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Understanding the Process of Leadership Development that Promote Learning and Performance

Daniel Siew Hoi Kok
2 November 2018

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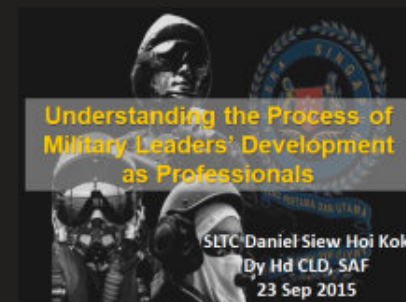


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Understanding the Process of Military Leaders' Development as Professionals

SLTC Daniel Siew Hoi Kok
Dy Hd CLD, SAF
23 Sep 2015

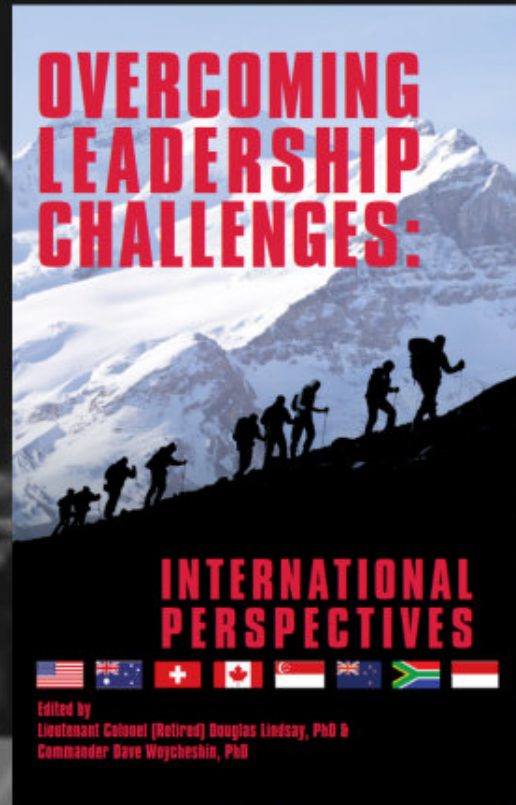
International Military
Testing Association
(IMTA) Conference



Literature
review

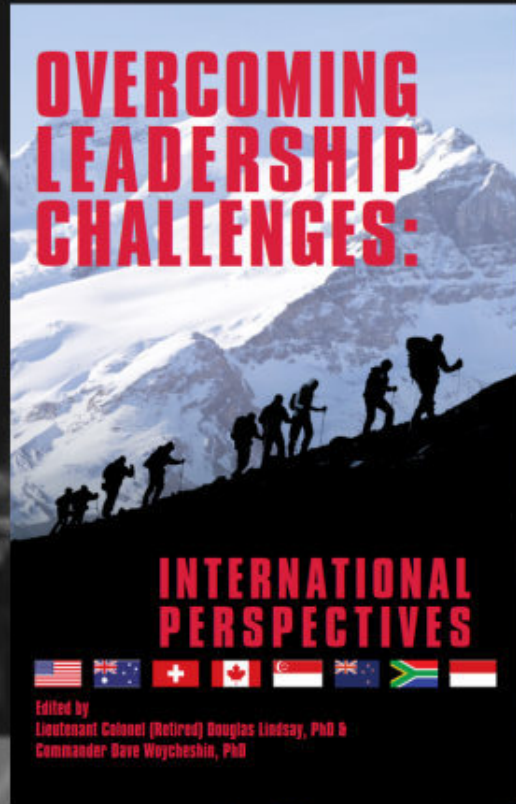
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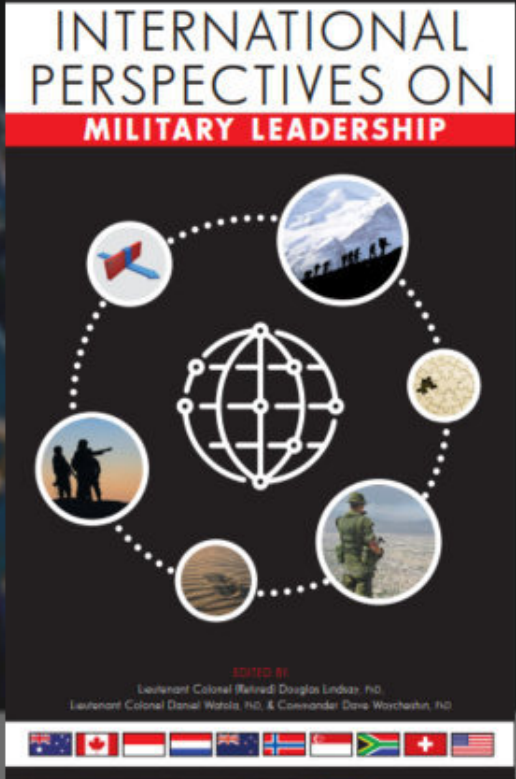


Literature review

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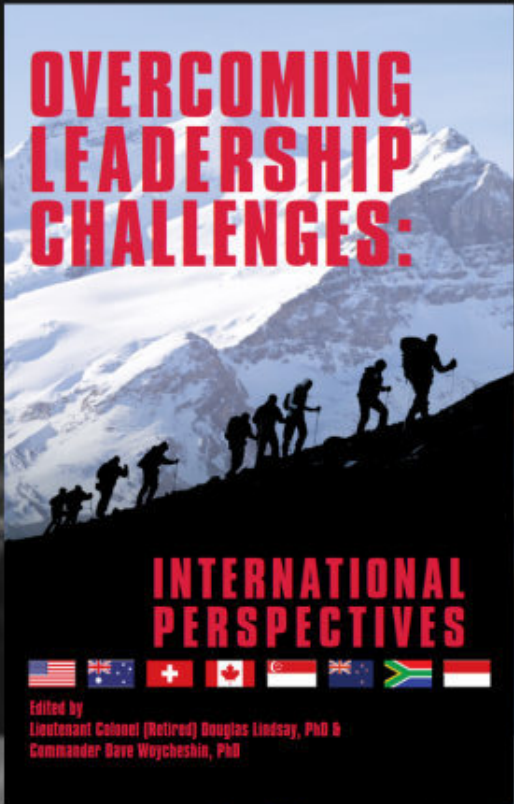


Literature review



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OVERCOMING LEADERSHIP CHALLENGES:



INTERNATIONAL PERSPECTIVES

Edited by
Lieutenant Colonel (Retired) Douglas Lindsay, PhD &
Commander Dave Woycheshin, PhD

Literature review

INTERNATIONAL PERSPECTIVES ON MILITARY LEADERSHIP



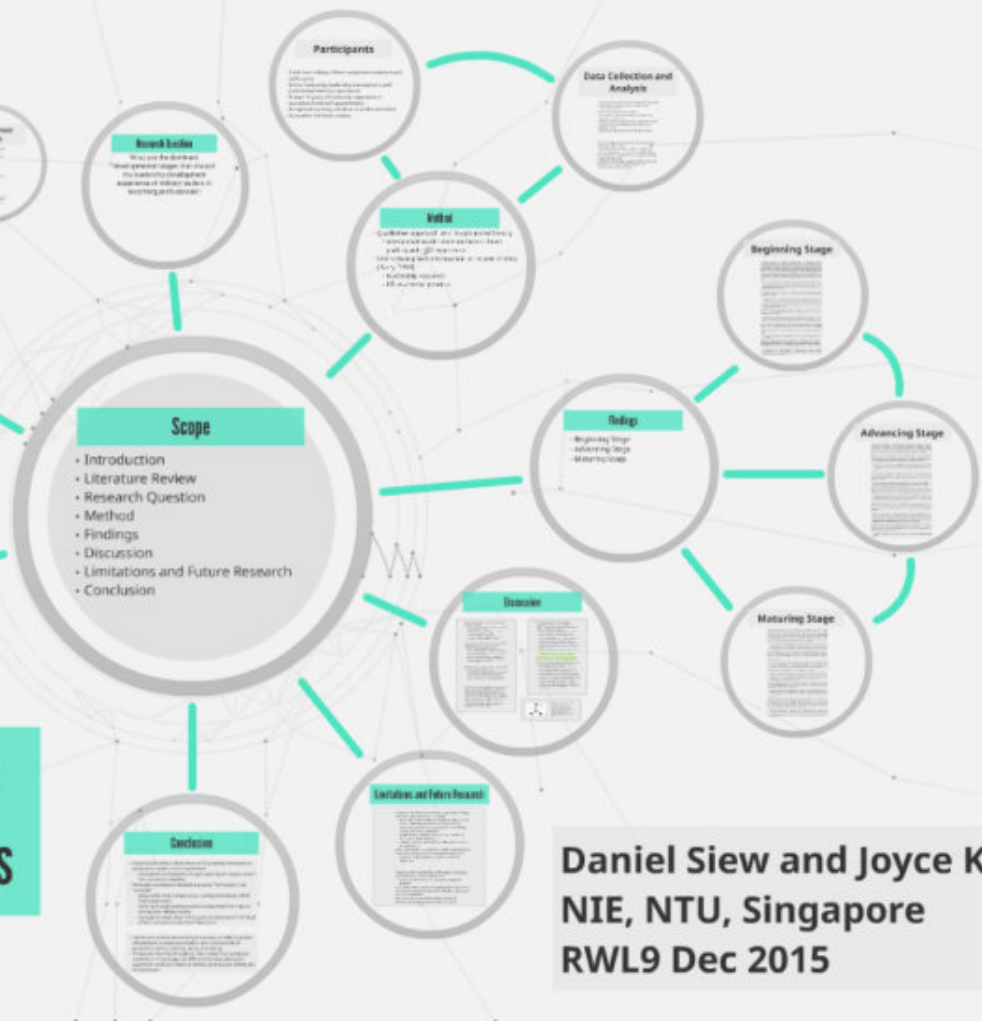
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Lieutenant Colonel (Retired) Douglas Lindsay, PhD
Lieutenant Colonel Daniel Watola, PhD, & Commander Dave Woycheshin, PhD



