internal and external stakeholders through the journey of the leadership development function and centre, its programmes, programme iterations over time, and programme lifecycles. This suggests that these various stakeholders could hold different understandings of, or positions on, the process of contracting, designing, developing and delivering leadership development throughout a programme lifecycle and across programme lifecycles. Thus, there is journey of and within a leadership *programme* itself that plays out within the journeys at the other levels. The case description of the BankSeta IEDP illustrates this.

This continual navigating and negotiating of "point[s] of view" means navigating the "level[s] of maturity", "culture" and "subcultures" within an organisation. This includes the evolving "level of maturity" of the leadership development function and centre and its internal differentiation along the identified 'lines of development'. For example, one finds the descriptions of how the function and centre evolves from the "administration" and "project management" of standard programmes to being "aligned with the strategy of the bank", "building [..] stretch" into the "business" to move it towards "best practice" in leadership development, evolving "co-designing" with the "business" where possible, and asking the individual delegates how their development can be best served. This means the consolidation of a "project office" and "well-oiled machine" that has "battened down" the "administration", "logistics", and "infrastructure" for the "**operational**" line of development. It also means the development of the **programmatic** and **strategic** lines of development, which involves "centralising [and developing the] entire ["leadership" and] learning function *end to end*" and addressing the question of alignment. With the **design** line of development there is the deliberate focus on, and aspiration for, a more open, relational, collaborative and dynamic framing, designing and delivery of leadership development. The process of "co-designing" and "co-creating" entailed therein foregrounds the question on how the centreing, bounding and decentreing of leadership and leadership development is framed by the various internal and external stakeholders and the resultant forms these take on within and across the different spaces. It also poses the question of how the above lines of development are managed; and how the HoLDCs and other stakeholders attempt to integrate the strategic, programmatic, logistical, operational, and design facets of, and demands on, the leadership development function.

As the leadership development function and centre evolves along the programmatic, strategic and design lines of development one finds *designing* and *design* emerging as a process. It appears to take on varied forms such as a deliberate, emergent, dialogical, relational, contingent and learning process. This means one needs to explore and situate **design-work** within the personal histories,

organisational histories and contexts, and the "spaces" that the designers, design context, delegates/learners and the organisations are situated and embedded within and explore how design-work evolves through a programme lifecycle, across iterations of a programme, across evolving programmes, and within the leadership development function and centre. With regard to the spaces that the designers are situated and embedded within, one needs to consider the positions they take up. Chapter six draws out three positions. These are described as developmental guide, "critical distance" and voice, and pragmatic practitioner.

The study explores the evolving practice of **blending** the **standardising**, **tailoring** and **customising** of leadership development. This presents a dilemma of how one designs and blends the standardising, tailoring and customising of leadership development given the different "point[s] of view", perspectives, histories, cultures, lenses, demands, needs, policies, practices, systems, contexts and journeys internally within an organisation and externally. It means engaging with the evolving and different referents of customising leadership development and how customisation is evolving. There are three lines along which customisation appears to evolve: (1) the client perspectives and themes; (2) client "policies", "practices" and "systems"; and (3) the learning and developmental process.

The discussion of customisation explores the differentiation of the BankSeta IEDP and the leadership development of the banks. The differences are delineated along three lines: (1) participants' differentiation of the "sectoral" and banks' "organisational perspectives", themes and "spaces"; (2) their differentiation of "access", partnering and "partnerships"; and (3) how they contextualise organisations, leadership, learning and development within the "local", "African" and "global" contexts. Given the argument that there does not appear to be one all-encompassing or integrated programme that can fully realise "leadership development", "leader development" or "leadership" in the abstract (in subsection 8.2.1.1 above), one begins to appreciate the differentiated *purposes* between the BankSeta IEDP and the banks' leadership development, including the differentiation among the banks themselves. One could argue that these provide

differentiated *niches* and "*spaces*" for the delegates' "ongoing journey" in "leadership" and "leadership development". The BankSeta participants describe the IEDP as complementing rather than replacing the banks' leadership development. The BankSeta participants and HoLDCs differ though in their view of the sector funding of development and the economies of scale achieved, as discussed in chapter four. The past Programme Manager of the BankSeta IEDP at Delta Business School points out the autonomy the Business School is afforded in the designing, design and delivery of the IEDP and not needing to show immediate "business results" or engage in "problem-solving" that organisations seek. The delegates share the difference in the "exposure" within the BankSeta IEDP and how they are "forced" to engage with, and reflect on, their "personal journey" and "Leadership Quest".

Through the discussion of the design-work and blending the standardising, tailoring and customising of leadership development the question of **integration** of, within, and through the design of leadership development emerges. Chapter four explores the research participants' framing of integration as "integration" of leadership development, "integrated" leadership development, and "integrative" leadership development. It also explores how integration may be visualised, whether as (1) realising something resolvable, achieving closure and accomplishing an end-state or end-product; or (2) being open-ended and a continuous process of integrating or "**integrative work**". As with designing and design, integration appears to be a deliberate, emergent, relational, dialogical, contingent and learning process. The chapter also draws out the implications of the continual navigating and negotiating of "point[s] of view" for integration by differentiating the "perspectives" and focus of integration. These perspectives are the sectoral, bank or "business perspective", Business School perspective, individual perspective, theoretical perspective, and programme and developmental perspective. The programme and developmental perspective can be differentiated by its focus − whether the disciplinary and programme management focus, organisational focus or individual focus. The agency of integration is differentiated by the stakeholders involved.

Designing, administrating, managing, tying "everything end-to-end", and providing for the integration of leadership development presents a challenge. PM-DBS succinctly captures it as the need to "over-manage" the programme, but that one does not "over-manage [..] the delegates". It means deliberating on how the "content", "process" and pedagogic space is being shaped. Chapter seven explores the implications of customising leadership development and the changing landscape of leadership and leadership development on the pedagogic space. This includes the spaces for integration. It cites the example of a "learning journey" and the "open architecture" or "platform model".

On integrating leadership development within the banks, chapter seven discusses the intended role of the competency concept and framework in making management, leadership and executive development administrable, manageable and realisable by and within organisations. This is by "standardising" and providing a "common terminology" and conceptual basis for the leadership development function, broader human resource function, and the organisation. It returns one to the dynamic of centreing and bounding "leadership" and "leadership development" within the organisation.

The discussion of the intended role of the competency concept and framework points to the different "language[s]" that needs to be navigated within organisations. There are the languages, "interpretations" and "contextual understandings" of the different competency frameworks within an organisation. There is also the "business language" and the languages of "talent management", the broader human resource management, and organising frameworks such as the "levels of leadership" in the "leadership pipeline" and "levels of work complexity".

Chapter seven also argues that one needs to locate the use of competency concept and framework as a standard language within the broader organisational dilemma of standardising as well as tailoring and customising the design, development and

delivery of leadership development, given the different "point[s] of view", perspectives, histories, lenses, demands, needs, policies, practices, systems, contexts and journeys internally within an organisation and externally. In addition, the chapter points to the different positions the HoLDCs take up within organisations (as detailed in chapter six) and the different relations to the use of the competency concept and framework and the different ways they frame the developmental process. The criticism of the neglect of the whole person and their "being" is similar to the critiques of the competency approach in the literature regarding the narrow and behaviourist conceptualisation of leadership and development thereof, which was discussed in chapter two.

8.2.3 Given the complexities of leadership and leadership development is an integrative framework plausible?

Subsection 8.2.2 above cited the discussion in chapter four on the forms of *designing* and *design* as well as the ways of framing *integration*, the forms thereof, the different possible perspectives of it, and its different forms of agency. The chapter draws out the design-work and "integrative work" as deliberate, emergent, relational, dialogical, contingent and learning processes. The "integrative work" by the designers of leadership development and HoLDCs seems to entail a continual navigating and negotiating of "point[s] of view" of internal and external stakeholders and the "perspectives" and focuses from which to undertake integration. These perspectives include, for example, the "business perspective", Business School perspective, individual perspective, theoretic perspective, and programme and developmental perspective.

The discussion through the chapters describes the possibility of the process of integrating, integration or "integrative-work" as being, for example, *conceptually*-based (disciplinary, multi-disciplinary, inter-disciplinary,[140] case or problem-based integration of programmes), *developmentally*-based (developmental

[140] As noted in chapter two, in the literature on the integration of the disciplines one finds the differentiation of multi-disciplinary, inter-disciplinary and trans-disciplinary forms of thinking, work and/or collaborations (Badley, 2009; Fuchsman, 2009; Jenkins et al, 2013; Repko et al, 2014; Szostack, 2007). The differentiation means that one needs to differentiate the modalities, processes, and resultants of team-teaching in Business Schools (Badley, 2009).

content, methods or process-based integration), *organisationally*-based ("on-the-job" integration and integration of the supply and value chain through an "open architecture" or "platform model") or *individually*-based ("learning integration", "leadership journey" and "personal journey"). It poses the question of *what* is the *resultant* sought from the integrated, "integration", or of "integrative work"; whether a bounded *conceptual* 'product' such as a "leadership framework", a bounded *developmental* 'product' such as a defined programme, a "*process*", or "*work*" that is undertaken. Thus, it suggests that there are various forms, perspectives, basis, agency and spaces for integration, rather than a singular all-encompassing framework, space and moment of integration. In subsection 8.2.1.3 above it was noted that there are arguments against an integrative framework of "leadership" across the various research participants.

When considering the organisational space one needs to appreciate the forms and processes of integrative work within the different organisational and personal journeys, as explored in chapters four, five and six. This includes the "integrative work" by the designer and delegate/learner within programmes as well as integration by and of the leadership development function and centre. The use of the "leadership pipeline" model by the leadership development function and human resource functions is an example of a conceptually-based integration of leadership development *within organisations*. These functions appear to use the model to help differentiate, articulate and align the levels of the "management" hierarchy within the organisational "pyramid", the related "levels of leadership" and the attendant "leadership development". Another example is the discussion in chapter six on the 'team lens' in subsection 6.4.5. One finds the suggestion for conceptually differentiating and aligning the *requirements* and *forms* of leadership and leadership development at the different levels of analysis within the organisations; that is, the requirements of leadership development and the forms of it at the individual, team, culture and organisational levels of analysis. For example, HoLDC-D2 uses the example of coaching to illustrate what is required at the different levels and how the "cascading" of "leadership development" takes different forms at the different levels. At the *individual* level it is the "mastering

of coaching and mentoring" by individuals; at the *team* level it is the development of and harnessing a "panel of coaches" for use within the internal leadership development programmes and within the organisation; and at the *organisational* level it is creating a "coaching culture".

One can draw similarities between the above suggestion of differentiated and aligned levels, requirements, and forms of "leadership" and "leadership development" within the theoretical debates on the possibility of integrative frameworks discussed in chapter two; that is, integrative frameworks differentiating, staggering, and aligning "*individual*" (italics added, Drath et al, 2008, p650), "*collective*" (ibid) and organisational forms of "leadership" and "leadership development". This means differentiating *individual*, *leader* and *leadership* development and differentiating individual, team and shared and distributed organisational forms of leadership.

For example, there is Drath et al's (2008) argument for a "more integrative ontology" (p635) of leadership. They criticise the predominant "underlying ontology" (p635) and essentialist assumptions of the mainstream leadership theories. They suggest an alternative "pragmatic, functionalist ontology" (p636) that explores the forms of "direction, alignment and commitment" (p636) that emerges in organisations and "beliefs about how to produce DAC [direction, alignment and commitment and the] practices for producing DAC" (p642). Thus, they argue that "new competencies and skills" (p650) need to be developed at the "individual" (ibid) and "collective level" (ibid) for the different levels of requirements and forms of leadership and leadership development. For example, they argue that "developing leadership *culture* requires the acquisition of new competencies and skills by *individuals* (*although these may not be leader skills*) as well as new competencies and skills at the *collective level*" (italics added, ibid). It means, for example, integrating "*individual*-level with *collective* level development" (italics added, ibid); and that leadership development can also take "on aspects of team development, network development, community development, and organization development" (ibid). However, Drath et al's

"pragmatic, functionalist ontology" (p636) may not provide the conceptual space to appreciate and understand the layered organisational realities, complexities and dynamics.

Another example of the above debates is Day et al's (2007) argument for a "multilevel, identity-based approach to leadership development" (p360) for integrating leader and leadership development across different levels of analysis (Day et al, 2011). Day et al argue (2007) that at each successive level of analysis there is the increasing "level of complexity" (p361) and inclusiveness of the leadership concept, leadership identity and leadership development outcome. This means that the more advanced level of leadership concept is more inclusive of the previous concepts and is more complex. It means evolving from an "*individual* ["level"] skills development" (italics added, p361) to the "*team* level" (italics added, ibid) development and the development of a "shared, distributed, collective and connected leadership capacity in organizations" (p362) therefrom. This is illustrated in the table in chapter two.

Day et al's differentiation of the "levels of complexity" (p361) of leadership, the attendant "multilevel [..] approach to leadership development" (p360), and the advanced level of "shared [and] distributed" (p362) leadership therein may present a possible way to draw together, organise and visualise (as in the table in chapter two) in an integrative manner some of the discussions on the journeys and emerging themes. These include (1) the journey of formalising, centralising and internally differentiating the Leadership Development Centre[141] within organisations; (2) the "levels of maturity" of the Leadership Development Centre and the management as clients and as delegates/learners; (3) the journeys of the management as clients and as delegates/learners; (4) how programmes evolve over time (given the example of the BankSeta IEDP); (5) the dilemma and "trade-off" of developing for the present and "business" continuity and "building for future capability" and change; (6) the broadening of "access" and the opening up of leadership development; (7) the centreing and decentreing of "leadership" and

[141] As discussed in chapter five, subsection 5.3.4, there appears to be the internal differentiation of the "operational", programmatic, "strategic", and "design" lines of development.

"leadership development", including the suggestion of a decentred, distributed and modular design and delivery; and (8) how the shaping of the "content", "process" and pedagogic space evolves over time.

Conversely, these journeys and themes illustrate the dynamics and complexities of "leadership" and "leadership development" within organisations that the HoLDCs need to contend with and negotiate in attempting to design, deliver, administer, manage and integrate leadership development. This means that theoretically-based integrative frameworks need to appreciate how leadership development emerges, evolves, formalises, opens up, and differentiates over time as well as how it is made administrable, manageable and realisable. Here, one can cite the discussions in chapter six on the positions taken up and on the use of the competency "concept" and framework to align the leadership development and human resource functions in chapter seven. One can also cite the integration of the leadership development function and centre's supply and value chain through an "open architecture" or "platform model", as discussed in chapter seven in the subsection on the organisational perspective on framing and delimiting the pedagogic space. The "ongoing journey" of the delegate/learners and "gritty" realities they engage and grapple with, as discussed in section 6.3, also illustrate the identity, relational, task, and role dynamics and complexities of "leadership" and "leadership development" within organisations. It is in line with the research from a social constructionist approach, which explores the ambiguities, complexities, tensions and contestations of identity formations and identity-work or constructions (Caroll et al, 2008; Caroll et al, 2010; Fairhurst et al, 2010; Sinclair, 2010; Sveningsson et al, 2006).

As noted in chapter six, subsection 6.4.4, the above theme of broadening "access" and "democrati[sing]" (Petrie, 2011, p6) leadership development can be found and located within the extant leadership development literature, organisational surveys such as the Centre for Creative Leadership (CCL), and the discussions within the South African Business Schools. Here as well one finds the suggestion of developing a shared and distributed leadership. Petrie (2011), for example, argues

that there is a "transition occurring from the old paradigm in which leadership *resided in a person or role*" (italics added, p6) to a "new" (ibid) "paradigm" "in which leadership is a *collective process* that is *spread throughout* networks of people" (italics added, ibid) within the organisation. It poses the question of "how do we spread leadership capacity throughout the organization and democratize leadership" (ibid).