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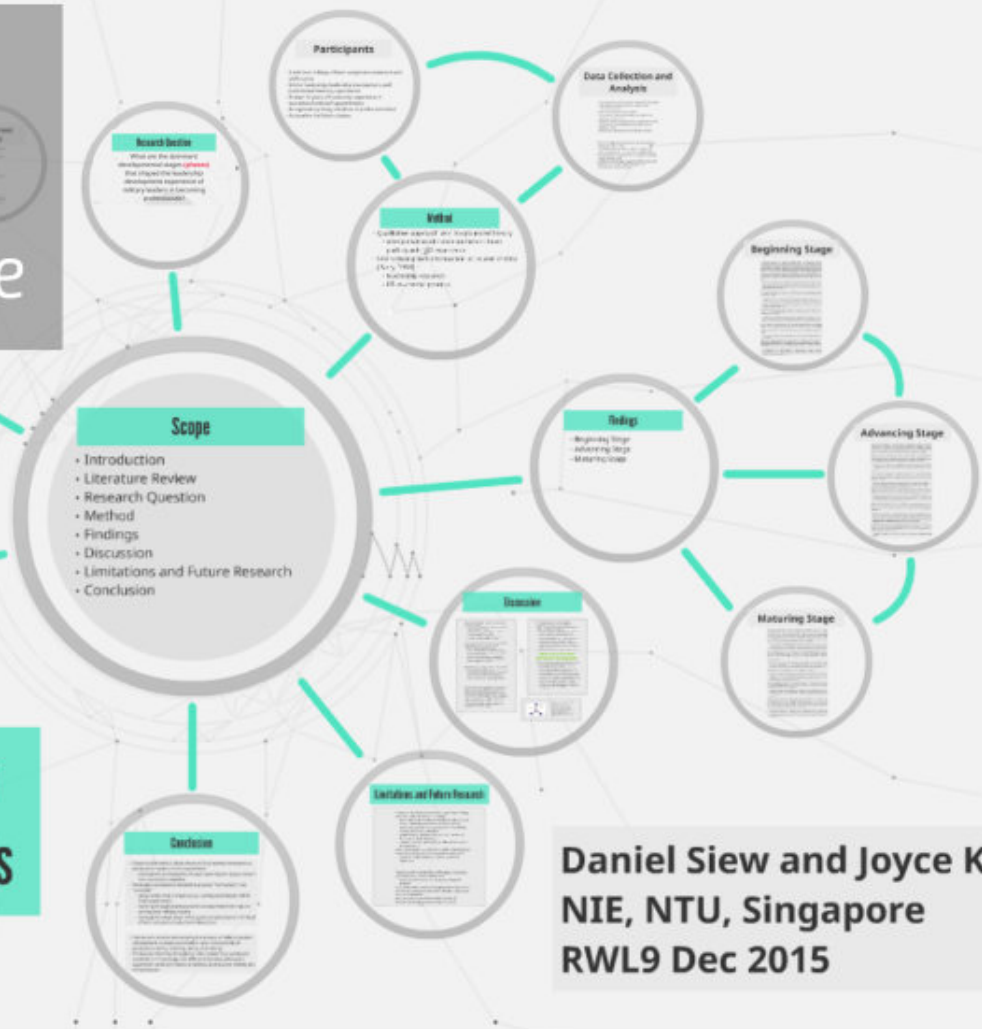
Understanding the Process of Military Leaders' Development as Professionals



Daniel Siew and Joyce Koh
 NIE, NTU, Singapore
 RWL9 Dec 2015



Researching Work and Learning (RWL 9) International Conference



Understanding the Process of Military Leaders' Development as Professionals

Daniel Siew and Joyce Koh
NIE, NTU, Singapore
RWL9 Dec 2015



Research Question

What are the dominant developmental stages (**phases**) that shaped the leadership development experience of military leaders in becoming professionals?





THE DEVELOPMENTAL TRAJECTORY

What are the **processes** shaping the leadership development **experience** of military **leaders** in their **becoming professionals**?