One finds a similar question within the South African Business School community. As previously cited, Frik Landman, CEO of Stellenbosch University Business School's executive development states, "it's less about *leader* development than about *leadership* development" (quoted in Furlonger, 2014, p26, italics added). As noted in chapter two, Day (2001) and Day et al (2001) have argued for the differentiation of *leader* and *leadership* development, where *leader development* refers to the sole focus on the individual level of analysis and hypothesised attributes of those individuals designated as leaders (Day, 2001; Day et al, 2001, 2007; Day et al, 2011; Parker et al, 2009; Probert et al, 2011). Leadership development is more an "organizational development strategy" (Day et al, 2000, p582) focused on developing "collective capacity" (p582), "building networked relationships" (p585), "shared representations and collective meanings" (ibid) and "social capital" (ibid). One could map Day et al's above differentiation of *leader* and *leadership* development onto Day et al's (2007, 2011) later "levels of complexity" (2007, p361) of leadership and "multilevel [..] approach to leadership development" (p360).

Continuing on the theme of design-work and "integrative work", the study suggests that one explore the possible *deliberate* and/or *emergent* integration in the designing of leadership development, the design itself, and the implemented programme content, process, methods, cases and "study tours" and various visits (such as company, local, continental and international visits). One can explore the possible *deliberate* and/or *emergent* integration within the various developmental processes and the delegate/learners' experiences within and across these processes, within a programme, and within other programmes, and the alignment

of these with the delegates' and organisations' developmental and performance cycles. It appears that the *emergent* integration could be facilitated, aided, serendipitous, or fortuitous. This means integration can be *contingent*. Integration can be a process of *learning*. As a process of learning it implies the *relational* form of integration; that is, integration through, within or centred in relations and engagements with others. Integration can also take a *dialogical* form; a dialogue of "mind-sets", "perspectives" or the delegate with him/herself as they "verbalise", narrate, reframe and make sense of their journey and being a leader.

With the integration at the designing, design, programme, designer and delegate/learner levels, one needs to also explore integration at the leadership development function, human resource function and organisational levels and one could suggest at the sector and national policy levels as well. Within the organisation, the discussion points to the dynamics of centralisation and decentralisation, including the centralisation and alignment of the leadership development and other human resource functions, practices, processes, metrics, reporting formats and systems. These dynamics speak to the centreing and bounding of leadership development within the organisation while also opening up spaces for individuation and personal journeys.

8.2.4 Are there differences between the academic and practice contexts?

The study suggests the need to appreciate the nuances *across* and *within* the academic and practice contexts, rather than seeing or framing these contexts as completely separate, disconnected or divergent. There are nuances in the personal journeys of the HoLDCs and the Delta Business School participants. Chapter six draws out comparisons and contrasts in these journeys between the two contexts; and draws out the comparisons and contrasts within each of these contexts itself. There are nuances in the organisational journeys and how they position and create a space for themselves. Chapters four and five trace how the HoLDC narrate and differentiate themselves and the banks' Leadership Development Centres from the Business Schools, and how the Delta Business School participants narrate and

differentiate the BankSeta IEDP.[142] The chapters also draw out their similarities and shared aspirations with regard to "leader development".

One needs to appreciate how leadership development evolves and becomes formalised, positioned and articulated within the "policies", "practices", processes, and "systems" of the academic and practice contexts. This means understanding and appreciating organisational boundaries. The discussion through the different chapters of the different journeys and of bringing the "classroom" into the workplace and the workplace into the "classroom", however, points one's attention to how these boundaries are navigated, negotiated, managed and stretched, straddled, blurred and redrawn. Here, one can cite the discussion on the framing, delimiting and management of the pedagogic space. In particular, one can point to the arguments for an "open architecture" or "platform model" for a decentred, distributed and modular design and delivery of leadership development. This means understanding, appreciating, critically examining and pragmatically utilising how the academic and practice contexts shape the pedagogic space and what they bring to this space.

It confronts one with the question that was posed in chapter four: how do these contexts frame, "operationaliz[e and manage] lifelong learning [and the attendant] integration [of] pedagogy, andragogy and heutagogy" (Kanwar et al, 2013, p22) as well as formal, non-formal and informal learning. One could explore how the "progressive humanist" (Schugurensky et al, 2003, p329), "human capital" (p328), or "neoliberal" "tradition[s]" (p329), for example, inform the shaping of lifelong learning and the pedagogic space. Is there an admixture or selective uptake of these traditions depending on the demands of the situation or the

[142] For example, the past and present programme managers of the BankSeta IEDP at Delta Business School describe the space afforded to them for the deliberate, "experimental", emergent and "trial and error" evolving of the programme across cohorts of delegates. That is, space from the need to show or realise "immediate, bottom-line results right now [or] quarterly results or daily movements" and space for a "broader view" of the delegates learning and developmental "experience" and process (through, for example, the classroom, "learning by doing", "reflections", learning from others, coaching, Leadership Quest, and the local, continental and international "study tours").

positions[143] they take up? One could locate and explore these traditions within the broader debate on curriculum theory and curriculum design discussed below in subsection 8.4.1. Here, one can cite, for example, the debate on a "[passive] transmissive, transactive, [and] transformative curriculum" (Petrina, 2004, p82). It opens up the question on the curriculum informing and shaping lifelong learning and the pedagogic space, whether a "disciplinary" (p82), "technical, practical, [and/or] emancipatory curriculum" (p83).

As one engages in the above discussions on differentiated shaping of learning and pedagogic spaces as well as differentiated traditions and forms of curriculum one needs to also bear in mind the theme of "humility" that emerges through the discussion of the organisational and personal journeys (in chapters four to six). That is, the discussion on being "humble", appreciating the "interplay between all of us", and the challenges of "bringing everything together". Another theme concerns the expectation of the HoLDCs that the Business Schools continue to play the knowledge producer/innovator and critical integrator roles.

8.2.5 In what ways do the stakeholders reflect on the South African context in relation to leadership development?

The subsections below begin with how the research participants engage with the South African context and the "leadership" and "leadership development" therein; how their engagement and their framing of these emerges, evolves, and opens up and differentiates over time. This leads into the discussion on the shaping of the "content", "process" and pedagogic space of leadership development. It opens up the question of how one frames development in and of individuals and organisations within the post-Apartheid South African context and the broader "post-colonial" (Nkomo, 2015, p242) African context. It is not just the 'contextualisation' or 'cultural adaptation' of "mainstream" (Iwowo, 2015, p421) "Western" theories, concepts, functional competency development, and functional competence as the core and the corpus of leadership development (Nkomo et al, 2006).

[143] The positions discussed in chapter six.

8.2.5.1 Framing the South African context

Through the analysis chapters the discussions draw out how the research participants engage with and frame the terms "South African", "African", "Western", "local", "global", and "glocal"[144] and how they engage with these as contexts, environments and levels of analysis. It appears that these terms, contexts, environments and levels are given meaning in relation or in contrast to the other. This means the contexts and operating environments are framed in relation or in contrast to the other. The chapters trace (1) the participants' engagement with the *post-Apartheid skills development landscape* and *transformation agenda*; (2) the *positioning* of leadership development programmes within and across the above contexts, environments and levels; (3) the lenses on, and "grappling" with, *defining* "*leadership*" in the above contexts, environments and levels; (4) "access" to leadership development; and (5) the *changing landscape* of "leadership" and "leadership development" and the *different lenses* through which they make sense of it. On the positioning of leadership development there are, for example, the themes of strategic alignment, organisational culture, development for continuity and change, and positions that seem to also shape the HoLDCs' engagement with the terms, contexts, environments and levels. One can locate these discussions within the logics of the "deficiency" (Iwowo, 2015, p408) and "emancipatory perspective[s]" (p409) on development in "post-colonial" (Nkomo, 2015, p242) Africa, which was discussed in chapter two.

The discussions in the analysis chapters open up the question of how "diversity" is framed, delimited and experienced within the changing environments, contexts, spaces and time (Ngambi, 2011). It also opens up the question of how one frames the following categories: "global", "western", "north" (developed economies), "south" (developing economies), "African" and "South African". Are these uniform or homogenous categories? For example, there is the argument that there are "two countries in one", comprising "a first world and a third world component", in the South African context. There is also the refrain that emerges

[144] A neologism combining "local" and "global".

that one "not transplant SA [South Africa] into Africa"; the caution against South African companies imposing their models, concepts and assumptions in other African countries and not appreciating *cultural* differences within and across African countries. Kamoche et al (2015) and Isaacs-Martin (2015), for example, similarly caution against the lack of attention to *contextual* differences. One can add possible differences in national policies (such as skills development), cultures, and state formations as well. Thus, Bird and Mendenhall (2016), for example, argue for the need to critically examine the evolving concepts of cross-cultural and "global leadership" (p115). It requires a critical exploration of definitional issues and the various underlying assumptions on culture, leadership and levels of analysis (Jivan, 2007).

The BankSeta, HoLDCs and Delta Business School participants appear to differentiate, navigate and negotiate over time these different contexts, cultures, environments, levels, national policies and states, and the changes therein through the *different lenses*, *demands*, *spaces* they are situated in, and *positions* they take up (which is discussed below). This means their engagement with, and framing of, the "South African" context vis-à-vis the "African", "Western" and "global" contexts emerges, evolves, opens up and differentiates over time as (1) these contexts and operating environments evolve over time; (2) the landscape of "leadership" and "leadership development" evolves over time; (3) their organisations evolve over time; (3) the spaces within and across these contexts, environments and levels evolve over time; (4) the different demands evolve over time; and (5) their lenses and ways of making sense evolve over time. The HoLDCs and Delta Business School participants also take up positions and straddle these within their different institutional and programme spaces. In particular, they take up the critical voice and pragmatic practitioner positions. This is discussed below.

One could argue that the pragmatic practitioner position speaks to the delegate/learners' acquisition of functional competence and their improving their level of proficiency in these knowledge, skills, and behaviours in the traditional,

"mainstream" (Iwowo, 2015, p420) or Western "management" and "leadership" corpus (Nkomo, 2011; Nkomo et al, 2006). The critical voice position speaks to the focus on the "emotional", "internal", "personal journey" of the delegate/learners and ethics thereof, which the BankSeta IEDP delegates also speak of. This is through the "exposure" to different contexts, cultures, spaces, "mind-sets" and perspectives. It includes the "change" and "transformation" in their identity and "being"; being comfortable and able to work with "diversity"; being able to "doubt" and "reflect" on themselves and work with the "unknown" and "unknown unknown"; and "relativis[ing]" one's "thinking", "assumptions" and "paradigms". In contrast to the acquisition analogy with the functional competencies these changes and transformation require, for example, the uprooting or "dislodgment" of the delegate/learners or being "forced" out of their comfort zones and habitual spaces.

One can locate the above positions, the development of functional competence and the "personal journey", and differentiated engagements with the South African context within the logics of the "deficiency" (Iwowo, 2015, p408) and "emancipatory perspective[s]" (p409) on development in "post-colonial" (Nkomo, 2015, p242) Africa (Nkomo, 2011). This was discussed in chapter two. As argued there the framing of competencies and the focus on functional competence can be located within the "mainstream" (p420) and "deficiency" (p408) logic of being "underdeveloped" from a Western or "Anglo-American perspective" (ibid). This contrasts with the "deficiency" (ibid) logic from an "African Renaissance" (ibid) perspective of "Western intellectual hegemony" (ibid) or "continuing" "colonial project" (ibid). The aim from an "African Renaissance" (ibid) perspective is to return to the "pre-colonial" (p409) or indigenous cultural forms; a "recourse to the pre-colonial" (ibid) to prescribe "what leadership *ought to be*" (italics in original, Nkomo et al, 2006, p92) in the present and future. The development of the "personal journey" can be located within the "emancipatory perspective" (p409), which attempts to "navigat[e] between *uncritical* [grounding in and use of] Anglo-American theory and an *idealised* African Renaissance [from the

"deficiency" logic][145] that leaders can learn from" (italics added, Iwowo, 2015, p409). The journey requires one to reflect on one's own situatedness and how one and one's competency development and functional competence are context, space and time-bound. It brings one to the discussion on the shaping of the "content", "process" and pedagogic space.

8.2.5.2 Shaping the "content", "process", pedagogic space and the delegates' "ongoing journey"

As noted above in subsection 8.2.2, the BankSeta's IEDP and the banks' leadership development provide *differentiated niches*, "*spaces*" and *purposes* for the delegates "ongoing journey" in "leadership" and "leadership development". This suggests that the "content", "process" and pedagogic spaces of leadership development programmes are continuously shaped by the engagements with the post-Apartheid skills development landscape and transformational agenda, the positioning of leadership development programmes therein and other contexts, environments and levels, the "grappling" with defining "leadership" within the "local", "African" and "global" "markets" and "operations", and the changing landscape of "leadership" and "leadership development". In addition, it is shaped by the engagement with the realities of the South African context being "two countries in one", comprising "a first world and a third world component" or the formal and informal economies. For example, the BankSeta IEDP provides the delegates with exposure and opportunities to engage in the "field challenges" in the "streets" and informal markets of Johannesburg as well as the "field challenges" in "downtown Kampala", Dubai and London and their formal markets.

The pedagogic spaces of the BankSeta IEDP, for example, and the exposure therein can be described, as Iwowo (2015) suggests, as a "third space" (p420) of

[145] As noted in chapter two, one can view African Renaissance from the "emancipatory perspective" (Iwowo, 2015, p 409) where African Renaissance means working *towards* a new form in the future rather than a return to an "idealised" (ibid) past. This means working *from* the different heritages through Africa's history, including the "Western" (ibid) heritage; and opening up a "dialogue, engagement and codetermination around the past, present and future of Africa" (Odora Hoppers, 2006, p34).

"hybridity" (p409); a space to critically engage with the "mainstream" (ibid) "Western" heritage and to engage "carefully with indigeneity" (ibid) and the "African Renaissance" (p408). However, the present study suggests that it is not a singular space and that one needs to consider the theme of a delegate/learner's "ongoing journey" within and across various spaces and programmes. This means an "ongoing journey" within and across, for example, the organisational spaces, formal and informal economic spaces locally and elsewhere, and Business School and programme spaces.

Iwowo describes the "third space" (p420) as a "learning space" (p421) where the delegate/learners and the designers of leadership development can engage and work with their "*ambivalence* [..] between the *western functionalist paradigms* often characteristic of contemporary leadership development interventions and [their] *lived contextual reality* [and that] of [their] non-western [colleagues and team] who [with them] are themselves the intended users of this knowledge, and who must *practice it in the context within which they live, work and make meaning*" (italics added, ibid). In this way, it serves as "an *active critical space* for engagement with leadership development [and their journeys through different programmes] in which *existing mainstream theories* – as taught presently in contemporary business schools – are *reflexively merged with the lived daily experiences* of those who are the intended users of this knowledge" (italics added, ibid). Thus, it is not just the contextualisation or cultural adaptation of the "mainstream" "Western" (ibid) competency development and competence, but a space for reimagining, framing and experiencing anew (in the words of the research participants) the "diversity" and individuality of "leadership" and "leadership development" in the "global village".