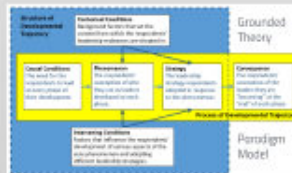
BEGINNING

ADVANCING

MATURING



THE DEVELOPMENTAL TRAJECTORY

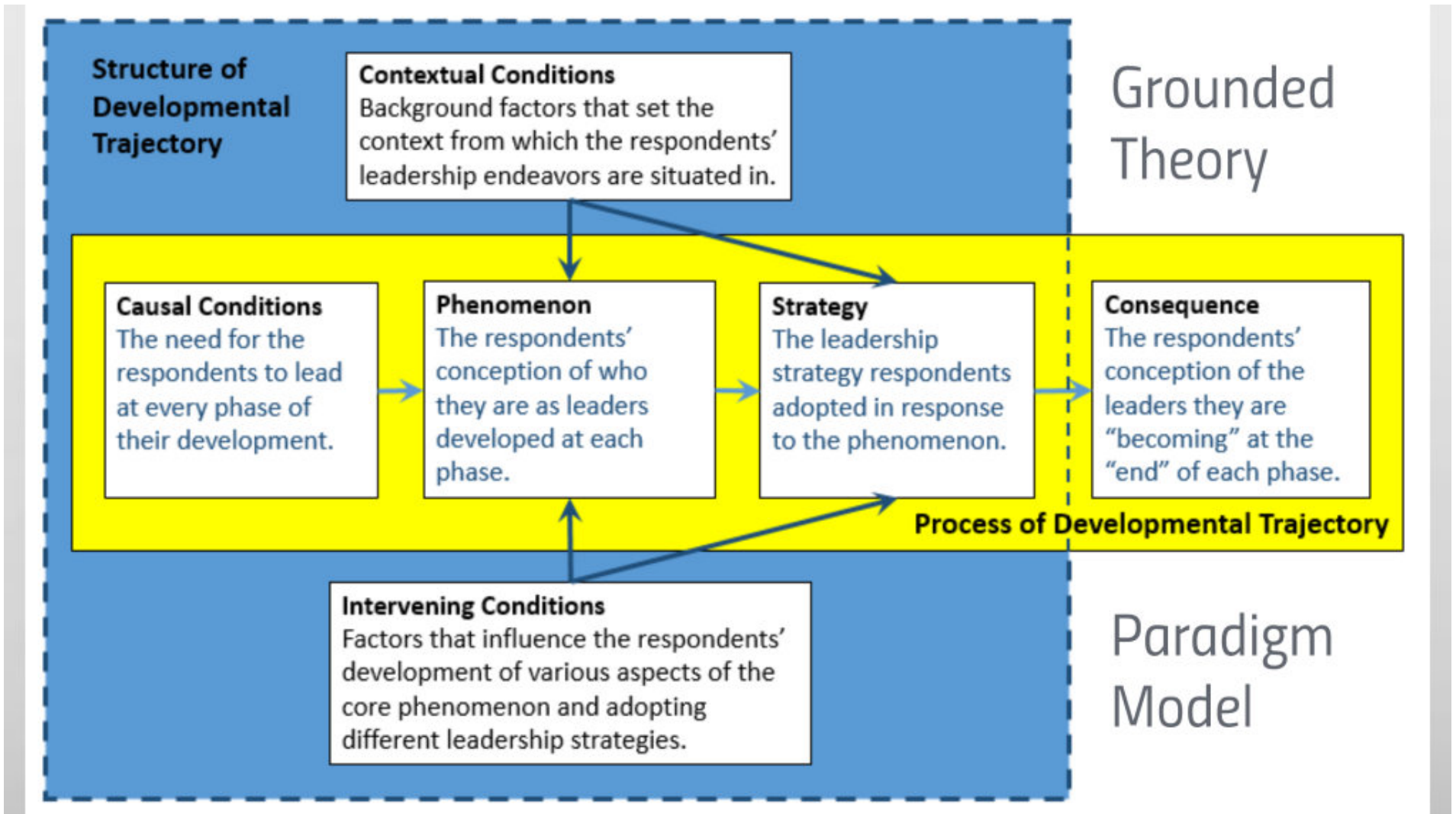


BEGINNING

ADVANCING

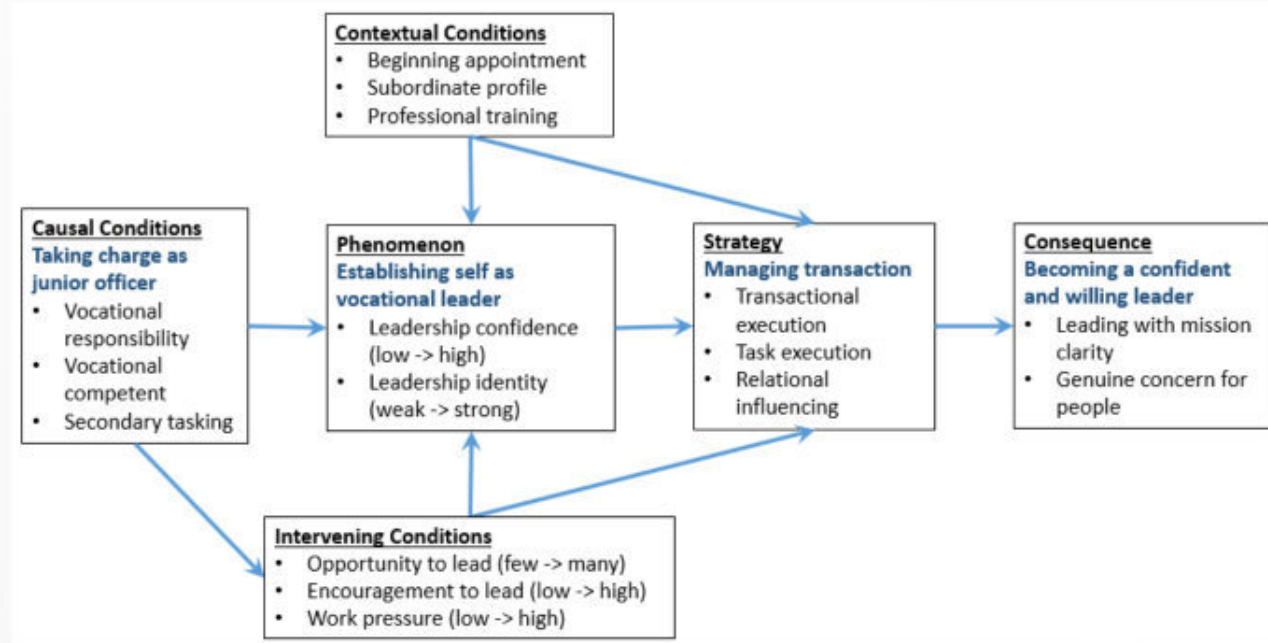
MATURING

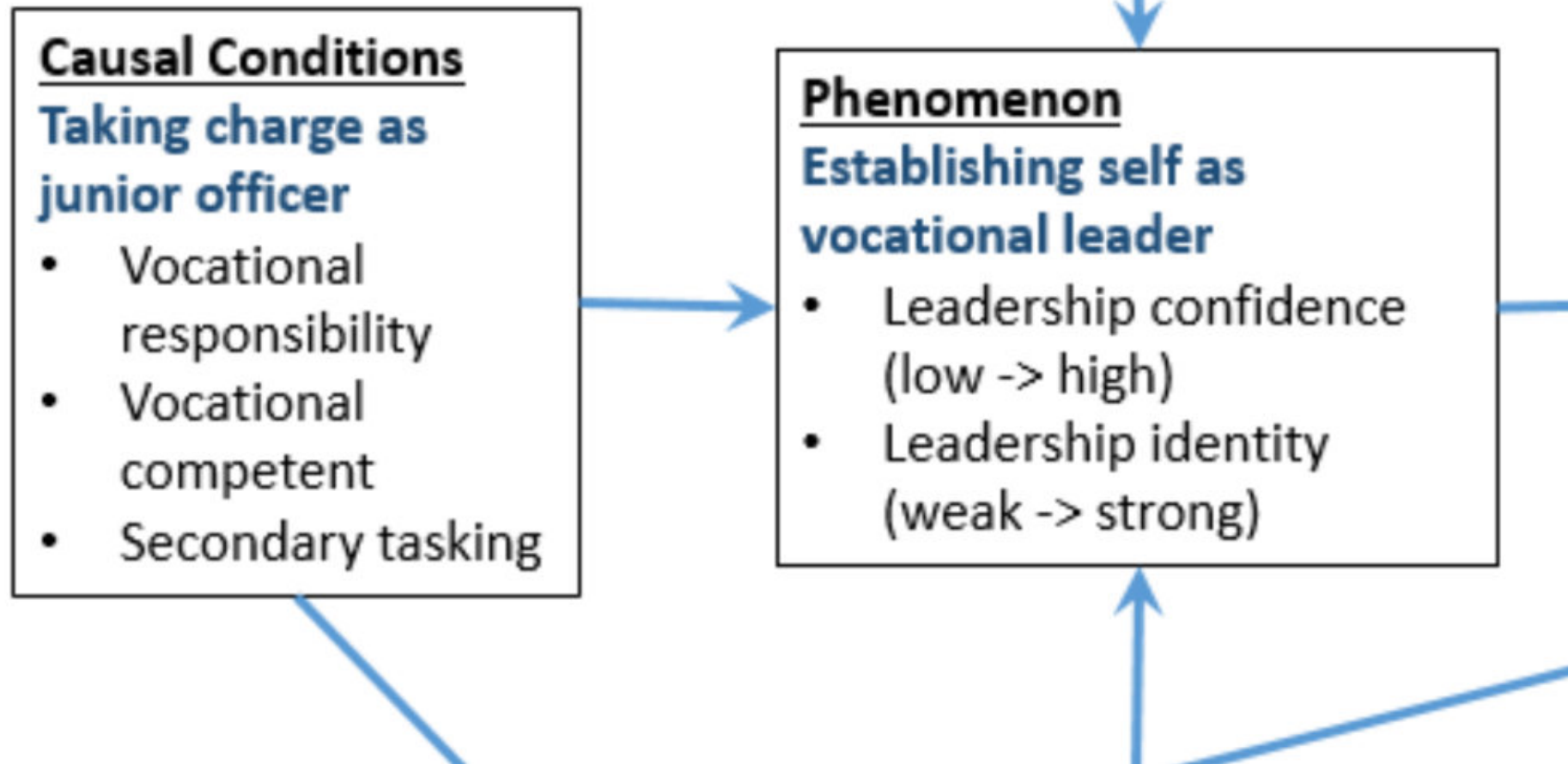
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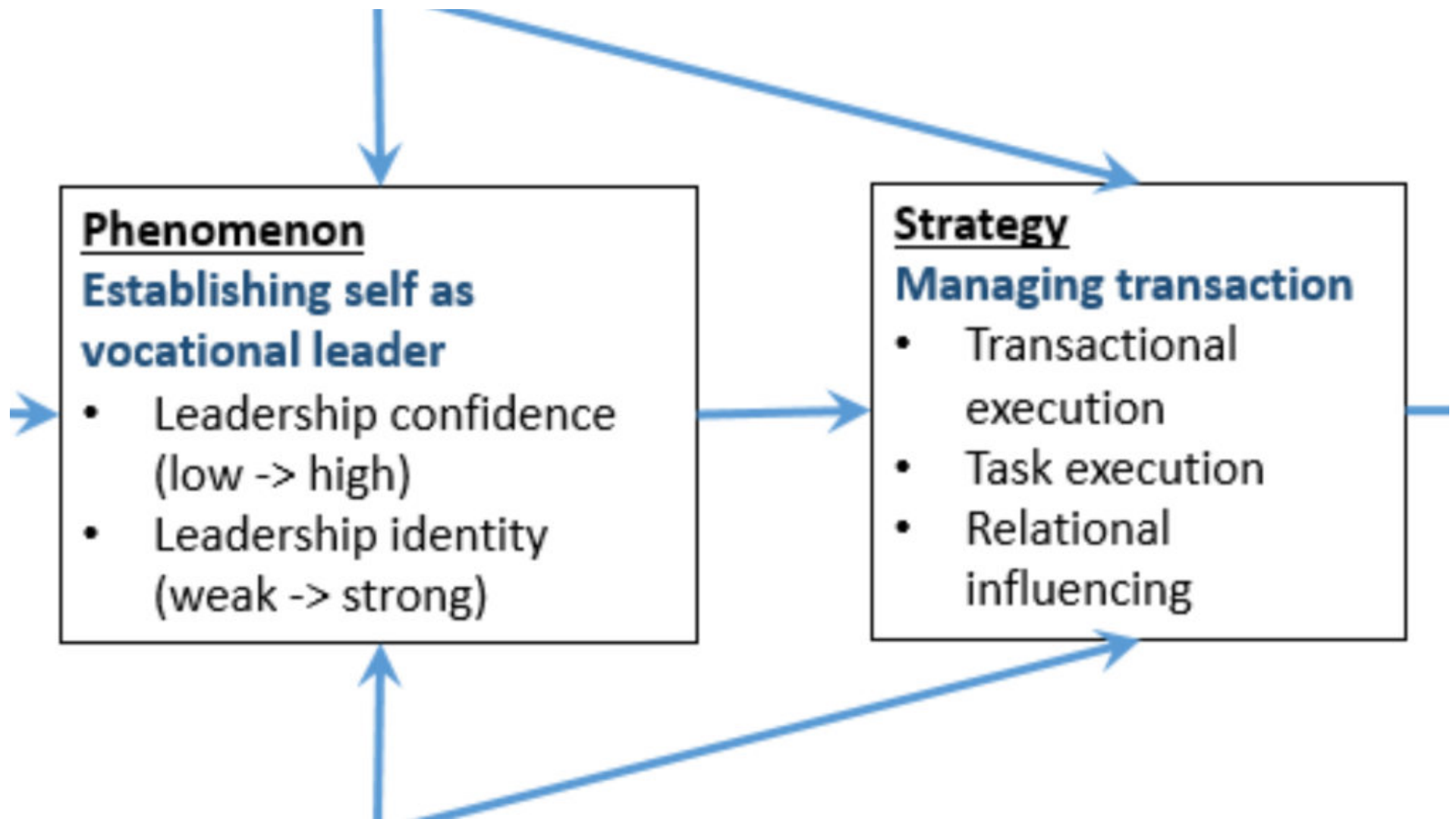


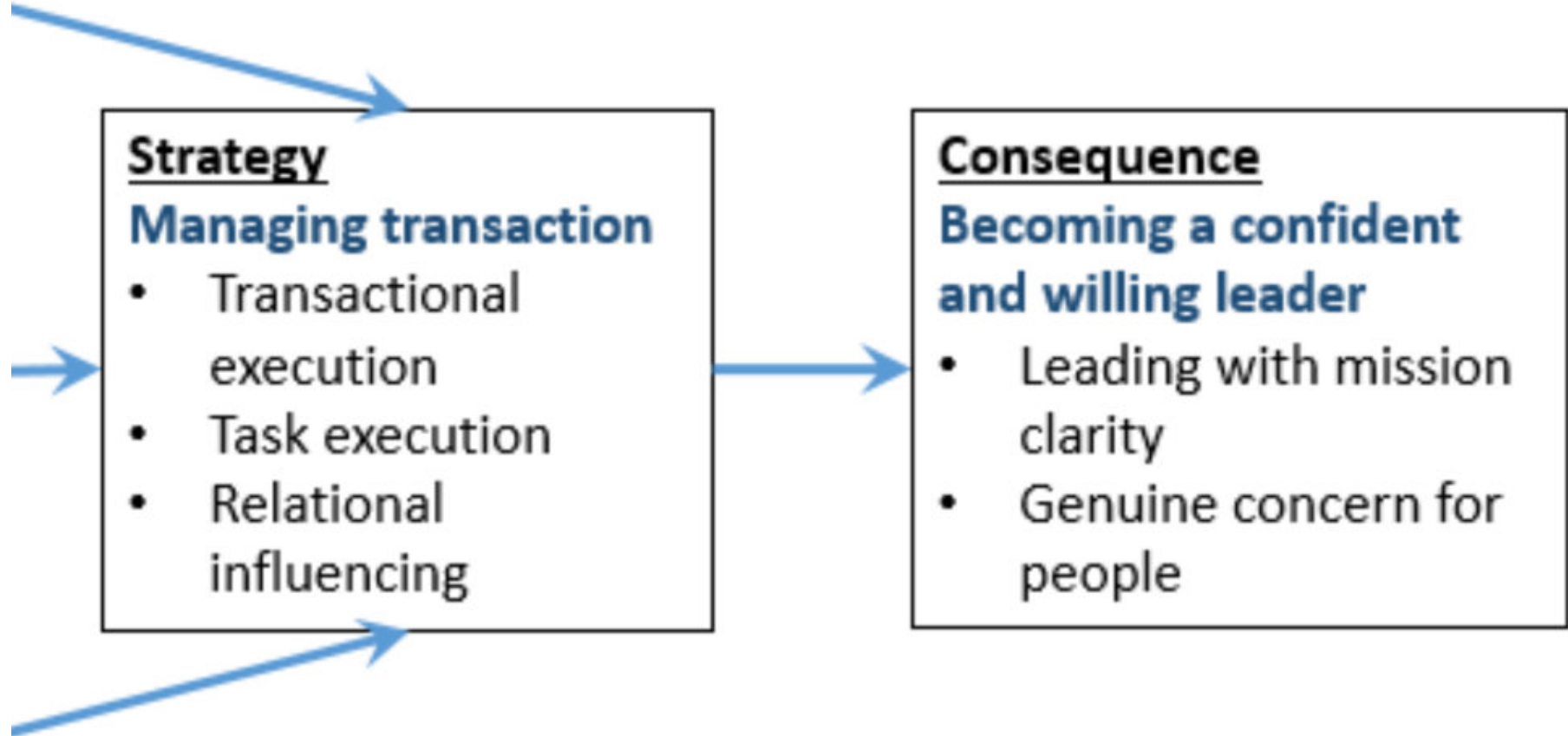
BEGINNING PHASE

Becoming professional military leaders at the junior level is a process that is marked with struggle towards establishing themselves as vocational leader (**core phenomenon**) and in becoming confident and willing leaders (**consequence**) who are able to lead with mission clarity and genuine concern for the people under their charge.



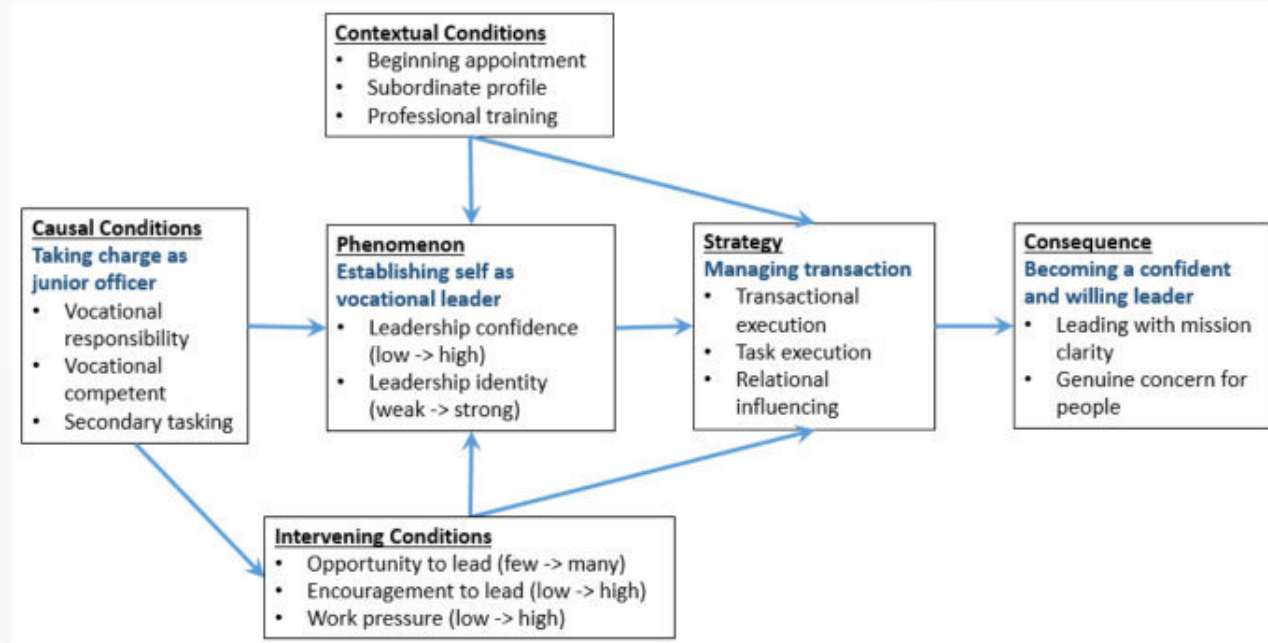






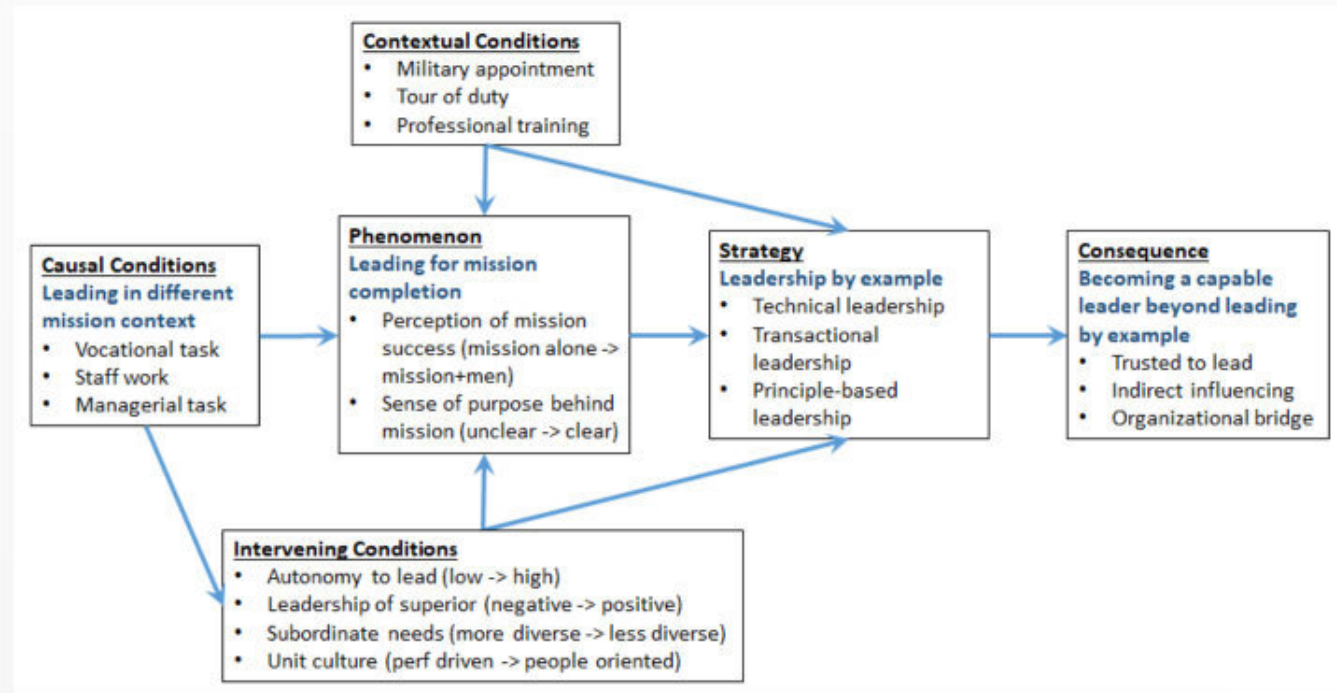
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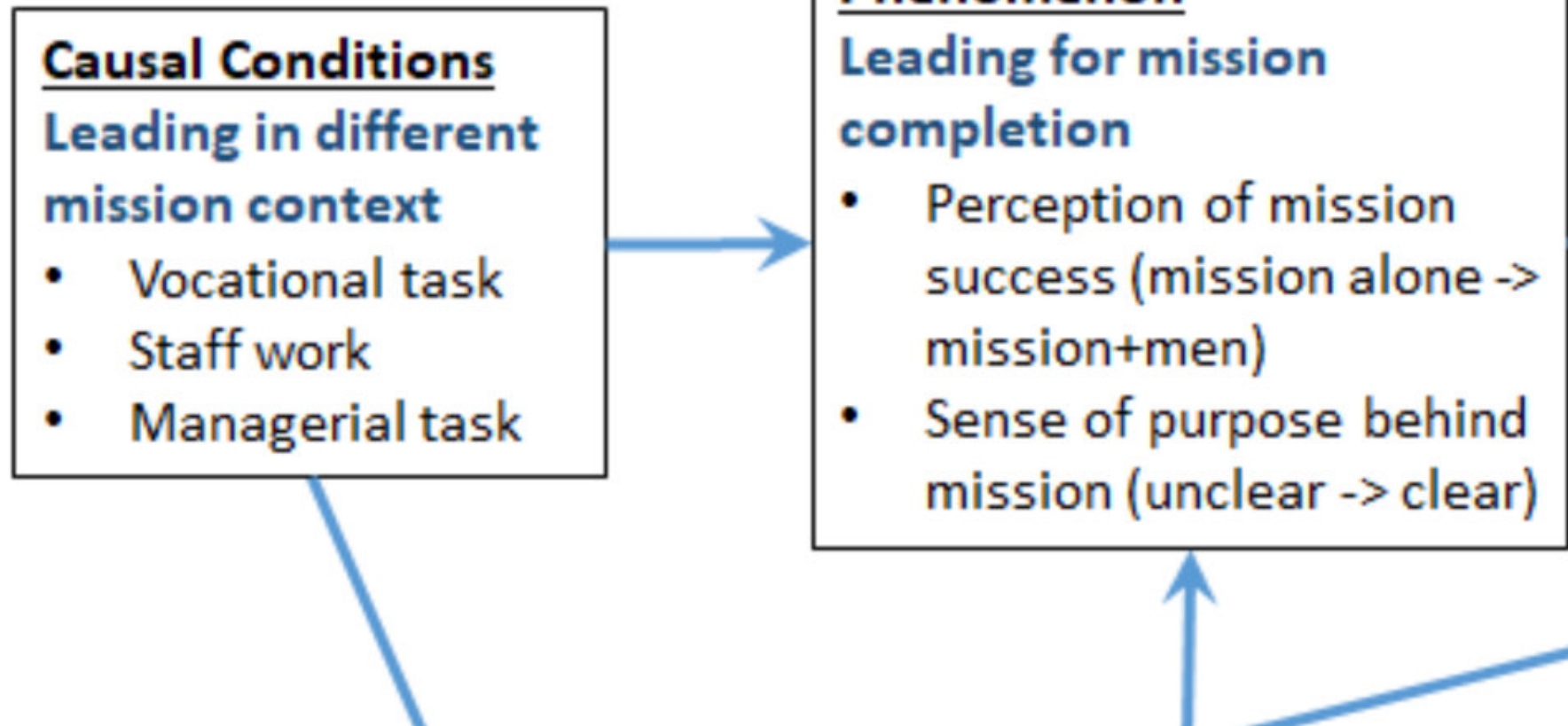
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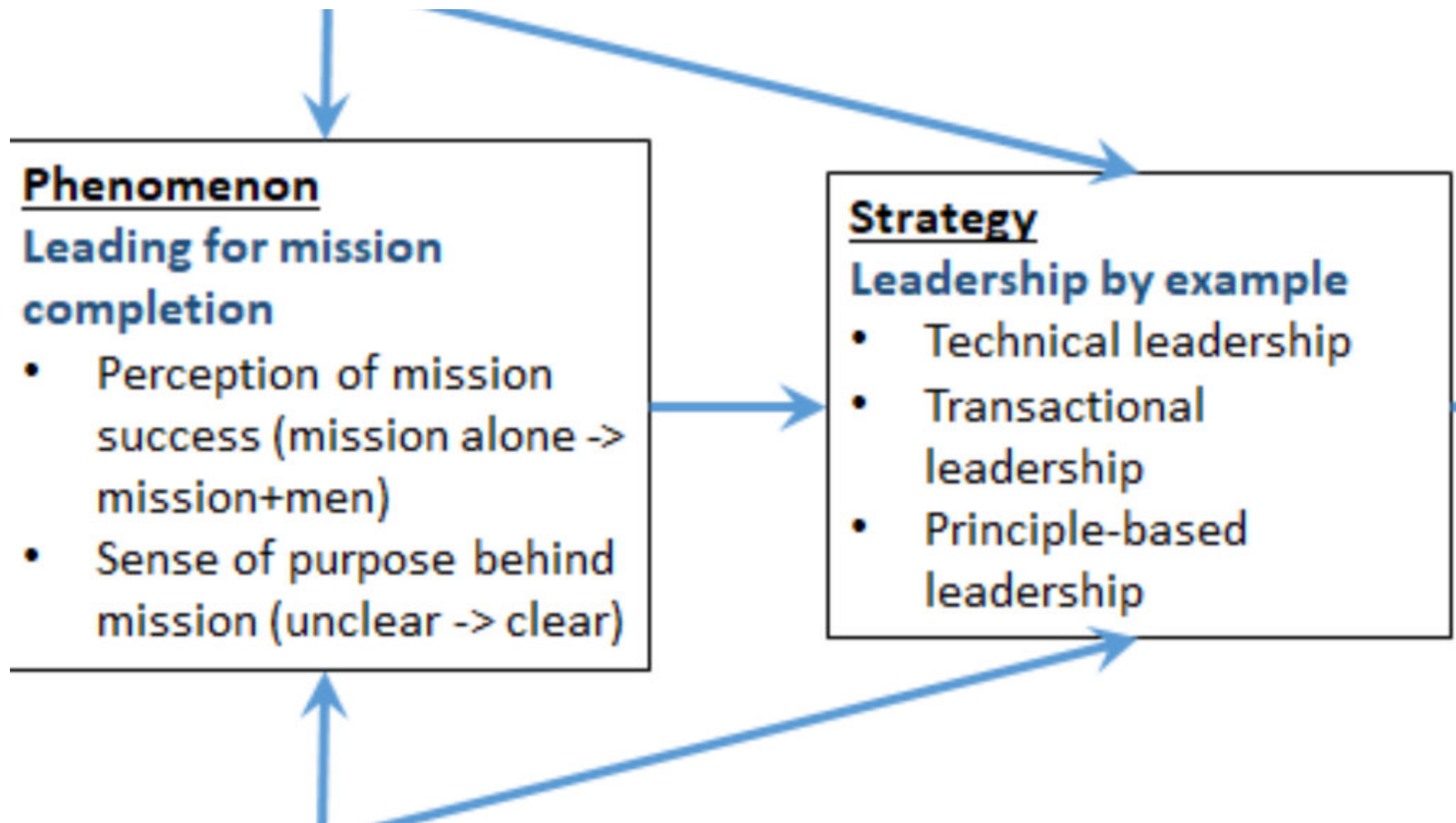


ADVANCING PHASE

Becoming professional military leaders is a process that is marked by them leading for mission completion (**core phenomenon**) in becoming capable leaders who go beyond leading by example (**consequence**) using leadership by example strategy.