However, Nkomo (2011) argues that one needs to remember the historical legacy of colonialism and the evolving post-colonial national states and locate this space within these states, that is, the political economies of these states. One finds similar arguments by, for example, Spivak (1994) in the post-colonial literature (Mishra and Hodge, 2005). Spivak argues that one should critically examine the

'foundations' for such a space and locate this space and the voices therein within the international political economy. One could suggest that with regard to the focus of the present study this means attending to the different levels of analysis, the journeys therein, and the formations, dynamics, complexities, and contradictions between these levels and journeys. Chapter six, subsection 6.4.1.1, explores the dynamic of the Western standard and how one locates Africa and African leadership. Therein, one finds some of the participants discussing the "north" (developed economies) and "south" (developing economies) geopolitical formations.

Here, one can return to DBS-TM's discussion on the differentiation of "conventional" and "generative talent" at the individual, organisational and global levels. He argues for a shift that is needed in both individuals and organisations to develop "generative talent" as the "ballgame [has] changed". He also questions the distribution of the development and realisation of these "generative talent[s]" along the "north" (developed) and "south" (developing economies) geopolitical divides; that is, a question of why development is focused on "conventional talent" in the African continent rather than "generative talent". One could locate this within the arguments on development in Africa in chapter two and above on the colonial and post-colonial position of Africa in the global order.

8.3 EMPIRICAL CONTRIBUTION OF THE STUDY

The study contributes to the empirical research in the South African context; in particular, research on the South African banking sector and the leadership development therein. It addresses the call by Kriek et al (2011), for example, for research relevant to the South African context and not having an "epistemological preference for traditional positivist approaches" (p133). It provides a case study on leadership development in the banking sector, drawing out the different contexts, levels, "spaces", purposes, agency and framing of leadership development. The case study explores these in an evolving programme within the BankSeta, the BankSeta IEDP and the evolving leadership development function and centre within the individual banks and how these evolve, formalise,

administer, manage and deliver leadership development programmes. Through the case descriptions of a programme and the function and centres it explores the engagement with the "South African", "African", "Western", and "global" contexts.

The case study locates, situates and contextualises leadership development within the banking sector as a programme, function and centre and as different "journey[s]" at different levels. In this way it contributes to the understanding of the evolving and emergent nuances, dynamics, complexities and layers of leader and leadership development and of the differentiated *niches* and "*spaces*" for leadership development. Thus, it argues for and illustrates the need to explore leadership development not as a static, bounded programme or set of methods, as has been criticised in chapters one and two, but rather as evolving, opening up and differentiating over time across levels, environments, contexts, spaces and niches.

The study attends to the process of designing, design, customisation and integration. It draws out the forms of designing, design, customisation, and integration; and how they are embedded within organisational and personal histories and contexts. It provides a contextualised understanding of the design-work and "integrative-work" that these entail.

8.4 THEORETICAL CONTRIBUTION OF THE STUDY

The discussion on the theoretical contribution of the study begins with the theoretical call to attend to leadership development beyond the method focus and to develop integrative frameworks, as discussed in chapters one and two. It then points to the contribution to the theoretical stance of the study. That is, the Critical Leadership Studies (Alvesson et al, 2012; Collinson, 2011, 2014), constitutive approach to leadership (Alvesson, 1996; Collinson, 2005; Fairhurst et al, 2010; Fletcher, 2004; Gordan, 2002; Grint, 1997; Hosking, 1997; Jivan, 2007; Putnam et al, 2016; Williams, 2003), and approaches broaching and bringing together Foucauldian and psychodynamic analysis such as Butler's performativity analysis (Butler, 1990, 1993, 1995, 1997, 2014; Jivan, 2000, 2007; Peck et al, 2009). This

speaks to how leadership and leadership development is constituted and how these are made or constituted as administrable, manageable, and realisable. This then leads to the discussion on theoretically foregrounding designing and design in leadership development and how one can locate this within the critiques in the fields of instructional design, curriculum design and design of artefacts such as architecture and commercial products. Thereafter, it locates designing, design and the function of leadership development within the literature on the human resources function journey, the "identity work" (Pritchard, 2010, p177) therein, and space and place.

The study contributes to the theoretical call to attend to "leadership" and "leadership development" within organisations beyond the "program (sic) mindset" (Hollenbeck et al, 2003, p13) or focus on developmental methods and practices. The study provides possible themes and points from which to theoretically open up, explore and problematise leadership and leadership development. It suggests ways of interrogating the very terms in use, such as "leader", "leadership", "management", "leadership development" and pedagogy; and how the meaning of these terms is situated, lived, and context and time-bound. It suggests the need to theoretically understand how "leadership" and "leadership development" emerges, evolves, opens up and differentiates over time and spaces. This means understanding the design-work and "integrative-work" as well as the "identity work" (Pritchard, 2010, p177) within leadership development and organisations more broadly. It requires going beyond a designer-centred or learner/leader-centred theoretical perspective. This is taken up in the subsection that follows below.

The study contributes to the theoretical discussions on integrative frameworks and integration more broadly. As discussed above in subsection 8.2.3, the study points to the need to explore both designing and integration; that is, design-work and "integrative work" as deliberate, emergent, relational, dialogical, contingent, and learning processes. It explores ways of framing *integration*, the forms thereof, the different possible perspectives of it, and its different forms of agency. It draws

similarities to and locates the discussion within the theoretical debates on integrative frameworks.

The study contributes to the corpus of research from Critical Leadership Studies and constitutive approach[146] as well as approaches broaching and bringing together Foucauldian and psychodynamic analysis such as Butler's performativity analysis.[147] It introduces the theme of journeys and locates, situates and contextualises these organisational and personal journeys within and across levels, environments, contexts and spaces. It suggests ways in which these journeys, levels, environments, contexts and spaces constitute "leadership" and "leadership development". At the individual level, it also suggests that one attend to positions that the designers and those formally responsible for leadership development take up in different spaces within their organisations. With regard to the delegates/learners of leadership development programmes it suggests the need to attend to the forms and dynamics of 'interiorising', identifying, personalising, and individualising being a "leader"; of attending to the individual journeys through and within shared spaces and within an 'interior' or individualised space.

Part of the above forms and dynamics of being a "leader" is the themes of navigating, distilling and "boil[ing] down" leadership for themselves, of being "forced" and challenging the idealised "hero leader", and engaging with the gritty realities of "managing" and "leading" and their own and others' agency (as discussed in chapter six). One finds that as the delegates narrate and reframe their individual journeys they caution that it is not a gradual or even unfolding process and "story". Nor do they appear always deliberate and "aware" of the journey.

[146] As noted in chapter one, both the Critical Leadership Studies and constitutive approach encompass wide-ranging and varied critical positions. For example, Putnam et al (2016) state that the "constitutive approach grows out of theoretical traditions that emphasize social processes in robust ways (e.g., social constructionism, postmodernism, structuration, and relational dialectics)" (p77). One can add Critical Management Studies that also analytically focuses on social processes (Cunliff, 2009; Fenwick, 2005). Both the Critical Leadership Studies and constitutive approach challenge and problematise essentialist assumptions.

[147] As noted in chapter one, Butler (1990, 1993, 1995, 1997, 2014) explores how the "body is mediated, as psyche and soma, within and through the entwined relations of power and discourse" (Jivan, 2000, p35).

There are experiences, events or moments that "force[s]" a pause, interruption, "inflection", "reflection", "introspection" and "looking [back and] forward".

The study suggests that attending to how "leadership" and "leadership development" is constituted and performed within organisations, including how it is made or constituted as 'administrable', 'manageable' and 'realisable', requires one to locate, situate and contextualise it within the human resources function and human resource management space. This means one needs to explore how the human resources function and human resource management space is constituted within organisations. One needs to explore the human resource journey as one explores the leadership development function and centre's journey.

The study suggests the need to theoretically foreground the designing and design of leadership development. In the subsection below the discussion locates designing and design of leadership development within the critiques in the fields of instructional design, curriculum design and design of artefacts such as architecture and commercial products. In this way, it opens up a debate on how one theoretically locates designing and design of leadership development. Thereafter, the discussion locates designing, design and the function of leadership development within the literature on the human resources function journey, the "identity work" (Pritchard, 2010, p177) therein, and space and place. In this way it may open up theoretical avenues for further exploration.

8.4.1 Locating the question of leadership development design within the evolving fields of design: instructional design, curriculum design and the design of artefacts

The discussion begins with the contestations on definitions and critiques across the fields of design. It then focuses on instructional and curriculum design and how one can locate the discussion of the research participants on designing and design of leadership development.

8.4.1.1 Contestations on defining and framing design

One can identify three "field[s]" (Schatz, 2003, p59) of design. These are the fields of instructional design, curriculum design, and then the field designated as the design of artefacts, whether architectural design, industrial design, engineering, or designing new commercial products, and the appropriation thereof as "design thinking" (Hassi & Laakso, 2011, p1) within the "management discourse" (ibid) and organisations (Bevan, Robert, Pate, Maher & Wells, 2007; Boland, Collopy, Lyytinen & Yoo, 2008; Dorst, 2010; Dunne & Martin, 2006; Johannson-Skoldberg, Woodilla & Cetinkaya, 2013; Kimbell, 2011a, 2011b; Kolko, 2015; Mahdjoubi, 2007; Matthews & Wrigley, 2011; Folkmann, 2014; Razzouk & Shute, 2012; Rylander, 2009; Starkey & Tempest, 2009; Szeto, 2010; Van Aken, 2001).

Boland et al (2008), Collopy (2009a), Kimbell (2011a, 2012b, 2012), Love (2000) and Folkmann (2014) point to the definitional issues, contestations and critiques within the fields of design. The theme that emerges across these fields is the criticism of the framing of designing and design as an abstract, formalised process and product (Dorst, 1997; Kimbell, 2011a), or critical arguments against a formalist, "rational" (Dorst, 1997, p51), "disembodied" (Kimbell, 2011a, p4), and "technical" (ibid) formulation of designing, designs and designers in general.[148] Kimbell (2011a, 2011b) and Dorst (1997, 2010), for example, argue that the paradigm of "positivism" (Dorst, 1997, p51) and "technical rationality" (ibid) leads to this formalist, rational problem-solving framing of designing and design. Cho and Trent (2005), Kelting-Gibson (2005) and Petrina (2007) point out that within the field of "curriculum development" (Kelting-Gibson, 2005, p27) and

[148] Kimbell (2011a), for example, argues that one needs to appreciate and attend to the historical evolution of the "different kinds of design" (ibid), design professions, "craft" (p5) therein, design contexts, materials, and the "situated and contingent practices within knowledge production" (p2) in these different contexts of design. Thus, she argues against the cognitivist, "disembodied" (p4) and "ahistorical" (ibid) treatment of and, research on, design. She locates this treatment of and, research on, design within the broader historical evolution of research on design that she identifies. She charts the research on design as having evolved "over several decades from conceiving of giving form to artifacts (sic), to problem solving, to a generalisable "design thinking" that can be applied to many different kinds of human activity, towards an attentiveness to practices, rather than individuals, including the practices of non-designers involved in shaping designs" (italics added, p7).

instructional design one also finds the emergence and evolving of a "technical-scientific approach" (ibid) or "instrumental rationality" (Cho et al, p107) based on a "positivist position" (ibid). In addition, empirical research suggests that the instructional and curriculum design process "may be quite dynamic, recursive and never-ending" (Gustafson et al, 1997, p74). Here, one can draw similarities with the themes emerging on the customising, designing and design of leadership development in the present study, and discussions of these as a process.

The critical discussions across the fields of design suggest the need to clarify the levels and "units of analysis" (Kimbell, 2011a, p9) in these respective fields. For example, one finds authors criticising the conflation of terms[149] and levels[150] within the fields of instructional design and curriculum design (Caraballo, 2011; Chisholm, 2015; Gray et al, 2015; McCarthy, Giardina, Harewood & Jin-Kyung, 2003; Pacini-Ketchabaw & Pence, 2011; Petrina, 2004, 2007; Pinar, 2004, 2006; Reiser, 2001a, 2001b, 2012a, 2012b; Rowland, 1993; Wilson, 2005). The authors argue that this has led not only to the conflation of instructional and curriculum design, but the overriding focus on formalist and technical concerns and procedures of instructional design. This follows from curriculum design being seen as nested within and encompassed by instructional design, rather than the

[149] One could differentiate for heuristic purposes instructional and curriculum design within the following set of nested categories: (1) the "materials [and] resources" (Reiser, 2012a, p1) of instruction or "instructional media" (Reiser, 2012a, p1); (2) "instructional media" and "education technology" (ibid); (3) "instructional activities [and] delivery vehicles" (Jonassen, Grabinger & Harris, 1990, p29); (4) "instructional strategies" (ibid); (5) "instructional design" (Reiser, 2012a, p5); (6) "curriculum design" (Albashiry, Voogt & Pieters, 2015, p1139); (7) "curriculum" (Su, 2012, p155) as "programmes [and] accreditation standards" (Albashiry et al, 2015, p1139), (8) "curriculum theory" (Petrina, 2004, p89) and "learning theory" (Petrina, 2007, p101); (9) and national institutions responsible for accreditation, qualifications, and policies on, for example, education, skills development and labour. This suggests that instructional design is nested within curriculum design. These categories can help to locate the different themes of the present study to these differentiated levels of design questions.

[150] Albashiry et al (2015) provide a heuristic differentiation of levels of curriculum design. From their literature review and research they state that "curriculum design can be engineered at different levels" (p1139). They differentiate a "macro", "meso", "micro" and "nano" (ibid) levels. The "macro" (ibid) level comprises the institutions "at the ministry, state, [and] district level" (ibid) that form policies, "accreditation standards" (ibid), and qualifications standards. The "meso" (ibid) or "institution[al] level" (ibid) curriculum design comprises the "planning and reviewing [of] educational programs (sic) and courses" (ibid). It is at the "micro" (ibid) level that one finds "curriculum in action (i.e., teaching and learning activities)" (ibid). The "nano" (ibid) level is the level of actual results of "learning" (ibid); that is, "the student learning resulting from all the previous curriculum planning and the actual teaching activities". The authors argue that "curriculum problems usually arise from gaps and inconsistencies between these levels" (ibid).

inverse. This means the increasing focus on the "use of *media* for *instructional purposes* and the use of *systematic* instructional *design procedures* [for "*improv*[*ing*]"] *learning* and *performance*" (italics added, Reiser, 2012a, p5); rather than on "curricula as a *set of objectives*, curricula as *courses* of study or *content*, curricula as *plans*, [and] curricula as *experiences*" (italics added, Su, 2012, p155). It thus marginalises questions of the 'purpose', 'content', 'form', 'agency' and 'context' of pedagogy. One can draw a parallel with the field of leadership development where one finds the focus on *methods* of development, such as formal learning, coaching and action learning.

Petrina (2004, 2007) and authors such as Caraballo (2011), Judson (2006), McCarthy et al (2003) and Pacini-Ketchabaw et al (2011), arguing from a critical, "practice" (Caraballo, 2011, p155), "ecological and relational" (Judson, 2006, p229), "post-colonial" (McCarthy et al, p449), and "postmodern and indigenous" orientation (Pacini-Ketchabaw et al, 2011, p4), suggest that in *practice* the "question "*what* should be learned" (Petrina, 2004, p89) has become narrowly defined over time. It does not substantively and critically engage with the "politics of knowledge, identity, and representation" (p82). This means constricting, circumscribing, bounding and "standardi[sing]" (Judson, 2006, p233) the nature of education, pedagogy and curriculum (Cho et al, 2005). Petrina adds that as instructional design encroached on the space of curriculum design "instructional designers [continued their focus] on form or process [as defined by the instructional "models" and "procedures"], neglecting the larger picture" (ibid) and contexts. This means not engaging with, for example, the question and the "politics" (p82) of whether one is designing a "transmissive, transactive, [or] transformative curriculum"; in other words a "technical, practical, [or] emancipatory curriculum" (p83).[151] The focus of instructional design "was and remains oriented toward, or fixated on, individualisation and individual cognition" (p90) within the circumscribed 'instructional context' (Gustafson et al, 1997).