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graph LR; S[Strategy] --> C[Consequence];
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Strategy

Leadership by example

- Technical leadership
- Transactional leadership
- Principle-based leadership

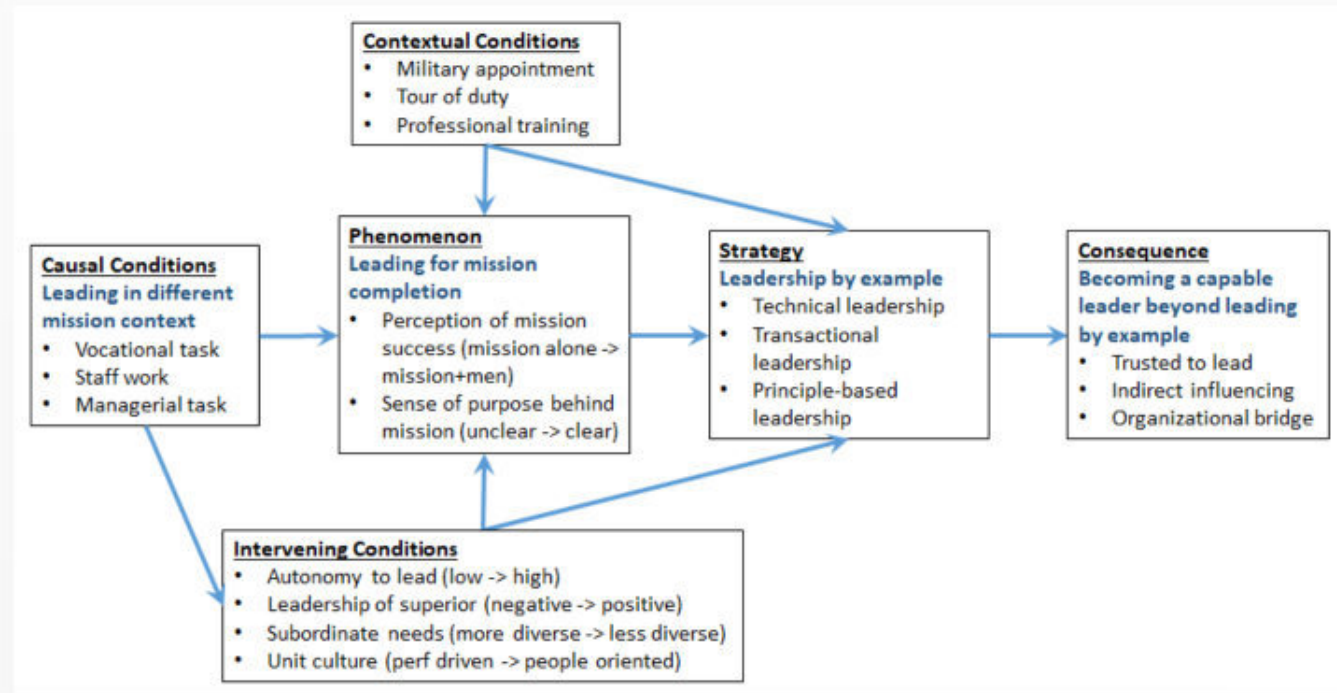
Consequence

Becoming a capable leader beyond leading by example

- Trusted to lead
- Indirect influencing
- Organizational bridge

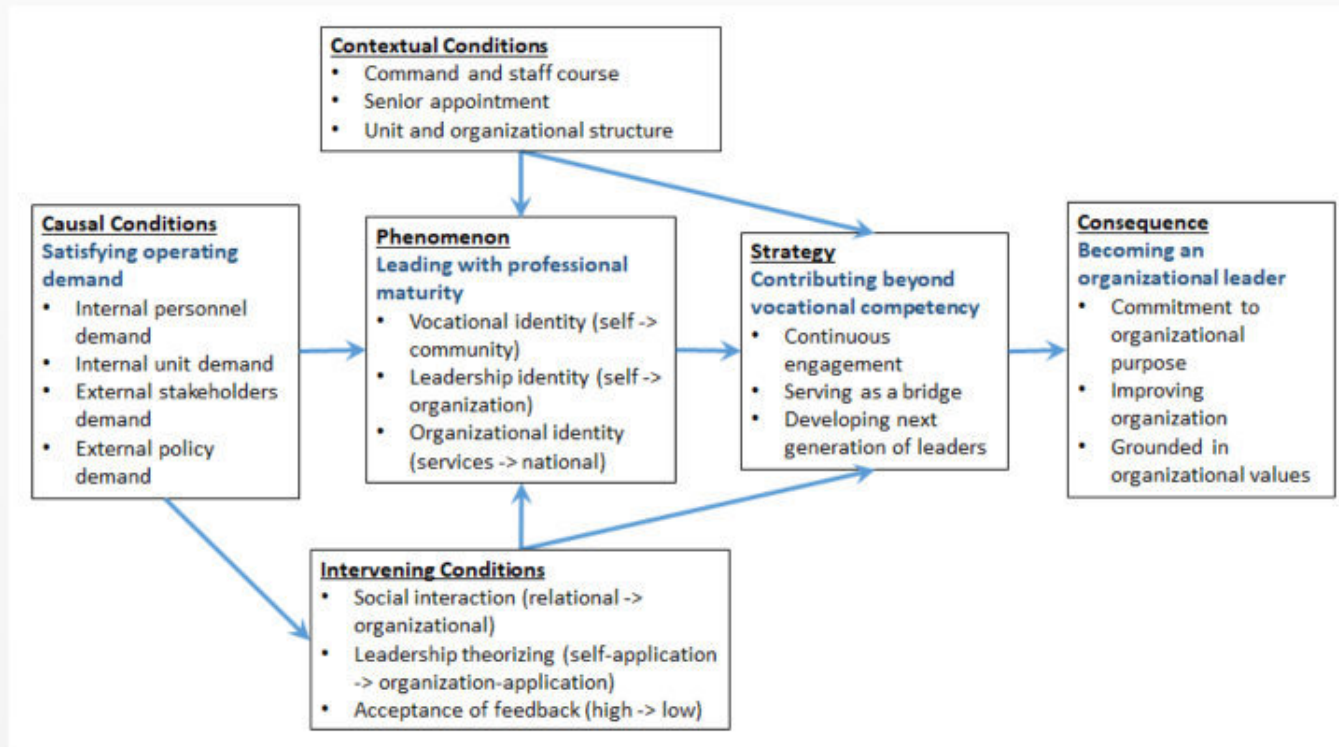
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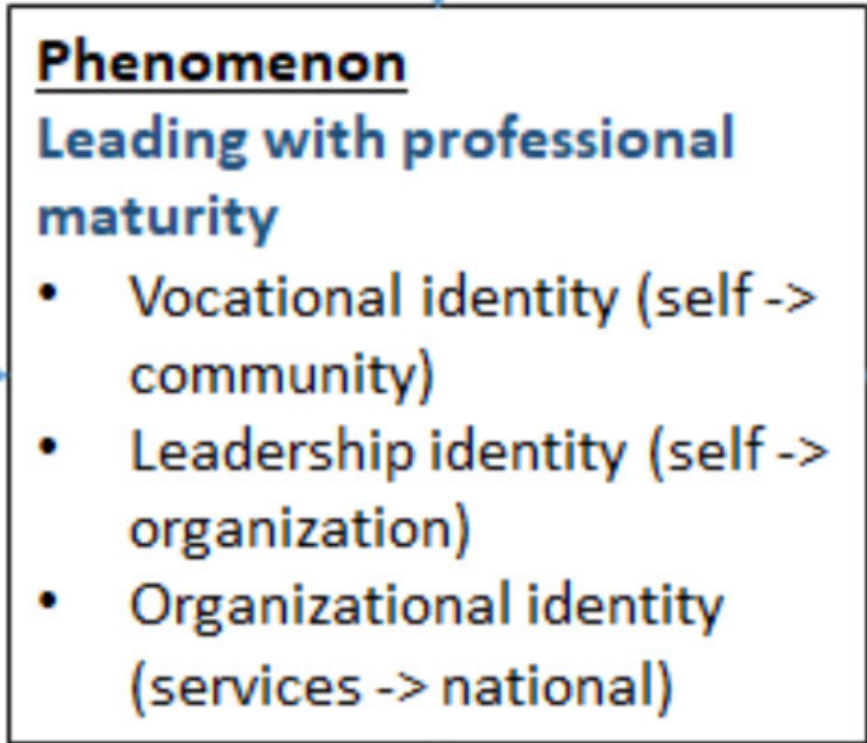
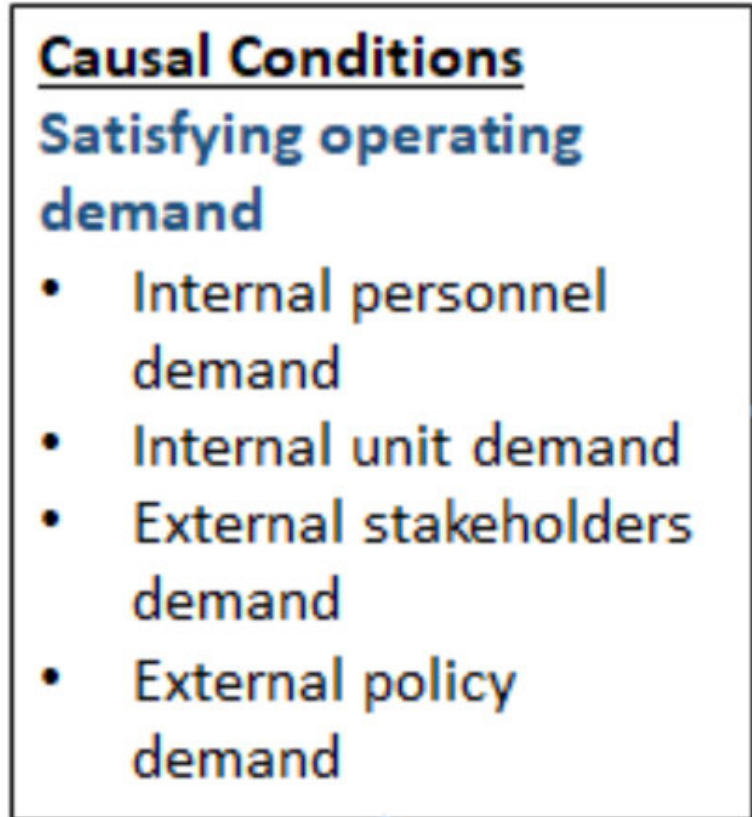
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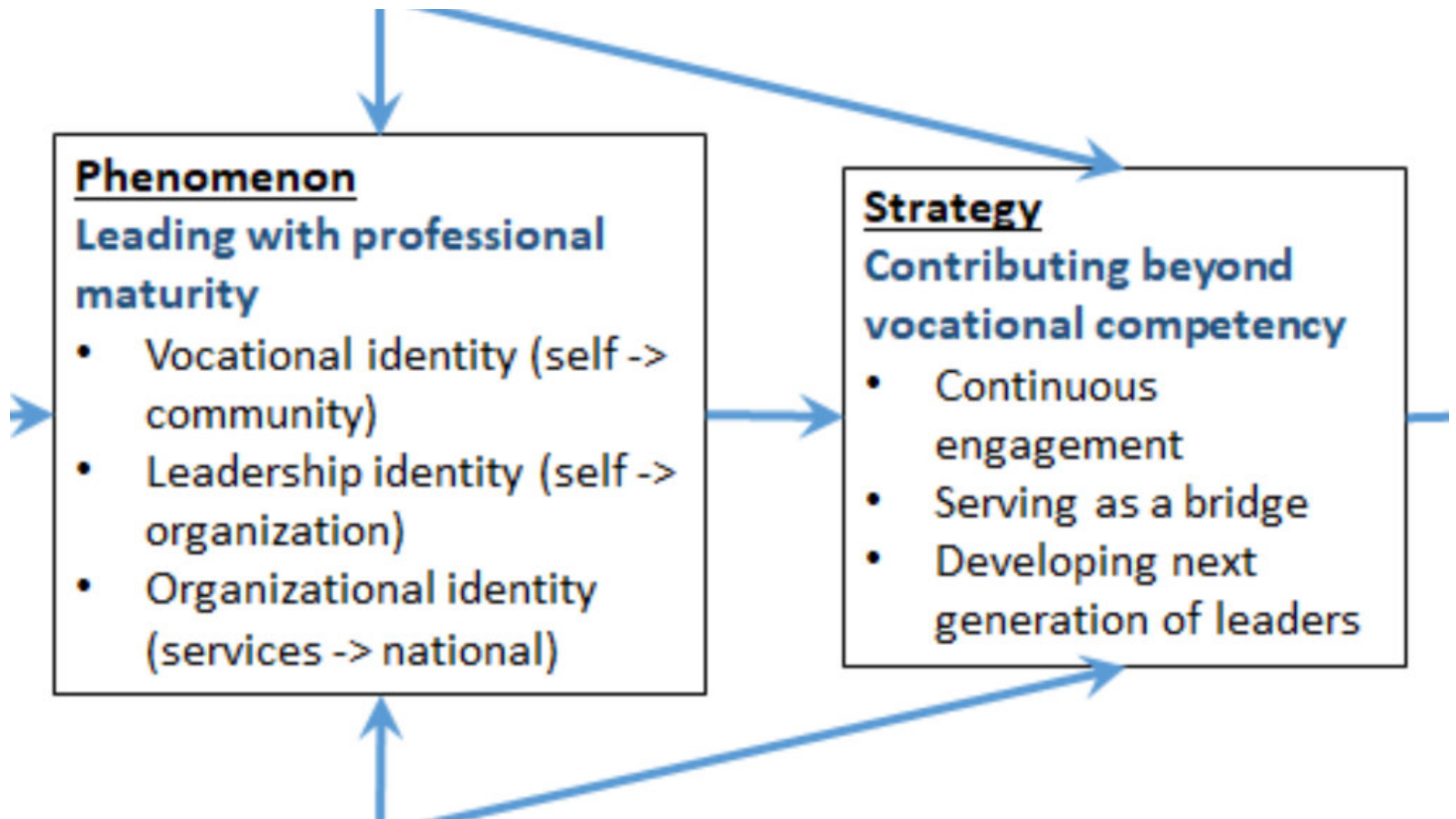


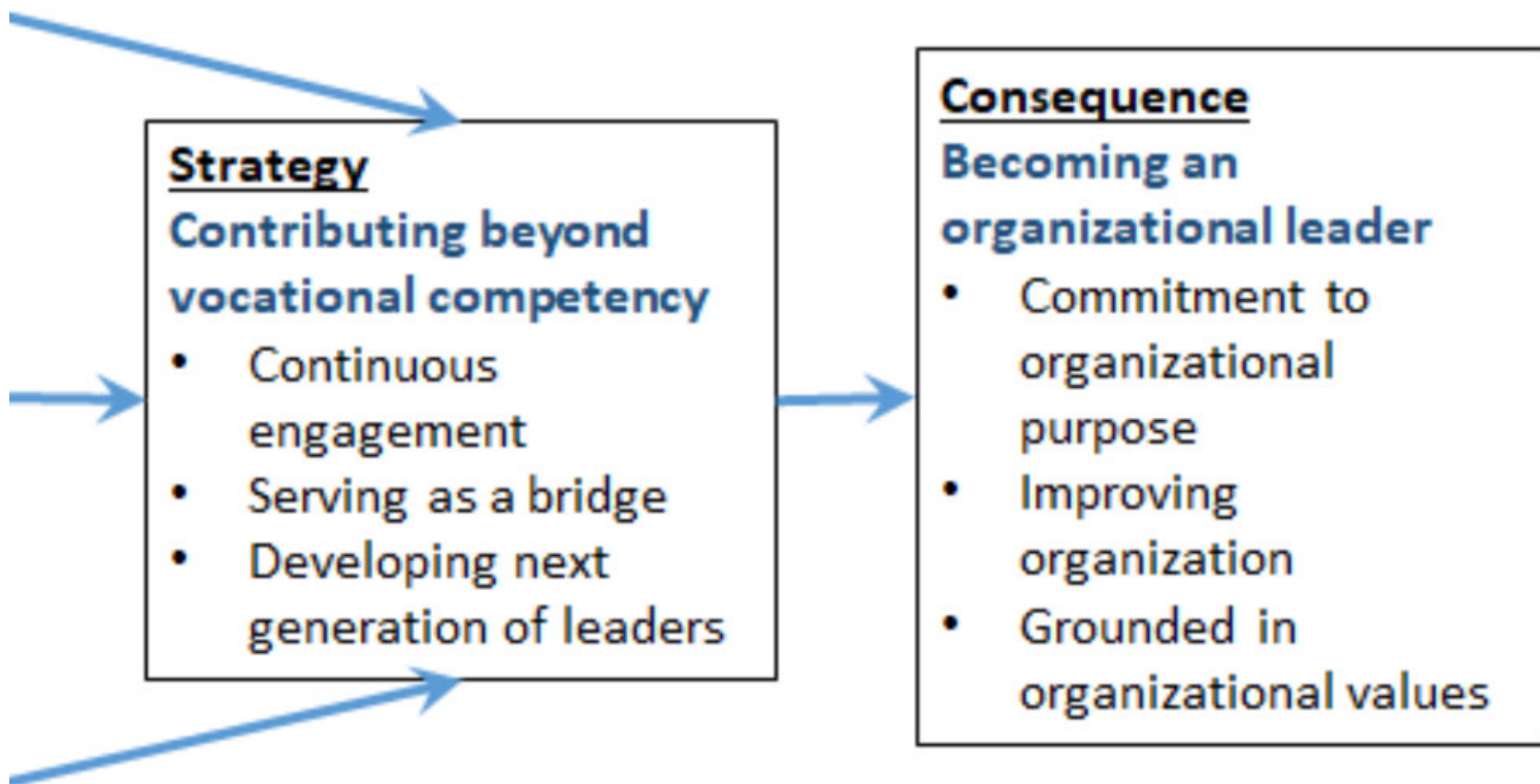
MATURING PHASE

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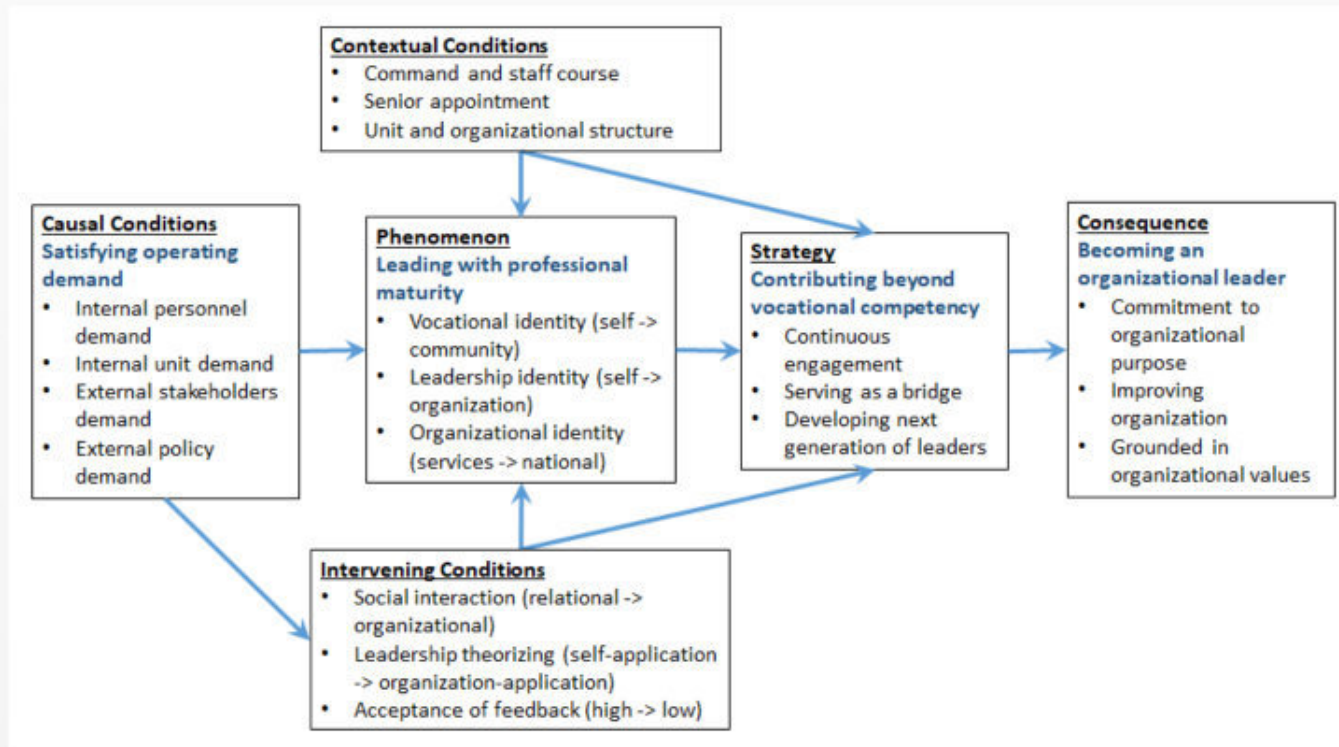