[151] Petrina (2007) using the example of a schooling context states that a "transmissive orientation typically means that information is transmitted from teacher to students" (p299). "A transactive orientation typically means that the question "what should be learned?" is democratically negotiated" (ibid). "In a transformative mode, the teacher provides content and methods that are truly empowering for the students" (ibid).

One can draw similarities and locate the discussion on the shaping of the pedagogic space and the question of "leadership" and "leadership development" within the "local", "African", "Western" and "global" contexts within the above critical debates on curriculum design.

8.4.1.2 Differentiating levels of curriculum design

Albashiry et al (2015) differentiate a "macro", "meso", "micro" and "nano" (ibid) levels[152] of curriculum design. One can draw similarities to the discussion on levels in the present study, which helps to locate and situate the research participants' discussions of their contexts and experiences with designing leadership development and their programmes in relation to the above fields of design. However, it would appear that their discussions of their experiences on designing leadership development cannot simply be categorised within either a "micro" (ibid) and "macro level" (ibid). Nor can one suggest an intermediate level to the micro and macro level as it does not capture the nuances, complexities, dynamics and the different spaces entailed in their experiences of designing, developing and delivering leadership development. The designers of leadership development appear to work *in* and *across* the "meso", "micro" and "nano level[s]" (Albashiry et al, 2015, p1139) as they design, develop and deliver leadership development programmes and as they engage *with, within* and *across* the organisational, social, local, regional, continental and global levels. Kimbell's account of design as a practice can help one think through the representation of this. Kimbell's (2012) description of a "nexus of minds, bodies, objects, structure, process, agency, and knowledge" (p143) helps to visualise this working with, within and across levels. As noted before, in the present study 'space' emerges as an important theme in relation to levels. Thus, one can think of the nexus in the different spaces.

One can locate the "instructional design *process*" (italic added Branch et al, 2012, p14), as "a *set* of *procedures* for systematically developing education and training

[152] Refer to footnote one hundred and fifty.

materials" (italics added, ibid), within Albashiry et al's (2015) micro level. It is the "instructional design *process*" (italic added, ibid) that the "models" (p9) of instructional design or instructional systems design map out and represent as "phases" (p14). Branch et al state that "most of the "traditional" models (i.e., versions) of the ID [instructional design] process include five phases of activities: analysis, design, development, implementation, and evaluation, often referred to by the acronym ADDIE" (p9). They refer to the ADDIE model as "a paradigm [within the field instructional design] that refers to a family of models that share a common underlying structure" (ibid).[153]

8.4.1.3 Differentiation of curriculum design approaches and locating the research participants' discussion on designing leadership development

Mindful of the above debates on the evolving definitions, practice, dynamics and levels of instructional and curriculum design, one can utilise the following heuristic categorisation for approaching and conceptually differentiating "curriculum design" (Richards, 2013, p5) for the purposes of the present research and for the programme level discussions of the research participants. The heuristic categorisation differentiates curriculum design as forward, backward, and central or centred designs based on the point from which designers begin the task of designing (Hurtubise & Roman, 2014; Richards, 2013; Wiggins, Grant & McTighe, 2011). This means differentiating whether the design begins from the point of view of (1) the content of a programme or course; (2) the outcomes or goals to be achieved; or (3) the actual teaching and learning process respectively.

The forward instructional design model is the traditional design model that maps out a sequence of (1) "input" (Richards, 2013, p8) or "content of instruction" (ibid); (2) "process" (ibid) or method of "instruction" (ibid); and (3) "output"

[153] Although Branch et al (2012) argue that the ADDIE model serves as "a paradigm" (p9) and points to a "common underlying structure" (ibid) of the design *process*, one needs to note the evolving and shifting dominance of *theoretical approaches* in the field. For example, Lee and Jang (2014) point out that "historically, ID models evolved from first-generation linear *behavioral* (sic) models (e.g. Branson 1978; Gagne´ 1965) to second-generation instructional *systems* design (ISD) models (e.g. Dick and Carey 1978), to third-generation iterative technology-based models (e.g. Bergman and Moore 1990; Braden 1996), to fourth-generation *constructivist* learning environment design models (e.g. Willis 1995)" (italics added, p744). However, the emphasis tends to be on the *design process as procedures*, that is, on the technique or technical aspects of instructional design.

(ibid) or "outcomes" (ibid). It is "based on the assumption that input, process and output are related in a linear fashion" (ibid). The backward design model is an "ends-means approach" (Richards, 2013, p20), which is the reverse order of the forward design model. One begins with the "specification" (ibid) of the "learning outcomes" first and one then determines thereafter the assessment and the instructional process, sequence and method. Working out the "specifics of instructional planning – choices about teaching methods, sequences of lessons, and resource materials – [occurs] *after* identifying the desired results and assessment" (italics in original, Wiggins et al, 2001, p13). In contrast to the forward and backward design models, the central or centred design model "begins with [and focuses on the] classroom [and "learning"] processes [therein] and [the attendant] methodology" (Richards, 2013, p5). Inputs and outputs are informed by and follow on from this focus on the classroom and learning process. One could describe it as being "learning-oriented" (p15) and learner-centred.

With the forward and backward design it appears the designers move from the "meso" (Albashiry et al, 2015, p1139) to the "micro" (ibid) and "nano" (ibid) levels; but the direction from 'content' to the 'outcome' of a programme or course of the forward design is inverted in the backward design. In the central or centred design, it appears that the designers begin with and take the vantage point of the learner and the "classroom [and "learning"] processes" therein (Richards, 2013, p5); that is, the "process" (ibid) at the "nano" (Albashiry et al, 2015, p1139) and "micro" (ibid) levels

At first it may appear, for example, that one could 'fit' or categorise the BankSeta, Delta Business School and HoLDCs' ways of "working" in designing leadership development into the differentiated categories of curriculum design. For example, the theme of "working" with the "end in mind" can be categorised as a form of backward design while working in the here-and-now emergent process can be categorised within the learner-centred design. However, this one-to-one categorisation may not appreciate the emerging nuances, complexities and experiences of designing leadership development through the programme

lifecycle, across programmes and within organisations. It may not allow one to appreciate and explore the possibility that the actual practice of designing comprises a blending or straddling of the different ways of "working". One also finds in the literature on instructional and curriculum design that the actual practice comprises appropriating, "blend[ing]", "cluster[ing]" and "layer[ing]" (Gray et al, 2015, p40) from the conceptually differentiated design models in the respective fields (Davidovitch, 2013; Gustafson et al, 1997; Reigeluth, 1996; Richards, 2013; Yanchar & Gabbitas, 2011). Gray et al (2015) argue that, rather than a "discrete event" (p39) or discrete decisions, instructional designers are making "multiple design judgements" (p40) continuously "all the time" (p39). They argue further that these "design judgments" (p41) shape and are "shaped" (ibid) by "role[s]", "position[s]" (ibid) and contexts of design and instruction or learning.

One needs to note that what emerges from the research participants' experiences is the need to explore and situate *design-work* within the personal histories, organisational histories and contexts that the *designers*, *design context*, *delegates/learners*, and the *institutions* are located and embedded. In the literature surveyed above, one notes Kimbell's (2011a) criticism of framing design as a formalist, "ahistorical" (p4), "disembodied" (ibid), "rational, problem solving activity" (p2) in the field of design of artefacts. Gray et al (2015) argue, in their research on instructional design, that "design judgments" (p41) shape and are "shaped" (ibid) by "role[s]", "position[s]" (ibid) and contexts of designers. The research participants' discussions suggest that they as designers work and take up positions within these personal and organisational histories as well as the different contexts. Thus, one needs to be mindful of framing the blending, straddling and design-work as a formal, abstract, rational or technical process.

This need to explore and situate *design-work* within the personal histories, organisational histories and contexts gives substance to Yanchar et al's (2011) caution against, and criticism of, the practice of "eclecticism" (p384) in instructional design. One needs to appreciate and explore how these various

histories and contexts give meaning and form to appropriating, blending, and straddling in design-work. One needs to also appreciate and explore this from the "practitioner" (p384) point of view; of their practice, reflexive practice, framing and narratives. Yanchar et al's (2011, 2007) focus is on the question, "how do instructional designers use theory" (2007, p1).

Yanchar et al (2011) state that "instructional designers [or] practitioners may take various ideas at face value [for their practical purposes] with little or no concern for incompatibility among underlying assumptions" (ibid). This follows from their argument that the instructional designers' "eclectic" (p385) approach to "design work" (p385) is "made possible by a particular view of conceptual resources qua practical tools" (p384). That is, "conceptual resources" (ibid) as techniques, tools or a toolbox. There is a lack of "critical reflection" (p390) on the process of "design work" (p385); of the "assumptions" (p390), "tacit knowledge" (p393), "values" (p385), "decision-making" (p393) process, and "judgements" (p385) of the designer as well as engaging with the "contextual demands" (p396), the "diverse learners" (p390), and the "unarticulated and unexamined means by which eclectic practices unfold in design work" (p385). Yanchar et al suggest the practice of "critical flexibility", of reflexive practice and "design work" (ibid) to address the narrow eclectic focus and assumptions on "what works" (ibid):

> "Put more bluntly, we are concerned that, in the name of eclecticism, little or no careful attention need be paid to the *underlying means* by which *diverse techniques* are *selected and employed*, and, by extension, little or no attention need be paid to the *means* by which *design* is *actually produced*." (italics added, ibid)

The above discussion also suggests that abstracting and delimiting a linear process or sequence, as in the forward and backward design models, follows from a constricted conception of the learner, learning, and the learning and design context (Gustafson et al, 1997; Reiser, 2012b). The forward and backward design models tend to focus on the analysis of the immediate task and the improvement in performance of the task in the case of work settings, rather than an analysis of the

contexts, the organisation, the learners, and the learning process. Here, one can note that instructional and curriculum design has evolved within different spaces to address education in schools, education in universities and also address organisational performance and training needs and requirements.

One can propose that the present study presents an illustrative case of the dynamics of practising "critical flexibility" (Yanchar et al, 2011, p385) and the manner in which it takes shape within, and is shaped by, the organisational context and different spaces. The suggestion of the blending of standardising, tailoring and customising in the designing of leadership development in the study suggests that working within organisations and engaging in reflexive practice within organisations is navigated and negotiated in the day-to-day organisational, developmental and programme realities.

It appears that the term 'design' may be used variously. It can be used to reference solely the "specifics of instructional planning" (Wiggins et al, 2001, p13) by teachers, lecturers or facilitators; that is, the actual *selection* of content, materials and methods, the *sequencing* thereof, or the *schedule*. At a higher level of abstraction it can also be used to refer to the actual *design* and *development* of instructional *materials*. The next level may be seen as the *design* and *development* of a bounded and defined *course* or *instruction*. Thereafter the subsequent level of abstraction can refer to the design of the *entire instructional process*, the "system" (Reigeluth, 1996, p13) of instruction development and instruction. One could contextualise and conceptualise design at a further level of abstraction where the system of instruction development and instruction is located within the larger systems or "*supersystem*" (italic added, ibid). That is, the curriculum and the broader social, economic and political contexts the curriculum is located and embedded within.

Together with the different use of the term, design, one needs to also consider the theoretical grounding that frames and delimits designing, the design process and the design space and context. Here, again, one can cite Yanchar et al's (2011)

discussion of "eclecticism" (p385). One can also consider Reigeluth and Reiser (2011) and Reiser's (2012b) review that traces the behaviourist and empiricist roots of instructional design, which informed the earlier "programmed instruction movement" (p23) of modular or segmented steps[154] in content, process and learning. This allows for a linear conceptualisation and visualisation of the "craft" of designing, the designer, the design process, designs, and the design context. This narrowed focus on a delimited and bounded 'micro system' of instruction development belies the definitional and conceptual contestations as well as the complexities and realities of designing, delivering, learning and developing, and administrating processes, modules, programmes and purposes. Within organisations it is the realities of different stakeholders, "point[s] of view" and "what [the stakeholders] will and will not allow".

8.4.1.4 Integration in designing and designs

Dorst (1997) suggests that one faces a "dilemma" (p34) when attempting to conceptually define and empirically explore "integration" (p34) in relation to design. He suggests that the definition and the way one explores integration depends on one's philosophical and methodological "paradigm" (2006; p4; 2010, p159); at the time of publication Dorst states that "integration" was not a topic or focus of concern in research on design.[155] He identifies two prevalent paradigms within design literature to conceptually and empirically explore "integration" (1997, p34); that is, the "rational problem solving" (1997, p45, 2010, p159) and "reflective practice paradigm" (1997, p65, 2010, 159). This is similar to the pattern identified in more recent reviews such as Kimbells' (2011a, 2011b, 2012); although Kimbell introduces a third,[156] "theories of practice" (2011, p9), which is

[154] This contrasts with the framing of modular design and delivery of leadership development discussed in chapter six.

[155] There does not appear to be reference to the terms, integration or integrative, in the literature surveyed. Smulder (2011) cites Dorst's (1997) study. Dorst does point to the attention to "integration" (p32) within the "industrial design engineering" (ibid) field, which, by its definition, Dorst suggests, "aims to '*embrace*' and '*combine*' different aspects of designing into an '*integrated*' product" (italics in original, ibid). However, as discussed in the paragraphs to follow, Dorst differentiates "integration" (p37) from "product integrity" (ibid). Smulder (2011) points to the "integration" (p171) at the "product level" (ibid).

[156] Kimbell appears to use the term, paradigm, to refer to the broader 'families' of philosophical and methodological frameworks in the social science literature. Dorst's (1997) focus is on the

similarly critical of the "positivist epistemology" (p51) of the "rational problem solving paradigm" (p45) as the "reflective practice paradigm" (Dorst, 1997, p65). Dorst (1997) references the "positivist epistemology" "roots" (p51) as well as information processing theories as informing the "rational problem solving" (p45) paradigm. He suggests "phenomenology [and] constructionism" (p72) as the "roots" (p71) of the "reflective practice paradigm" (p65).

Dorst (1997) explores conceptually and empirically the question of integration in designing through these two "paradigms" (p34), the "rational problem solving" (p45) and "reflective practice paradigm" (p65). Dorst begins with the example of "industrial design" to illustrate a descriptive account of integration and then undertakes an analytical approach, exploring integration at a "level deeper and try[ing] to define integration as a specific form of human activity" (p34):

> "In his definition of industrial design Maldonado mentioned that the *demands of different stakeholders* (e.g. the producer, the user) must be *integrated* into the *designed product*. Also, he stated that industrial design problems require *integration in another sense*: when designing a product, *technical*, *ergonomical* (sic), *aesthetical* and *business considerations* must be taken into account" (italics added, p34).

Thus, the "aim of industrial design engineering activities is to develop a *product* in which decisions were taken which *link* the *elements* of the **problem** or **solution**, *adequate* in *all relevant contexts*" (bold and italics added, p35). At first sight this seems a basic and reasonable descriptive account. One could suggest that integration in leadership development means the "link[ing of the] elements" (ibid) of leadership development "problem" (ibid), "solution" (ibid) or need. However, Dorst argues that this focus on "elements" of the "problem [and] solution" (ibid) and manner of framing "contexts" (ibid) follows from the rational problem solving paradigm. Dorst suggests the following definition of integration from the rational problem solving paradigm:

"design methodology" (p11). That is, the "dominant" (ibid) way of defining the domain and methodology of design and the challenges to it. He terms the "dominant" (ibid) way as the "rational problem solving paradigm" (p45). The naming of "reflective practitioner paradign" (p65) seems to adopt the terminology of Schön who is cited as representative of the "paradigm" (ibid).