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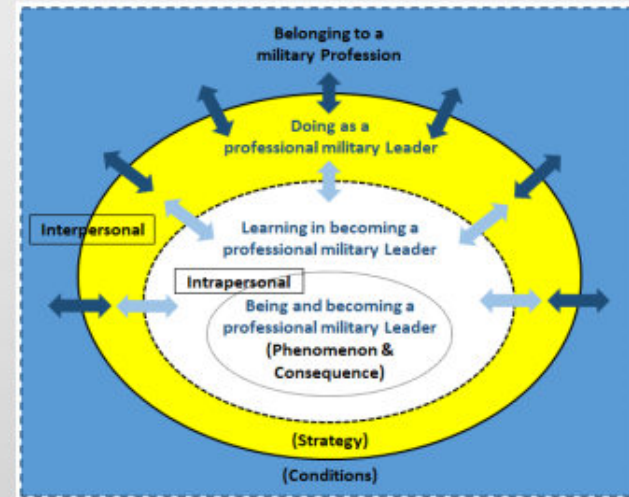




INTEGRATED **PROCESSES**
OF MILITARY LEADERS'
DEVELOPMENT AS PROFESSIONALS



INTEGRATED PROCESSES OF MILITARY LEADERS' DEVELOPMENT AS PROFESSIONALS





professional military Leader

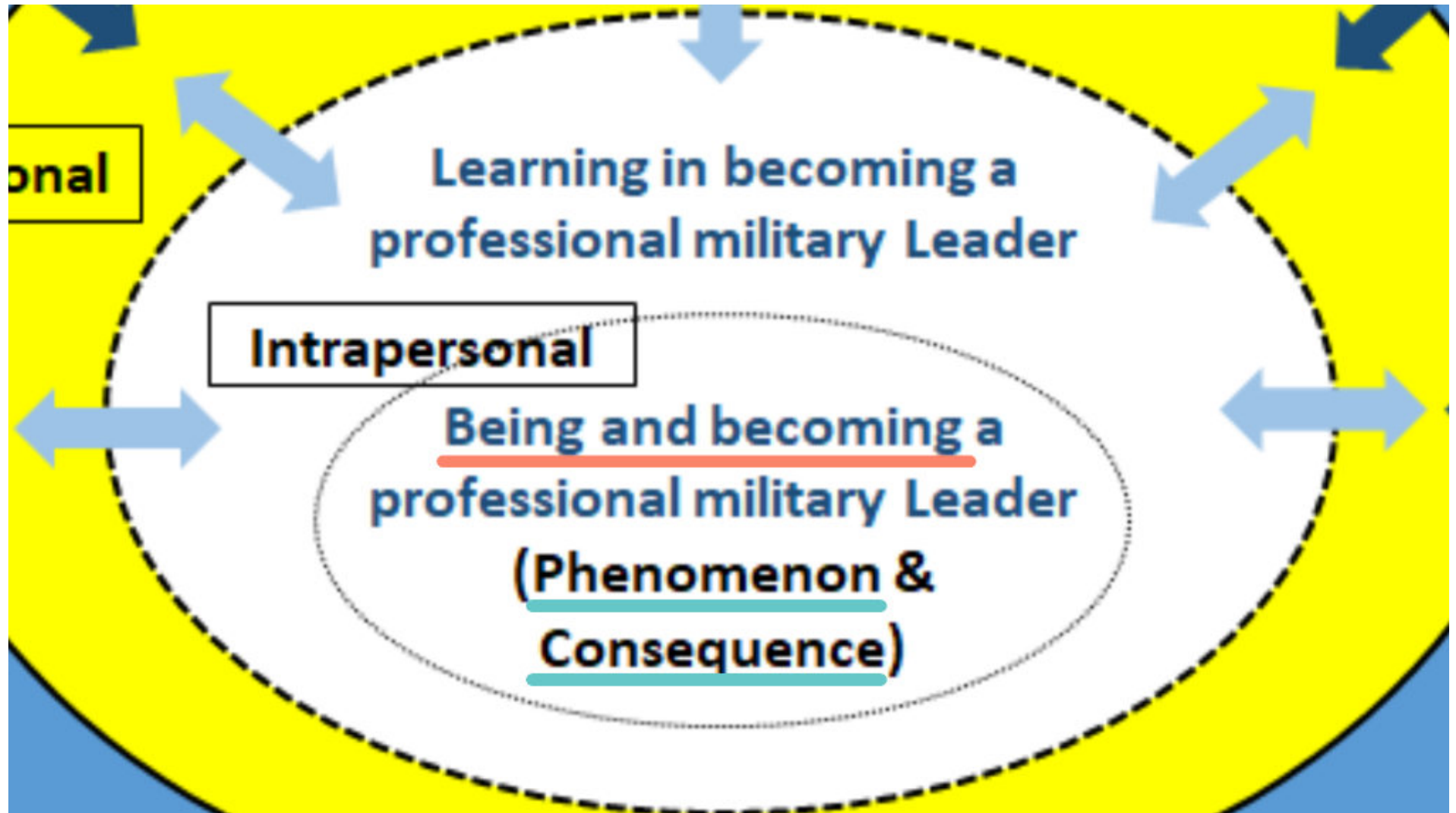
Intrapersonal

**Being and becoming a
professional military Leader
(Phenomenon &
Consequence)**

professional military Leader

Intrapersonal

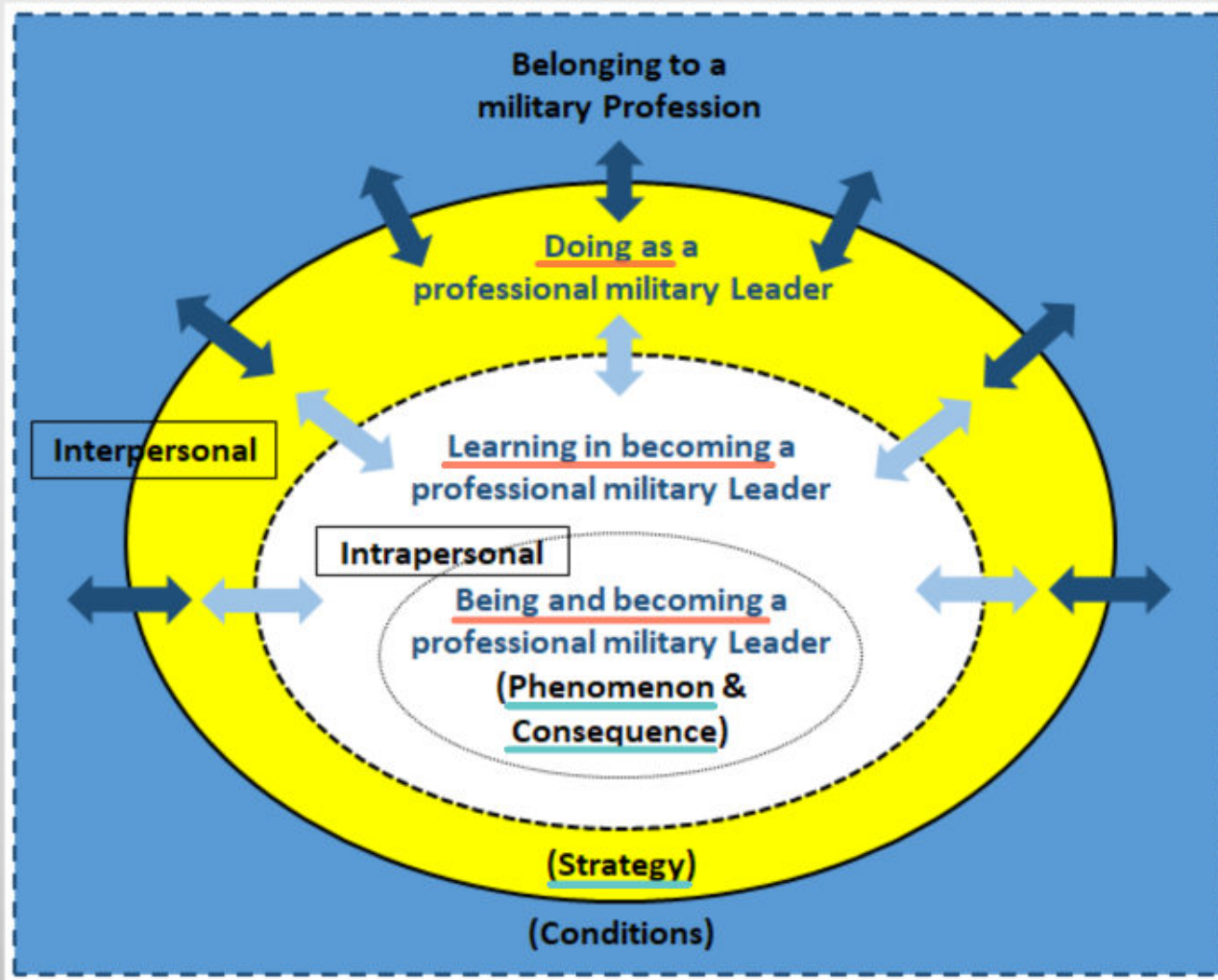
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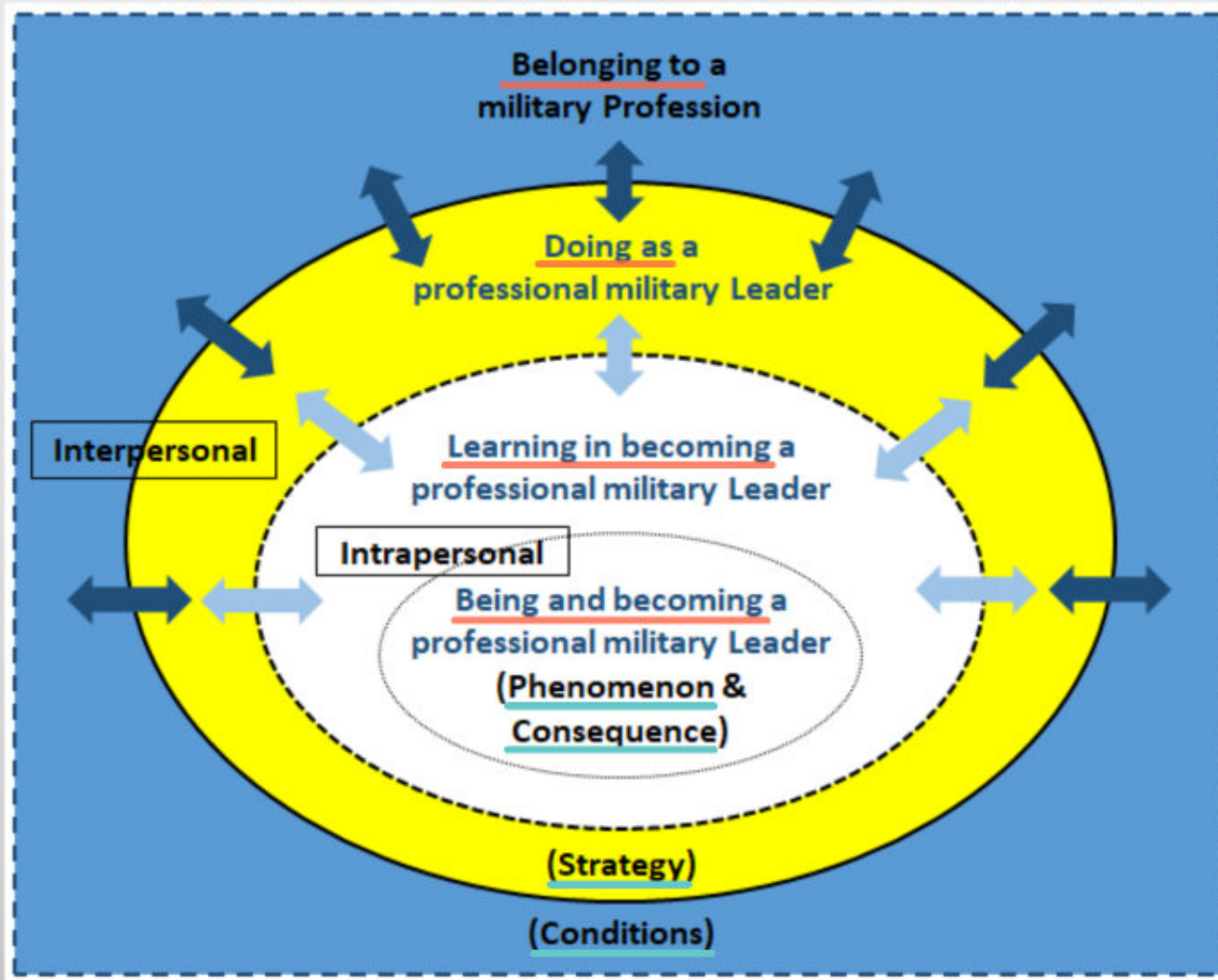