> "someone is designing in an integrated manner when he/she displays a reasoning process building up a network of decisions concerning a topic ([an "element", "feature" or] part of the problem or solution), while taking account of different contexts (distinct ways of looking at the problem or solution)" (p35)

This means designers take an *analytical approach* to the "topic [and] contexts" (p55) of the "problem [and] solution" (p55); "split[ting] up the design problem in different ways (defining features in several different contexts) and at a number of levels of detail" (p55) and "structur[ing these] from a number of different viewpoints (contexts) [..] as meaningful and coherent" (p56).

In contrast to the "rational problem solving paradigm" (p45), the "reflective practitioner paradigm" (p65) does not assume as given the "elements", "features", "topics" or "contexts" (p37) of design. The "reflective practitioner paradigm" (p65) explores the designer's "naming [and] framing" (p75) in the design process that includes the "move[s]" (ibid) the designer makes (which is a "combination of synthesis and simulation" (ibid)) in his/her "conversation" (p76) with the design "task" (p76), "materials" (Schön, 1992, p3) and "situation" (Dorst, 2007, p76):

> "[The] conversational metaphor [of the reflective practitioner means that the] designer tries *moves* and *observes* the *results* knowing that *not everything is possible,* and that the *completed* design will be a '*negotiated settlement*' between the *designer* and the *designer task*" (italics added, p76).

One can draw similarities with the "critical distance" and pragmatic practitioner positions that the HoLDCs and Delta Business School participants appear to take up; including how they attempt to navigate and negotiate, for example, the different journeys, "point[s] of view", "perspectives", demands, agency, and spaces. The theme of a journey means going beyond the focus on a programme or the method focus in the leadership development corpus. Dorst (2010) similarly suggests that research on design "has always focussed on what happens *within*

design projects" (italics added, p158); that is, the focus on a *singular* design project on its own. He argues that one needs to explore designing and design "across projects". For example, one needs to explore how the designers frame and create the design context within which projects are undertaken; "how lead designers create the intellectual (and physical) environment in which their particular kind of design takes place, prospers and develops" (ibid). Dorst seems to suggest that research on design needs to attend to the more personal stories and histories of designers that they bring with them to the design context and projects.

Dorst's (2010) concern is the "design students [..] *progress*[*ion*] from a *convention-based* design approach to a *situation-based* approach, [observing that] only the best achieving the third level of *strategy-based* designing in their design school years" (p164). Dorst adds that the development of "*strategy-based* designing [..] would be in a stage of their professional development that lies beyond their formal design education" (ibid). Dorst (2003) differentiates "five distinct levels of expertise" (p9): "novice", "advanced beginner", "competent problem-solver", "proficient" and "expert" (ibid). These levels differ in how the designer actively engages with, approaches and applies "rules", "reflection" and "intuition" (ibid) to the design task and situation. However, Dorst adds that "these fundamentally *different ways of looking* at problematic situations can actually *co-exist* in *a design project* [as] *nobody is an expert on all aspects of design*, on some problems we might be *novices*, at others we might be *competent*, or *experts*" (italics added, ibid). It ties in with Dorst's (1997) earlier argument that designers may engage in both an "objective [and] subjective interpretation" (p161) of the design task, materials and situation. The novice designer may be more rule-bound and task-bound than an expert. This means the novice designer may predominantly engage in "objective interpretations" (ibid) and rely on an external structure, set of rules, and design models; while the expert blends both "objective [and] subjective interpretation" (p161) depending on the design task, materials, situation, and context.

8.4.2 Locating the leadership development journey within the literature on the HR and HRM journeys

One can draw similarities between the organisational journeys and that of leadership development function, centre and design discussed in the present study and the evolving practice and function of human resources (HR) and human resource management within organisations. As with the discussion of the leadership development function and centre, the HR function is itself continuously evolving, formalising, differentiating, legitimising and (re)positioning itself through and within organisational, business and global cycles (Boudreau, 2015; Boudreau & Rice, 2015; Cappelli, 2015). Similar to the discussion on the positioning and evolving of leadership development, the HR journey includes 'digesting' and finding, locating, and positioning itself in relation to "innovation" (Boudreau & Rice, 2015, p78) in thinking and practice, the new 'best practices', "fads" (ibid) and the next "shiny object" (p72).

With the advent of 'Strategic Human Resource Management', albeit in the context of the cyclical questioning of the value of human resources function (HR) by organisations, one notes the increasing and sustained focus on the *design* of HR within organisations (Baird & Meshoulam, 1988; Becker, Huselid, Pickus & Spratt, 1997; Becker & Huselid, 1998; Boudreau, 2015; Bello-Pintado, 2015; Caldwell, 2004; Hird et al, 2009; Kates, 2006; Kates, Boudreau & Galbraith, 2011; Lepak, Liao, Chung & Harden, 2006; Monks & McMackin, 2001; Pritchard, 2010; Ulrich, Younger & Brockbank, 2008). This focus marks a shift from a "functionalist view of HR" (Becker et al, 1997, p42) to a more "systems" (ibid) view,[157] as well as the attendant focus on the configuration or 'best fit' of practices rather than the selection and adoption of universalist individual 'best practices' solely. However, one needs to note that meta-reviews such as Beer et al (2015), Molloy, Ployhart and Wright (2011), and Wright and Boswell (2002) are

[157] The reference to a 'systems' view is not elaborated within a particular systems theory or concepts. The contrast is drawn between the narrow focus on individual practices in isolation and a broader focus on how the individual practices are configured and 'work' together. Harney and Dundon (2006), for example, cite an "open systems perspective" (p48) where "organisations are viewed as a set of interdependent parts so that movement in any part of the organisation inevitably leads to movement in the other parts" (p50). These 'movements' are said to be caused by "internal tensions" (ibid) and "environmental influences" (p51).

critical of a simplistic divide of micro and macro that pervades the HR, HRM and organisational scholarship, including the 'strategic' and systems framing of HR and HRM (Bamberger, 2008; Monks et al, 2001; Paauwe & Boselie, 2003; Phillips & Gully, 2015). They argue variously that there is no clear agreement or consensus on what can be delimited and defined as micro or macro.[158]

There are similar themes in the HR and HRM literature and in the discussion of the organisational journeys in the present study such as the dynamics of centralisation and decentralisation, the emergence of silos, fragmentation and duplication, and the need for alignment and integration (Becker & Huselid, 1998, 2006; Becker, Huselid, Pickus, & Spratt, 1997; Boudreau, 2015; Butler, Felstead, & Ashton, 2004; Caldwell, 2004; Cummings, 1995; Garavan, Watson, Carbery & O'Brien, 2015; Godard & Delaney, 2000; Hird et al, 2009; Huselid & Becker, 2011; Wall & Wood, 2005). Within the HR and HRM literature the theoretical discussion appears to address how the differentiation of HR spaces and practices is framed and takes form, and the question of internal fit (within the HR function and with the organisation) and external fit (with the organisation strategy and inimitable competitive advantage). One could suggest that it then address the question of how HR and HRM are constituted within organisations.

As with the discussion on contextualising leadership development and exploring how it is made administrable, manageable and realisable, one finds authors arguing for the need to contextualise the HR design and its implementation, enactment and embeddedness within the broader "organizational logic" (Becker et al, 1998, p3; MacDuffie, 1995, p198). That is, the "systemic interrelationships [..] among organizational practices" (ibid) and the "configuration" (ibid) of these practices. Becker et al (1998) argue that it refers to the "idiosyncratic [organisational] contingencies, [] complementarities" (ibid), alignments, resources and pathways that evolve over time with each organisation. This may account for the observations of fragmentation, silos and duplication. One can argue that the

[158] Molloy et al (2011) argue that "there are multiple micro-macro divides within management" (p581). These "multiple […] divides" follow from the different disciplinary orientations, comprising "fundamental differences in the theoretical assumptions and methodological traditions" (ibid), and different levels of analysis implicated in the micro-macro divide.

HR and HRM journey is characterised by the "mundane reality of piecemeal progress" (Caldwell, 2004, p213) as well as being a "profoundly contradictory and unfinished process" (p196). Caldwell (2004), for example, suggests that one consider that the "inherent contradictions at the heart of HRM" (p201) may reflect the day-to-day pragmatics and "compatibilism of choices and outcomes" (p202) given that organisations comprise and hold a "mix of short-term [and] long-term goals [and] competitiveness" (ibid) strategies. These short-term and long-term goals and competitiveness strategies may have different implications for "investing and not investing in people" (ibid).

The theme of pragmatism emerges in these discussions. For example, the suggestion of "compatibilism" (Caldwell, 2004, p202) and the paradoxical holding of, and implementing and enacting, different purposes (Boudreau, 2015); which is geared to the "mix of short-term [and] long term goals [and] competitiveness" (Caldwell, 2004, p202) strategies. Here, one can cite the discussion in the present study on the pragmatic practitioner position and the discussion of the "trade-offs" in the development for "business" continuity and "building for future capability" and change.

One may also account for the observations of fragmentation, silos and duplication by the differentiation of the HR and HRM levels and spaces and the variance in the "spectrum of readiness" (Hird et al, 2009, p31), "stages of development" (Baird et al, 1988, p117) and "transitions" (Pritchard, 2010, p175) at these different levels and in the different spaces. Here, one can cite the discussion of "levels of maturity" and "subcultures" in the present study.

8.4.3 Journey and "identity work" of HR professionals and practitioners

The discussion of the many and varied personal journeys in the present study, from that of finding space, working through hurdles, dilemmas, and the personal toll, can find resonance with the experiences of "HR practitioners" (Pritchard, 2010, p176) in the broader HR system. Pritchard, for example, describes how the HR practitioners negotiate and identify with their roles as HR as a whole

transitions to, and positions itself in, a "strategic partnership" (p176) with the line management and the organisation. Pritchard, citing previous research as well, argues that the "HR practitioners identify with a variety of roles and claim to operate differently in relation to a range of HR issues" (p176). This means their "roles are negotiated over time" (p177) and entails "identity work" (ibid), an "active engagement" (ibid) with their "self-identity" "constructions", and attendant shifts in their view of their "profession" (ibid) and their own professional identity.

Pritchard argues that their professional identity and roles are "framed by the broader academic and occupational context [and] is also situated in [their] day-to-day work, experiences and relationships" (p175).[159] Here, one can cite Caldwell's (2004) research where one finds that the HR practitioners rather than being 'purists' are "pragmatic realists" (p202) when working with and through the "inner tensions of HRM" and "reactive pragmatists" (p203) in the "day-to-day" (ibid) operations. This speaks to and contextualises the experiences of the HoLDCs. One can suggest that it also speaks to the organisational realities of designing, developing and delivering leadership development. One can extrapolate from the above and suggest that it can also speak to the identity-work of the delegates in their "learning journey", "personal journey" and "leadership journey".

Boudreau (2015) also points to the finding of cyclical following of "fads" (p53) within organisations, which the HoLDCs also point to and are critical of. Boudreau suggests that in part this reflects how HR positions itself and the "value proposition" (ibid) it articulates. Boudreau argues that "[l]acking an articulated value proposition, CEOs, boards and constituents grasp at the latest popular "shiny object"" (ibid); caught in "an endless pursuit of fads" (ibid). More importantly, it needs to be an "articulated value proposition" that "connects" with the organisation and management. Here, one can cite the HoLDCs, who speak of

[159] Here one can suggest that the Critical Leadership Studies, constitutive approach, and the approaches broaching and bringing together Foucauldian and psychodynamic analysis may provide the theoretical grounding for exploring identity-work.

the need to be "constantly selling the concept" (HoLDC-D2) of leadership development, but also speaking the "language" of "business" (HoLDC B and Z), keeping it "digestible" (HoLDC-D1) and "palatable" (HoLDC-D1), and managing the dilemma of showing "tangible" (HoLDC B, C1 and D2) results, outcomes or changes that the management as client can "see" and "feel" (HoLDC-C1). Boudreau (2015) does not suggest an aversion to "ideas" (p53), but cautions "that if improperly adopted they all carry the danger of needless organizational disruption and value destruction" (ibid). Thus, it would appear there is a need to broach the building of "organisational history" (HoLDC-Z), the institutional base and memory, and innovating, transforming and "rapid-prototyp[ing]" (Boudreau, 2015, p53).

8.4.4 Space and place

'Space', as a metaphor used by the research participants and as a concept and unit of analysis (Kitto, Nordquist, Peller, Grant, & Reeves, 2013; Leijon, 2016; Ropo et al 2013), provides a conceptual and 'geometric lens' to appreciate and develop a more granular and differentiated understanding of leadership development. This means a lens on how leadership development is located, situated and positioned within the different levels, environments, contexts, and institutions; and a lens on how these levels, environments, contexts, and institutions can be visualised spatially. Firstly, it allows one to think of differentiated spaces within a level, environment or institution, including the formal and informal organisation (Cross & Prusack, 2002; de Toni & Nonino, 2010; Nonino, 2013; Yukl, 2010). Together with differentiating spaces within a level, environment or institution, one can also consider space as spanning, straddling, connecting and cutting across levels, environments and institutions and of spaces entwined with, or embedded within, other spaces. Secondly, the concept, space, is multifaceted as it encapsulates, for example, the material (geographic, physical, bodily and extent space), relational, structural, institutional (formal and informal), discursive, metaphorical, conceptual, and experiential and phenomenological. Thirdly, and relatedly, it lends one to consider and think of the 'geometric' configurations of these different

facets. Here one could point out Foucauldian analysis on how disciplinary power configures space (Foucault, 1977).

One can appropriate the geometric concept, 'planes', and consider the configuration of the different spaces identified in the present study. For example, one can visualise the policy, designing, delivery, learning and development, and operations and administration spaces as geometric planes or two-dimensional surfaces that 'intersect', interact and 'shadow' each other. Figure 12a below attempts to illustrate this. The use of the analogy of a geometric plane helps to visualise and think through how spaces span, cross, connect, shape and are shaped by the levels, environments, contexts, and institutions; that is, help visualise and think through the emerging complexities and dynamics within and between the different levels, environments, contexts, and institutions. However, the suggestion of a two-dimensional geometric plane analogy breaks down as one needs to consider and visualise spaces beyond a flat, smooth two-dimensional surface that is uniform and homogenous across the surface (as illustrated in Figure 12b). For example, one may need to consider planes and the spaces that it illustrates as being differentiated, textured, undulating, entwined, and nested. One needs to shift imagery to appreciate the textured 'terrain' of leadership development; and consider the visualisation of concentric circles, intersecting bubbles, and three dimensional tubes (as illustrated in Figure 12c).

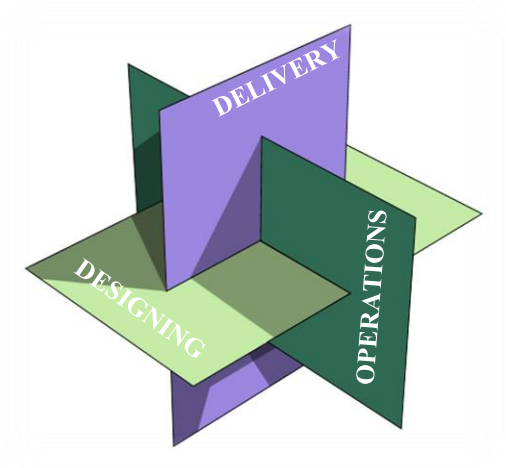


Figure 12a

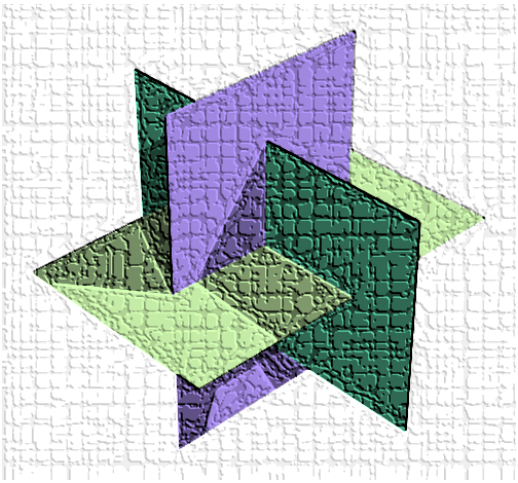


Figure 12b

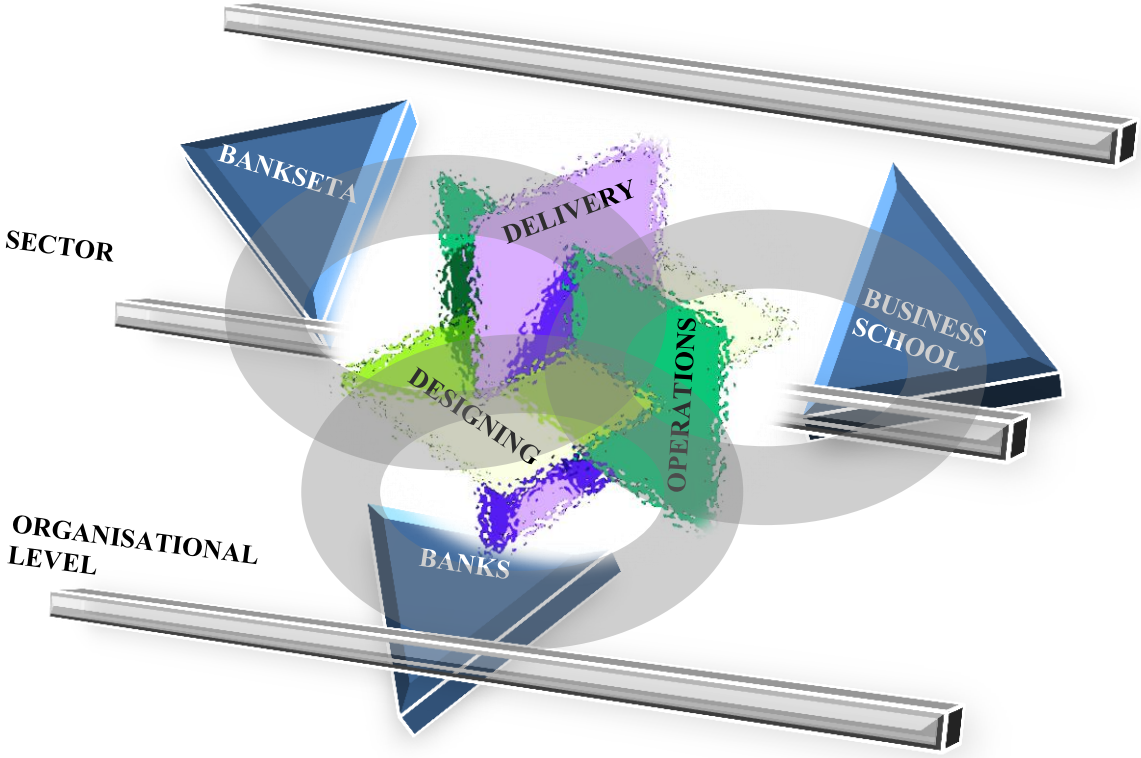


Figure 12c

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)

Together with space as a concept and unit of analysis, one needs to consider the entwined concept and unit of analysis, 'place', as it points to the manner in which individuals, groups and institutions inhabit, position themselves, develop relations, find their 'voice', 'take up' and give form, meaning and value to the many spaces (Kitto et al, 2013; Leijon, 2016; Ropo et al 2013).[160] One needs to also consider how the patterns of places, relations and networks 'contour' the spaces, for example, how the spaces are (re)framed, (re)imagined, individualised, or differentiated by individuals and groupings. This means attending to the individuals' histories, journeys in leadership and leadership development, their 'lenses', and the particular positions they take up, their voices and places and how they bring together these different voices and places across spaces.

Along with the 'geometry' of leadership development, one needs to also consider the 'geometry' of learning and development and of the pedagogic spaces. That is, locating learning and development and the different spaces thereof, including the dynamics, complexities and configurations thereof (Kitto et al, 2013; Ropo et al, 2013; Savin-Baden, McFarland, & Savin-Baden, 2008). This adds another dimension of complexity to the heuristic visualisation models. At the individual level, framing the individualising and embodiment of learning and development in terms of places may help think to through how individuals engage with, reflect on, and broach or bridge learning and development in the different spaces.

8.5 METHODOLOGICAL CONTRIBUTION OF THE STUDY

The case study contributes to the body of case studies and qualitative research on leadership development, in particular the exploration of a sector and the multiple perspectives and contexts therein. It adds to the qualitative research on sense-making processes and identity constructions of delegates of leadership development and other stakeholders (Caroll et al, 2008; Caroll et al, 2010; Fairhurst et al, 2010; Sinclair, 2010; Sveningsson et al, 2006). The study suggests

[160] One finds that 'space' and 'place' is also defined in the inverse manner, where 'place' refers to the physical environment and 'space' to the experienced, embodied and metaphorical worlds as in Ropo et al (2013).

the need to empirically explore leadership and leadership development as a journey. More importantly, a journey across spaces, contexts, environments, levels and time. This suggests that one could use a journey as a unit of analysis. The study foregrounds designing, design and integration of leadership development as researchable constructs and identifies possible facets to explore further. The pilot study and case study present possible opportunities and limitations for empirical research on leadership and leadership development.

8.6 RECOMMENDATIONS ON LEADERSHIP DEVELOPMENT

8.6.1 Managing continuity and change

The case study draws out the BankSeta and the retail banks' differentiated "purpose[s]" on leadership development, including their differentiated niches, "spaces", customisation, and integration they provide in the form of the BankSeta IEDP and the banks' Leadership Development Centre and its programmes. It suggests these forms of leadership development, including how they have evolved and continue to evolve, remain relevant in the present. However, it also points out the supply and demand-side impetus and opportunities to open up and innovate how they shape, design and configure leadership development. That is, open up and innovate the forms of leadership development and how it is managed. Thus, the sector stakeholders need to manage in a deliberate and integrative manner the continuity and change in and of leadership development which includes incremental, pivotal or fundamental[161] change in how leadership development is configured and constituted and in its very constituents. These need to be managed in a deliberate and integrative manner by the sector stakeholders. The study

[161] Here, one can cite Christensen's (2003) concept of "disruptive innovation" (Christensen, Horn & Staker, 2013, p4), particularly his discussion on both *integration* and *modularity* in "sustaining [and] disruptive innovation" (ibid) as well as in "hybrids" (ibid). However, one needs to be cautious though of generalising and applying mechanically Christenson's concept of disruptive innovation (or 'disruption') to education and development, the Business School industry and their South African clients' industries (Christensen, Raynor &McDonald, 2015). We need to attend to the context, industries and companies that Christensen's research is based on; and, more importantly, how his theoretical stance informs his conceptualisation of innovation and change (Henderson, 2006). That is, his theoretical assumptions and framework on organisations (their context, decision-making processes and routines for example) and the way modularity and integration evolve within and across organisations and industries.

suggests how the stakeholders may undertake this task and the reasons why rather than specifying what content or customisation will be required.

For the HoLDCs, BankSeta, and Business Schools this means deliberately confronting the question of how they individually and collectively develop new capabilities and ways of working for "flexing[,] moving [and challenging the] business" as its needs and the "markets", "operations", operating landscape and national policy space changes. Another question to be confronted is how to evolve new capabilities as the education, training, and development value chains and the curriculum, discourses, practices, capabilities and technologies therein evolve. These require a shift from the singular focus on individual programmes and the methods therein as it *limits how* one could evolve and innovate leadership development to the *current programmes' content* and *formats* within the *current organisational structure* and *boundaries* of the retail banking sector and its stakeholders.

On leader development, one could suggest that it means paying attention to, and *innovating how*, the BankSeta IEDP and banks' leadership development facilitate and support the delegates' "ongoing" "learning journey"[162] and "personal journey" in leadership and leadership development while *continuing* to provide differentiated *niches*, "*spaces*" and "*purpose*[*s*]".[163] This may suggest the need for the BankSeta and the Leadership Development Centres (LDC) within the banks and Delta Business School aligning, collaborating, or developing the "co-designing" of their leader development. This is dependent on their current and developing capabilities. For example, one could suggest the following: (1) the banks' LDC taking up and/or elaborating on the BankSeta IEDP delegates' Leadership Quest and "study tours" in their own programmes or interventions; (2)

[162] One could suggest that the notion of a "learning journey" speaks to the concept, lifelong learning (Allais, 2012; Kanwar, Umar and Balasubramanian, 2013, 2014; Lundall, 2003; McGrath, 2012; McGrath et al 2006; McGrath et al, 2007; Powell, 2012).

[163] This requires the recognition that one cannot assume at face value that programmes across organisations are similar if they share similar developmental methods and modules; nor can one assume that the delegates' "learning journey" and "personal journey" is similar across these programmes. Conversely, programmes deliberately positioned as being different or comprising different methods may tacitly shape or emerge the "learning journey", "personal journey", and pedagogic space similarly.

collaborating on the process of the Leadership Quest, the broader developmental process, exposure and networking[164] within and post the IEDP by all the stakeholders at different points; (3) collaborating on the design and configuration of a holistic individual and leader developmental process within the different niches and spaces around the themes of "mindsets", "generative thinking", "meta-skills", reflexive agency, "values" and "being",[165] or (4) the bank and Delta Business School's LDCs developing and configuring a shared language (such as the leadership pipeline) and platform for facilitating and managing (a) the "ongoing" individual and leader developmental process and journey across spaces; and (b) the collective development of "generative thinking", agency and "talent pools" for shared, distributive and decentred leadership within institutions and the sector. The latter suggestion of a shared platform opens up the opportunity for *leadership* development (and not just *leader* development) such as team and organisation development.

The above suggestion of alignment, collaboration and/or co-designing for evolving and innovating leadership development within the retail banking sector requires the deliberate and reflexive engagement with organisational boundaries, intellectual capital, framing of competitiveness, framing of competence and National Qualifications Framework (NQF) certification, the capabilities of the LDCs and how to develop multi-disciplinary, inter-disciplinary, and trans-disciplinary forms of thinking, working, collaborating, innovating and projects within the academic and business contexts. This requires the stakeholders to reflect on and understand their different histories, spaces and lenses and how to locate and situate these within the different levels of analysis and journeys, which cannot be reduced to a simple macro-micro[166] divide or analytical lens.

[164] As discussed in chapter five the BankSeta IEDP deliberately focuses on historically disadvantaged delegates' exposure, networks and learning first-hand.
[165] Here, one could also use the triad of "head, heart and hands" or that of knowing, doing and being.
[166] The macro-micro divide, for example, emerged in the discussion on the Human Resource function in subsection 8.4.2 (Beer et al, 2015; Molloy et al (2011); Wright et al, 2011; Wright et al, 2002). In the above subsection the journey of that function and of the many functions structurally located therein was discussed, including the dynamics of centralisation and decentralisation. Attending to these and the other journeys helps to understand, locate, and situate the design, development and delivery of leadership development beyond a simple macro-micro

On organisational boundaries and the macro-micro divide, one could suggest that the BankSeta, HoLDCs and Delta Business School need to work through their differing perceptions, assumptions and expectations that they have of each other, and in particular, the challenges they each face regarding negotiating purpose, demand, budgets, funding, prioritisation, economies of scale, and cost effectiveness as well as how they address these while also differentiating themselves from each other. The previous chapters provide an analytical framework for this task, which is elaborated on as an organising model below in subsection 8.6.2. The chapters point to the similar, shared and differentiated capabilities, roles and positions amongst the HoLDCs, BankSeta and Delta Business School. For example, one can differentiate the Delta Business School by the expectations of it being a knowledge producer/innovator, for its research capability and critical integrator role, and the form of developmental space and process it provides through the Leadership Quest, coaching, provocation of learning and dialogue, and "study tours". One can differentiate the HoLDCs by the consultation, design and "learning integration" capabilities within their respective banks as well as their situated perspectives of their organisations. One could, however, point to the similar positions they take up while acknowledging the nuances and variances in the way these are shaped by their respective organisations and how they embody and enact these therein (as discussed in chapter six).

The BankSeta can serve as a 'lever' or 'bridge' for the retail banking sector and individual banks to the level of the national skills development context, architecture and policies, that is, a 'lever' or 'bridge' between the organisational, sectoral, and national levels, including as a 'lever', 'bridge' and 'investor' in the national, continental and international education, training and development value chains[167] and capacities (as discussed in chapter four and illustrated in chapter

divide or analytical lens. It is also within these different levels of journeys that one needs to engage with the logics, positions, challenges, and possibilities of defining and locating 'global', 'local', 'Western', 'African' and 'South African' leadership; as well as critically examining and questioning these.

[167] As noted before, the term 'value chain' is used for heuristic purposes. Pathak et al (2010), for example, point to the debates and criticisms of the use of Porter's conceptualisation of value chain in the education sector.

five). The broader focus on the co-ordinated investments in these value chains may become more pertinent as the skills development and SETAs architecture evolves in the post-Apartheid state (Powell, Reddy, & Juan, 2016). For example, in chapter four the BankSeta CEO refers to the question of how the SETAs will address the needs of the South African government's National Development Plan. Here, one could add that the SETAs may also need to address how the schooling, higher education, training, and development value chains are evolving globally and locally (Pathak et al, 2010). The individual retail banks may utilise the BankSeta as a central resource for their own decision-making process on how they invest in these value chains as they evolve their open platform and architecture for the modular, "just-in-time" design and delivery of leadership development.

With regard to a platform, most of the BankSeta IEDP delegates call for some form of post-programme seminar, "alumni" network, forum or "platform". This is to "share" and keep their learning and development and newly developed networks alive. It is also a way they express their frustration regarding the lack of follow through when they return to the organisations. This presents an opportunity to further enhance and develop leadership development "end-to-end" within the sector.

An "end-to-end" leadership development within the sector is not limited to "end-to-end" *leader* development. The open platform and architecture provides the opportunity for developing capabilities for both *leader* and *leadership* development. This means "just-in-time" design and delivery of leader development as well as team, collective, distributed and organisational developmental interventions. The below example of a modular, organising platform provides an illustrative model. The earlier sections of the present chapter provide ways of thinking through theoretically the capabilities and management of leader and leadership development. The previous analysis chapters presented the many-layered organisational, programmatic, pedagogic and personal journeys that shape and constitute the fundamentals of the management and realisation of leader and leadership development.

8.6.2 A modular, organising platform

Drawing on the discussion of a "platform model" and developing an open "architecture" for partnering, collaborating and innovating in chapter seven, and the organisational and individual journeys in chapters four to six, one can suggest an organising model as visualised below in figures 13(a) and 13(b). Firstly, the model can serve as a guide for developing the Leadership function, in particular, a modular, organising platform for formalising, articulating, planning and developing the Leadership Development Centre (LDC) and the leader and leadership development within organisations. This is a platform embedded within the current leadership development value chain and skills development architecture and ecologies. Secondly, it incorporates, with the development of the LDC's strategic capability, the evolving of an open platform and architecture for the partnering, collaborating and innovating described in chapters four to seven. This requires the Leadership function and LDC's receptiveness to changes along the whole leadership development value chain (which includes the individual learning media, modalities, technology, modules and process) as well as framing and driving deliberate changes to the value chain. It entails renegotiating, realigning and changing the investments in internal and external capabilities along the value chain. This is not in isolation. As noted earlier, it needs an engagement with organisational boundaries, internal and external differentiation, and the dynamics and cycles of centralisation/decentralisation and openness/closure within the various institutions and stakeholders. It also needs a critical engagement with, and reflection on, how modularity and modules of leadership development are framed and constituted, including "just-in-time" and cycles-aligned design and delivery of leadership development.

Being modular, the LDC organising platform can be elaborated on, developed and evolved as a *whole* for the organisation; or it can be elaborated and developed *individually* in a segregated or staggered manner over time as the organisation's needs evolve or as the organisation's journey evolves. The model can also serve as an analytical framework of how leadership and leadership development is constituted, situated, centred, bounded and decentred within organisations;

including the ethical implications as explored in subsection 6.3.2.2 for example. The modular differentiation can help open up and explore the contrasting demands, tensions, and forms of design and integration within the LDC. In this way, the study contributes to the question and task of integrative frameworks of leadership development.

The suggestion of a 'geometric lens' can help visualise how the model plays out across levels, environments, contexts, spaces, and institutions as well as the inter-connectedness and dynamics thereof. This includes across the education, training and development (ETD) value chains and capacities in the national, continental and global contexts. Figure ten in chapter seven, illustrating the discussion on modular design and delivery, can help visualise how the delegate/learners' "learning journey" and "learning integration can be articulated in the modular design. As discussed in chapter seven, the modular design 'opens up' the design of leadership development as it provides space to experiment and explore how one sequences, structures and integrates the "content pieces", "modules", "learning methodologies", overall "process pieces" and "learning integration" throughout. It also 'opens up' the design to different possibilities of "blending", whether different modalities, use of individual and team-based learning, blending different forms of pedagogy, utilising various providers, and creating diverse experiences, developmental challenges and "support structure[s]".

DEVELOPING A MEDIUM TO LONG-TERM LEADERSHIP AND LEADERSHIP DEVELOPMENT JOURNEY AND STRATEGY

FORMALISATION OF THE LEADERSHIP FUNCTION AS A LEADERSHIP DEVELOPMENT CENTRE (LDC)	LEADERSHIP DEVELOPMENT CENTRE'S EVOLVING PLATFORM AND ARCHITECTURE
Non-linear, interrelated, and interacting evolving lines of modular differentiation and development of the LDC: ▪ **OPERATIONAL CAPABILITY AND ARCHITECTURE** ▪ **PROGRAMMATIC CAPABILITY AND ARCHITECTURE** ▪ **STRATEGIC AND ALIGNED CONSULTANCY CAPABILITY** ▪ **DESIGN AND ALIGNED CONSULTANCY AND INTEGRATIVE CAPABILITY**	Aligned breadth, depth, closure, openness, and change of LDC: • Developing transactional and operational efficiency as well as economies of scale. On its own it means working with standard supply-side programmes and mapping various systems' and business units needs and requirements as-and-when required • Defining and articulating an organisation-specific leadership and management architecture (linkage with the organisation's HR practices, model and architecture or based on an articulated HR platform) • Developing as an end-to-end centre of expertise (whether structurally located within HR function or not) • Developing standardisation, customisation and differentiation of programmes within current ETD value chain • Managing the dilemma of standardising, customising and opening up and decentring leadership and leadership development – navigating and negotiating languages, discourses, practices, systems, policies, cultures and brand to map and design a shared organisational-wide schema and platform for contracting, designing, developing and delivering development • Developing internal consultancy capabilities to navigate and negotiate questions of alignment, design, integration and levels of impact; as well as the individual journeys in leadership and LD • Developing the design, integration, learning and development contexts and spaces • Evolving an open platform and architecture for "co-design[ing]", "co-creat[ing]", co-delivering and "critical flexibility" internally and externally. Attendant receptiveness to changes along the ETD value chain as well as the deliberate renegotiating, realigning and changing the investments in internal and external capabilities in the value chain. Engaging with how modularity and modules are framed and constituted • Developing "just-in-time", modular, cycles-aligned development for *leader* and *leadership* development

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

MANDATE AND FORMAL AND INFORMAL RANGE AND REACH OF LEADERSHIP FUNCTION	
FORMAL & INFORMAL ORGANISATIONAL CONTEXTS	**SECTOR, NATIONAL AND GLOBAL CONTEXTS**
• Organisational level • Functional and business units levels • HR function level	• Sector or industry policies, architecture and ecologies • National and international skills development policies, architectures and ecologies
LEADERSHIP FUNCTION'S PURPOSE AND STRUCTURING	
Formally defined purpose, structure and functional relations Negotiated purposes and ways of operating, partnering, collaborating and innovating internally and externally	

LEVEL OF LEADERSHIP AND DEVELOPMENT FOCUS AND OUTCOME	LEVELS OF CURRICULUM DESIGN
Locating, framing and articulating the level(s): • Individual development • 'leader' development • 'follower' development • distributed development • collective development • leadership development	Locating the focus of design: • nano • micro • meso • macro
ARTICULATING THE RELATED LEARNING AND ORGANISATIONAL CHANGE JOURNEYS AND SPACES • standard curriculum and spaces • customised curriculum and pedagogic spaces that are differentiated (see chapter four) • opening up the architecture, platform and spaces for customised, modular, decentred design and delivery by an LDC that evolved the above lines of development (see chapter seven) • customised access and levels of interventions and outcomes	**ARTICULATING THE RELATED FORM AND BLEND OF CURRICULUM OFFERINGS** • transmissive • transactive • transformative • hybrid and third spaces

Figure 13a: Mapping and locating the LDC and its modular development (compiled by author)

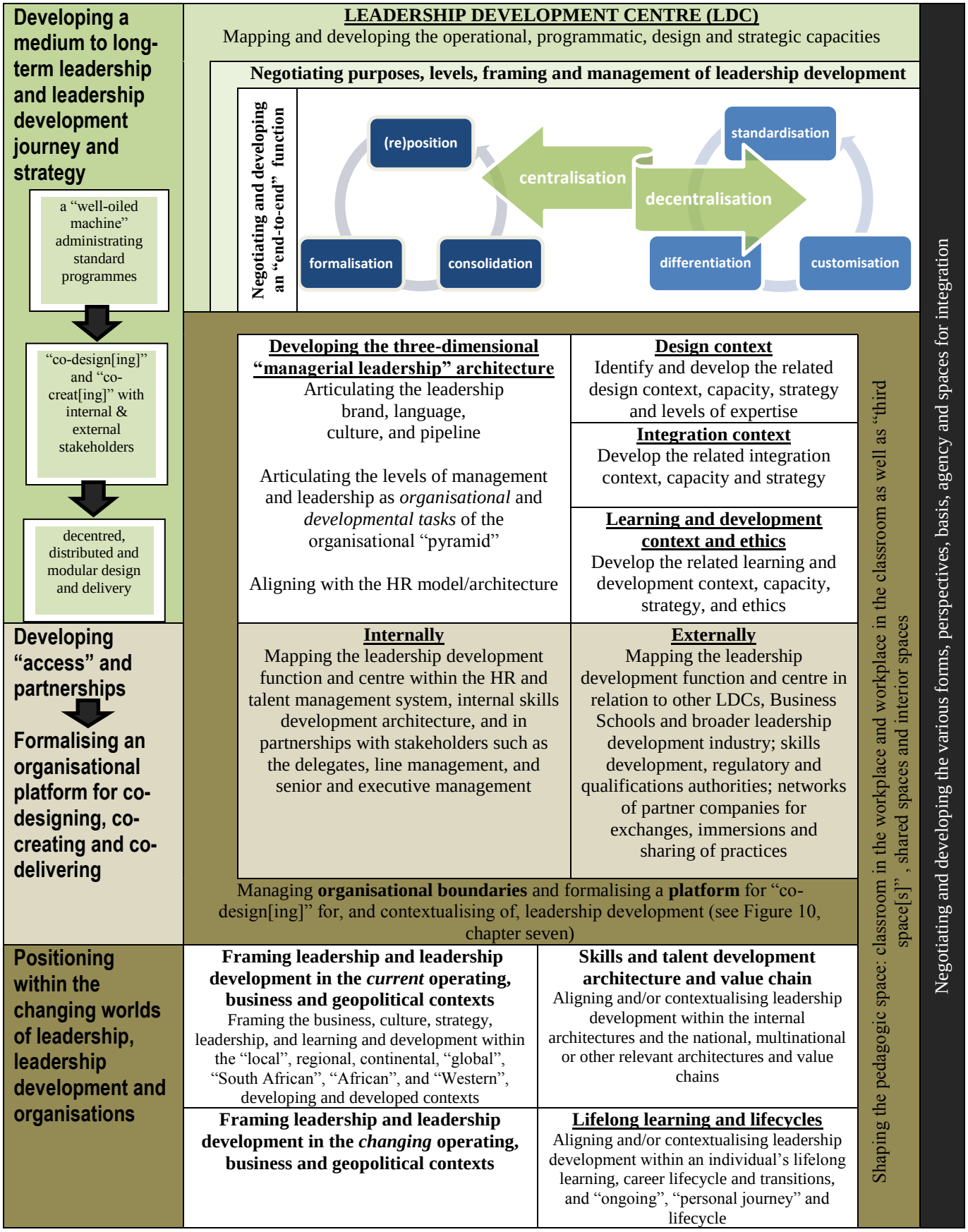


Figure 13b: Mapping the LDC and various internal/external contexts, architectures, value chains, and cycles (compiled by author)

8.6.3 Extrapolating to other sectors and national and global contexts

One can extrapolate from the present study that within the other sectors in the South African context there are also possibly differentiated *niches*, "*spaces*" and *purposes* of leadership development that are being provided by the relevant SETAs, firms, Business Schools and other providers of leadership development. It suggests that the *patterns* and *dynamics* of *how* leadership development is framed, designed, developed and delivered within the other sectors could be similar to the retail banking sector. Therefore, one could argue for the applicability of the above discussion on continuity and change as well as that on the design, integration and management of leadership development, including the above modular, organising platform. However, differences in the nature, priorities, structure, content, and capabilities of the different sectors, for example, mean that one needs to also be mindful of nuances and variances across sectors and within a sector as suggested in chapter one (Halabi, Sartorius, & Arendse, 2013; Powell, Reddy, & Juan, 2016). This includes variances in the industry structure and the nature and dynamics of competition and cooperation (Ghemawat, 2017).

One could suggest that the study also presents a generalisable[168] case study of *how* one can locate, situate and position leadership development at different levels and from different "point[s] of view", "perspectives", purposes, agency, and spaces

[168] The use of the term, 'generalisable', is within the context of the critique and reframing of generalisability within the qualitative research methodology and that of analytic generalisation in case studies, as discussed in chapter three. It is also within the context of the theoretical and analytical discussions through the other chapters. This includes chapter one and two's discussion of the ontological and epistemological critique of a transcendental, external position or vantage point from the constitutive approach. Therein, for example, one also finds the attention to the materiality of the constitutive and identification processes in broaching and bringing together Foucauldian and psychodynamic analysis and, relatedly, the argument by certain authors from the critical relational constructionist perspective that there are 'limits' and "stabilized patterns" (Hosking 2005, p618) with regard to the continual social process of constituting and negotiating social phenomena.
The analytical exploration of themes and narrated histories in the previous chapters provide the following context for the use of the above term. These suggest the possibility of exploring enduring or persistent thematic patterns that evolve (and may take different forms or shape) across levels and certain spans of spaces and times; as well as locally circumscribed, defined or unique thematic patterns within a specific level, space and time. As noted before in chapter two, these open up difficult and fundamental questions and dilemmas of how one thinks through and conceptualises contingency, materiality, bodies, discourse, locality, context, space, time, embodiment and memory, and various levels of histories (and the narrating and integrating of these histories by individuals).

within other national and global contexts. It provides a possible analytical structure, categories, and an example of a case study for researchers and various stakeholders as well to appreciate the evolving and differentiating forms of framing, designing (including the standardising, tailoring and customising), shaping and integrating of leadership development. It also provides different ways of visualising the evolving standardisation, customisation, design-work, "integrative-work", "identity work" (Pritchard, 2010, p177) and the differentiated contexts and spaces thereof.[169] The above modular organising platform could serve as an analytical framework to draw out the leadership development function and capabilities within other contexts for comparisons and contrasts.

8.7 RECOMMENDATIONS ON FUTURE RESEARCH

The discussion of the organisational and personal journeys, including the design-work, "integrative-work" and "identity work" (Pritchard, 2010, p177) therein, opens up spaces for further research in the banking sector and other sectors. The study suggests varied forms of designing, design and integration for further exploration; that is, researching these as deliberate, emergent, dialogical, relational, contingent and learning processes. On integration, the present study can suggest further exploration of the various forms, perspectives, basis, agency and spaces for integration. The various visualisations present ways to draw together and organise the further research on leadership development.

One could recommend in-depth case studies of individual organisations to further explore (1) the evolving leadership development function and centre; and (2) the evolving standardising, tailoring and customising of leadership development with the various internal and external stakeholders. The internal stakeholders could include the executive management, the senior and line management, the various human resource functions, the different cohorts of delegates, and the LDC team.

[169] For example, chapter four presents a table as a visual schematic that maps leadership development in the banking sector. Chapter five presents visual summaries for the BankSeta IEDP and banks' leadership development. Chapter five also presents a visualisation of the 'centres of gravity' regarding the purpose of leadership development within the banks. Chapter six describes the different lenses. Chapter seven provides a visualisation of a modular design with "learning integration". The present chapter provides a visualisation of space.

This means exploring in more depth (1) the emergence and evolving of the leadership development function and centre and its functional and structural position; (2) the different and evolving organisational perspectives and demands; (3) the evolving organisational "policies", "practices" and "systems"; (4) the evolving "levels of maturity" and "subcultures"; (5) the contracting, partnering and management of organisational boundaries with Business Schools and other providers; (6) how the specific learning and developmental "content", "process" and methods evolve, are customised and take shape over time; and (7) how the individual learning media, modalities, technology, modules and process are framed, customised and utilised.

The in-depth case studies may require incorporating participant observations with the contracting and partnering with internal and external stakeholders, the designing process, the development and delivery of programmes, and the learning and development process of delegates pre, during and post-programme. Apart from the in-depth case studies one could also suggest case studies comparing and contrasting across industries and sectors, as well as across national, African and global contexts.

In foregrounding designing and design in leadership development and locating this within the critiques in the fields of design and the literature on the journey of the human resources function, the "identity work" (Pritchard, 2010, p177) therein, and space and place, the study opens up theoretical avenues to explore further. These may also provide interesting points from which to explore the socio-historical and institutional patterns within which leadership and leadership development are implicated. This means, for example, engaging with Foucauldian analysis of how disciplinary power and governmentality has evolved, taken form and shaped and continues to shape organisational phenomena and processes.

8.8 LIMITATIONS OF THE STUDY

With regard to the banks, the study is limited to the narrated accounts of the HoLDCs and the participating BankSeta IEDP delegates. The 'voices' of the other

internal and external stakeholders, apart from the BankSeta and Delta Business School, are not present. The inclusion of these voices and the experiences of the other stakeholders may provide a more nuanced, variegated and multi-perspectival account of the varied dynamics, complexities and realities of leadership and leadership development within organisations (Denzin, et al., 2008; Guba, et al., 2008; Hosking, 2005; Jivan, 2007; Merriam, 2001; Simons, 1996; Uhl Bien, 2006). Thus, one might find differing or contrary accounts from the other stakeholders and contrasting, incommensurable or paradoxical practices in the day-today realities of leadership and leadership development.

Similarly with the BankSeta and Delta Business School, the study is limited to narrated accounts, which may punctuate and present the BankSeta IEDP and leadership development generally from their individual perspectives. Although the delegates narrative accounts provide insight into themes, such as being "forced", and how they frame and understand their "learning journey", "personal journey" and "leadership journey", these may not provide a full picture of the here-and-now developmental process in the "classroom", "study tours" and other pedagogic spaces. It also may not provide a full picture of their ongoing journey within their organisational and individual spaces in-between the programme modules and post-programme.

The research was conducted within the major banks and one of the smaller banks in terms of market capitalisation and scale. This means it may not fully or appropriately address leadership development within the small banks. In being circumscribed to the banking sector there may be limits to drawing inferences or conclusions to other sectors or industries given the differences in the evolving industry structure and the nature of competition and cooperation; and evolving functioning, partnering and institutional structure of the SETAs and broader training, education, development (Akoojee, 2012; Ghemawat, 2017; Lundall, 2003; Pinnington, 2011).

Although triangulating data and reflecting on the engagement with, and categorisation of, the data to ensure analytical trail, the author's theoretical stance and disciplinary and professional grounding in psychology, the social sciences, and latterly the field of management may have framed or influenced the analytical process in ways the researcher may not have anticipated (Cresswell & Miller, 2000). As the study is focused on the level of 'discourse' and individual narratives, rather than 'Discourse' (as discussed in chapter one), it does not explore the socio-historical and institutional patterns that shape the perspectives, agency, dynamics, spaces and organisations (Hosking, 2005; Fairhurst et al, 2010; Uhl Bien, 2006).

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ANNEXURE A

I. BANKS' HoLDC INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey of becoming the Head of the Leadership Centre and Leadership Development programme at the Bank. If you could share your journey with me, including the various formal or informal roles and your own individual perspectives that you bring to the LD programme?

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2. Please can you tell me about your views on leadership and how it has evolved over the years?
3. From your perspective how has leadership development and executive development evolved over the years?
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. How would you like the field of leadership development and executive development to evolve in the next 5 to 10 years?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?

---

6. What is your view of the purpose and aims of the Bank's leadership and executive development?
   Has the purpose and aims changed over the years?
7. Please could you tell me about your experiences over the years of developing the Bank's leadership and executive development (LED) programme?
8. I wonder if you could tell me more about the major challenges you had to grapple with.
   And how did you deal with?
   Can you tell me about your experiences of trying to link LED with the HR and broader business strategy?
9. How do you go about selecting development methods and programmes?
10. What are your expectations of the delegates within the Bank's programme and beyond?
11. Leadership and executive development tends to be largely directed at the development of targeted or high potential individuals. But there is much more to development programmes in what happens within and beyond its boundaries in terms of process and content. I'm wondering, for example, about your experiences of the interactions and dynamics with what happens in various spaces such as the targeted individual's own personal journey, their time in the IEDP and the Bank's own developmental programmes, their teams, their peers, their managers, and the broader organisational landscape, structure and culture.
12. For you what have been some of the interesting ways in which these various aspects come together?
    And at times do these various aspects follow different directions?
13. So how do you think we can try to organise, structure or integrate all these aspects we've discussed. For example, in terms of process and content.
14. Are there particular models or frameworks that you have used for this type of task?
15. If there were no constraints or resource limitations, how would you design the Bank's LED?
16. In what ways can the Business School support the Bank's programme and aims?

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17. What are for you some of the similarities and differences in the way leadership development is approached in the academic and business contexts?
18. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?
19. What role do you think the BankSeta can play in leadership and executive development generally within the banking sector?

II. MANAGING DIRECTOR INTERNATIONAL BUSINESS SCHOOL INTERVIEW SCHEDULE

1. Please can you share your journey with [the International Business School], from joining to being appointed Managing Director.
   Could you share some of your experiences of working in a global corporate education company.
   Could you tell me about the approach, model, or process that [the Business School] follows for designing and customising leadership and executive development?

---

2. Please can you tell me about your views on leadership and how it has evolved over the years?
3. From your perspective how has leadership development and executive development evolved over the years?
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. How would you like the field of leadership development and executive development to evolve in the next 5 to 10 years?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?

---

6. Please could you tell me about your experiences over the years of developing leadership and executive development (LED) programme?
7. I wonder if you could tell me more about the major challenges you had to grapple with.
   And how did you deal with?
8. How do you go about selecting development interventions and methods?
   How do you organise, structure or bring these together?

---

9. What are for you some of the similarities and differences in the way leadership development is approached in the academic and business contexts?
10. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?

ANNEXURE B

I. BANKSETA CEO INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey with the BANKSETA, beginning with your entry into the SETA.
2. Please can you share how the BANKSETA's mandate, transformation agenda, vision, mission and goals have evolved over the years.
3. As the BANKSETA CEO how would you like to position the SETA and what would you like to see accomplished in the future?
4. What role would you like to see BANKSETA play in LED within the banking sector?
5. What have been some of the major challenges that you and the BANKSETA have experienced?
6. Through your engagements with international peers and organisations, how do you think South Africa's SETA structure and developmental programmes in the banking sector compare?
7. If we could focus on the BANKSETA IEDP. For you what is the purpose and aims of the IEDP?
8. Please could you share how the IEDP has evolved.
   Were there international examples or benchmarks that informed the design of the IEDP?
9. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?

---

10. Please can you tell me about your views on leadership and how it has evolved over the years?
11. From your perspective how has leadership development and executive development evolved over the years?
12. How would you like the field of leadership development and executive development to evolve in the next 5 to 10 years?
13. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?

II. BANKSETA SKILLS DEVELOPMENT MANAGERS INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey with the BANKSETA IEDP programme. If you could share your journey with me, including the various formal or informal roles and your own individual perspectives that you bring to the IEDP?

---

2. Please can you tell me about your views on leadership and how it has evolved over the years?
3. From your perspective how has leadership development and executive development evolved over the years?
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. How would you like the field of leadership development and executive development to evolve in the next 5 to 10 years?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?

---

6. What is your view of the purpose and aims of the BANKSETA IEDP?
7. I wonder if you could tell me more about the major challenges you had to grapple with in collaborating on and developing the BANKSETA IEDP?.
   And how did you deal with?
8. How do you decide on the programme structure and curriculum?
9. What are your expectations of the delegates within the Bank's programme and beyond?
10. Leadership and executive development tends to be largely directed at the development of targeted or high potential individuals. But there is much more to development

programmes in what happens within and beyond its boundaries in terms of process and content. I'm wondering, for example, about your experiences of the interactions and dynamics with what happens in various spaces such as the targeted individual's own personal journey, their time in the IEDP and the Bank's own developmental programmes, their teams, their peers, their managers, and the broader organisational landscape, structure and culture. If you could share your experiences on the various interactions and dynamics.

11. For you what have been some of the interesting ways in which these various aspects come together?
    And at times do these various aspects follow different directions?
12. So how do you think we can try to organise, structure or integrate all these aspects we've discussed. For example, in terms of process and content.
13. Are there particular models or frameworks that you have used for this type of task?
14. If there were no constraints or resource limitations, how would you design the IEDP?
15. In what ways can the Banks support the IEDP and the IEDP delegates?

---

16. What are for you some of the similarities and differences in the way leadership development is approached in the academic and business contexts?
17. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?
18. What role would you like to see BankSeta play in LED within the banking sector?

III. BANKSETA IEDP DELEGATES INTERVIEW SCHEDULES

1. Perhaps we could begin with your journey of moving into a management role. What has that journey been like, including your experience of the transition into management?
   (If transitioned in another organisation): *what's your experience of being in a management role in these different organisations?*

---

2. Please can you tell me about your views on leadership and how it has evolved over the years?
3. From your perspective how would you describe leadership development and executive development? *(Probe further within Business Schools and private sector generally)*
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. How would you like the field of leadership development and executive development to evolve in the next 5 to 10 years?
5. From your experience of various developmental programmes, what have been some of the similarities and differences between 'management development', 'executive development' and 'leadership development'?

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6. What is your view of the purpose and aims of the Bank's leadership and executive development?
   And the BankSeta's IEDP?
7. What do you think are some of the expectations of you the delegates within the Bank's programme and beyond?
   And the expectations of you within the IEDP and beyond?
8. What have been some of your more stimulating experiences within the Bank's LED and the IEDP?
   What worked for you? What did you find challenging and trying?
9. I would like to explore your experience of leadership and executive development. We generally don't attend development programmes in a vacuum. There is much more to these programmes in what happens within and beyond its boundaries in terms of process and content. I'm wondering, for example, about your experiences of the interactions and dynamics with what happens in various spaces such as your own personal journey in the IEDP and the coaching space, syndicate groups, and broader Business School context. And if we can also think about your experiences of the interactions and dynamics with

your teams, your peers, your managers, and the broader organisational landscape, structure and culture as well.

10. For you what have been some of the interesting ways in which these various aspects come together?
    And at times do these various aspects follow different directions?
11. So how would you like these aspects to be organised, structured or integrated. For example, in terms of process and content.
12. Have there been unintended consequences or gain for you from Bank's LED and IEDP?
13. In what ways can the Bank and Business School support you, for example, when returning from completing the IEDP?

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14. What are for you some of the similarities and differences in the way leadership development is approached in the academic and business contexts?
15. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?
16. How do you think the increasing complexity, rate of change and uncertainty of the local and global environment should influence LED in your Bank?

ANNEXURE C

I. HEAD OF DBS' LDC INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey of how you became part of the Wits Business School. If you could share your journey with me, including the various formal or informal roles and your own individual perspectives that you bring to the School and IEDP programme?

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2. I would like to explore your perspectives on leadership and leadership development. Please can you tell me about your views on leadership and how it has evolved over the years?
3. From your perspective how has leadership development and executive development evolved over the years?
   How has the thinking about the design of leadership and executive development evolved over the years?
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. Where do you think leadership development and executive development will be in 5 and 10 years' time?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?
   Does it mean qualitatively different development at different levels of management?

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6. Moving onto the BankSeta IEDP. What is your view of the purpose and aims of the IEDP?
7. Please can you share your experiences of the BankSeta IEDP, for example, the Leadership Quest and coaching aspects of the programme.
   What are the expectations of the IEDP delegates within the Leadership Quest and coaching aspects?
8. Please could you tell me about your experiences of designing and developing leadership development programmes over the years?
9. I wonder if you could tell me more about the major challenges you had to grapple with.
   And how did you deal with?
10. How do you think we can try to organise, structure or integrate all the various aspects of leadership development programmes. For example, in terms of process and content.
11. Are there particular models or frameworks that you have used for this type of task?
12. If there were no constraints or resource limitations, how would you design leadership development programmes?
13. Have there been unintended consequences or gains within leadership development programmes you have had experience with?

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14. Given your experience in the academic and business contexts, what are some of the similarities and differences in the way leadership development is approached in these two contexts?
15. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?

II. PROGRAMME MANAGERS FOR BANKSETA IEDP INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey of how you became part of the BankSeta IEDP. If you could share your journey with me, including the various formal or informal roles and your own individual perspectives that you bring to the IEDP?

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2. I would like to explore your perspectives on leadership and leadership development before discussing the BankSeta IEDP. Please can you tell me about your views on leadership and how it has evolved over the years?

3. From your perspective how has leadership development and executive development evolved over the years? *(Probe further within Business Schools and private sector generally)*
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. Where do you think leadership development and executive development will be in 5 and 10 years' time?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?
   Does it mean qualitatively different development at different levels of management?

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6. Moving onto the BankSeta IEDP. What is your view of the purpose and aims of the IEDP?
7. What are your expectations of the BankSeta IEDP delegates within the programme?
   And beyond the programme?
8. Please could you tell me about your experiences of developing the BankSeta IEDP and its curriculum over the years?
9. I wonder if you could tell me more about the major challenges you had to grapple with.
   And how did you deal with?
   Are there differences between the general IEDP and BankSeta IEDP in how it is approached and designed?
   What role does the Head of the Leadership Development Centre play in the IEDP?
10. Have there been unintended consequences or gains related to the BankSeta IEDP?
11. The BankSeta IEDP seems largely directed at the individual delegates' development. But there is much more to development programmes in what happens within and beyond its boundaries in terms of process and content. I'm wondering, for example, about your experiences of the interactions and dynamics with what happens in the coaching space, the syndicate groups, the programme as a whole and the Business School. And if we go wider to look at the delegates' own organisational space – what happens in their teams, their peers, their managers, and organisational structure and culture.
12. For you what have been some of the interesting ways in which these various aspects come together?
    And at times do these various aspects follow different directions?
13. So how do you think we can try to organise, structure or integrate all these aspects we've discussed. For example, in terms of process and content.
14. Are there particular models or frameworks that you have used for this type of task?
15. If there were no constraints or resource limitations, how would you design the BankSeta IEDP?
16. In what ways can the Banks support the IEDP and IEDP delegates?

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17. Given your experience in the academic and business contexts, what are some of the similarities and differences in the way leadership development is approached in these two contexts?
18. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?
19. What role do you think the BankSeta can play in LED generally within the banking sector?

III. BANKSETA IEDP COACH INTERVIEW SCHEDULE

1. Perhaps we could begin with your journey of how you became part of the BankSeta IEDP. If you could share your journey with me, including the various formal or informal roles and your own individual perspectives that you bring to the IEDP?

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2. I would like to explore your perspectives on leadership and leadership development before discussing the BankSeta IEDP. Please can you tell me about your views on leadership and how it has evolved over the years?

3. From your perspective how has leadership development and executive development evolved over the years? *(Probe further within Business Schools and private sector generally)*
   "Competencies" seems to have become part of the current language used. What are your thoughts on it?
4. Where do you think leadership development and executive development will be in 5 and 10 years' time?
5. What is your take or view on the debate regarding differentiating 'management development', 'executive development' and 'leadership development'?
   Does it mean qualitatively different development at different levels of management?

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6. Moving onto the BankSeta IEDP. What is your view of the purpose and aims of the IEDP?
7. What are your expectations of the BankSeta IEDP delegates within the programme?
   And beyond the programme?
8. What have been some of your more memorable experiences and highlights as a coach within the BankSeta IEDP?
9. From your engagement with the IEDP delegates what do you think are some of the challenges that the delegates experience within the programme and the issues they try to grapple with?
10. Have there been unintended consequences or gains related to the BankSeta IEDP?
11. The BankSeta IEDP seems largely directed at the individual delegates' development. But there is much more to development programmes in what happens within and beyond its boundaries in terms of process and content. I'm wondering, for example, about your experiences of the interactions and dynamics with what happens in the coaching space, the syndicate groups, the programme as a whole and the Business School. And if we go wider to look at the delegates' own organisational space – what happens in their teams, their peers, their managers, and organisational structure and culture.
12. For you what have been some of the interesting ways in which these various aspects come together?
    And at times do these various aspects follow different directions?
13. So how do you think we can try to organise, structure or integrate all these aspects we've discussed. For example, in terms of process and content.
14. If there were no constraints or resource limitations, how would you design the BankSeta IEDP?
15. In what ways can the Banks support the IEDP and IEDP delegates?

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16. Given your experience in the academic and business contexts, what are some of the similarities and differences in the way leadership development is approached in these two contexts?
17. Working in a South African context means working in a developing and African context that is embedded within a broader global context as well. How should the South African context influence and inform how we design leadership development?
18. What role do you think the BankSeta can play in LED generally within the banking sector?