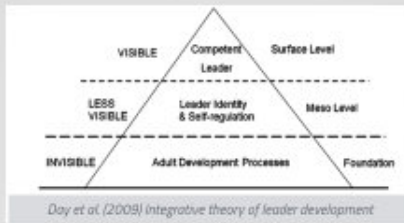




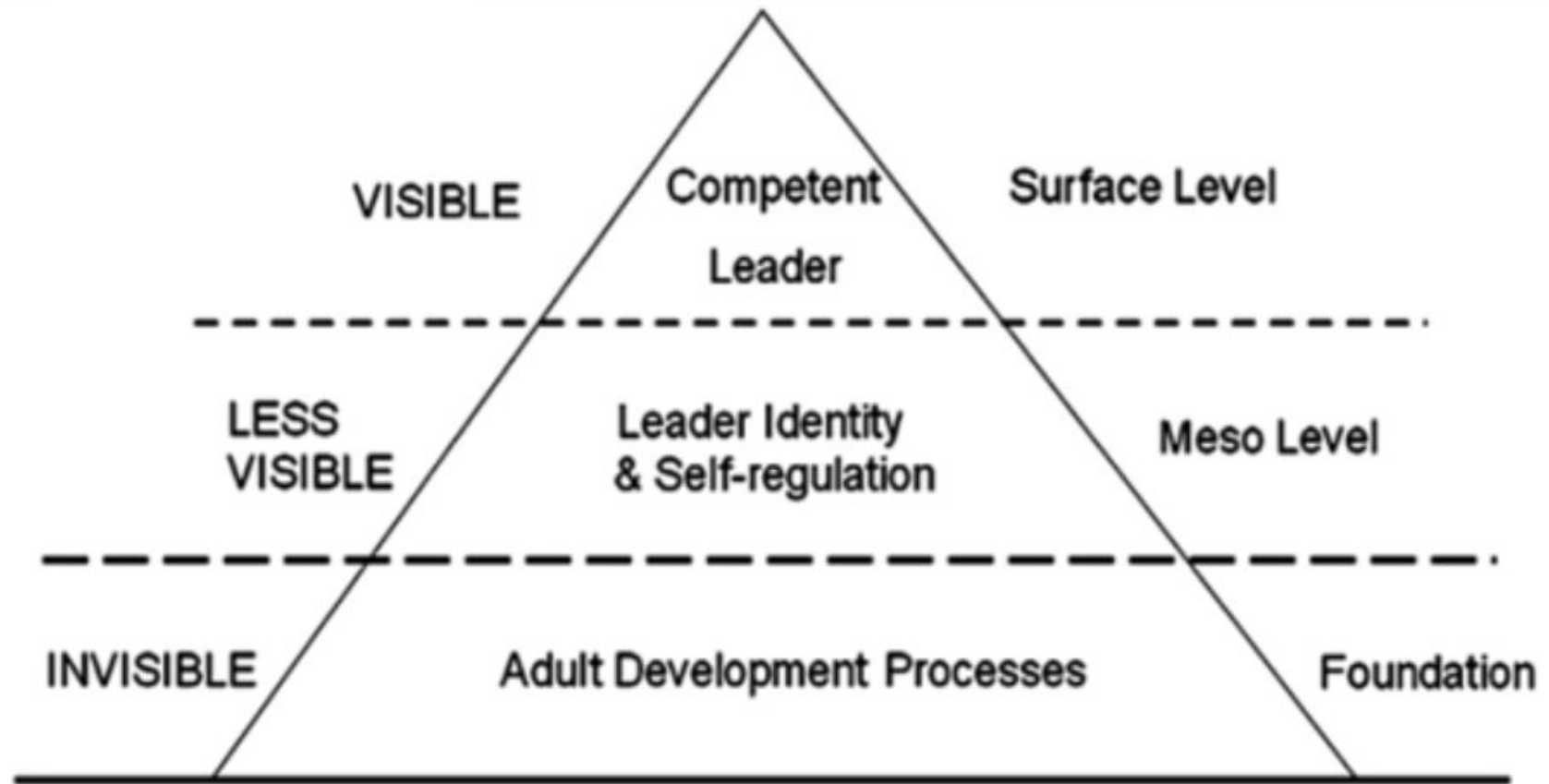




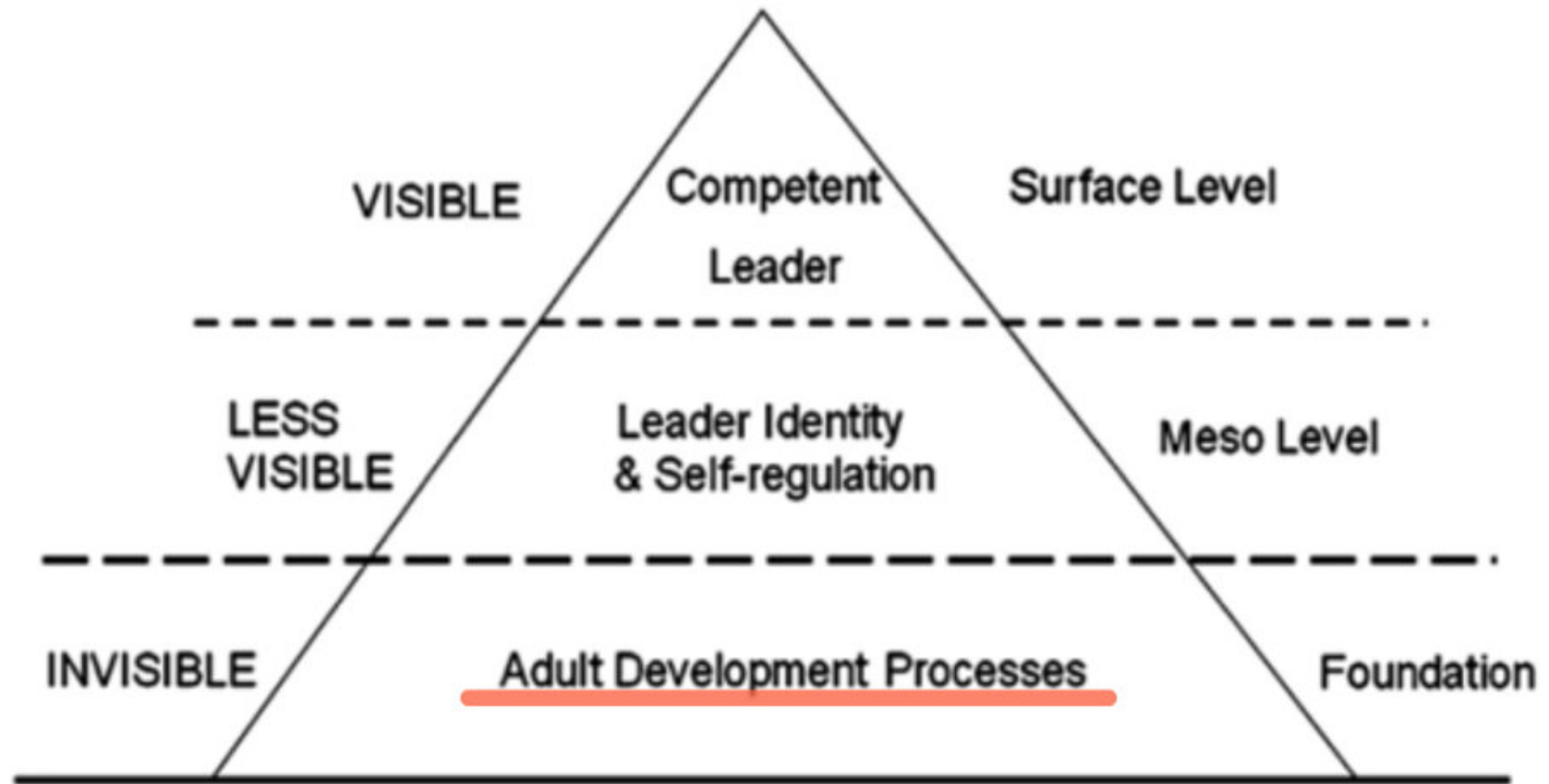
THEORIES OF LEADERSHIP LEARNING, DEVELOPMENT & PERFORMANCE



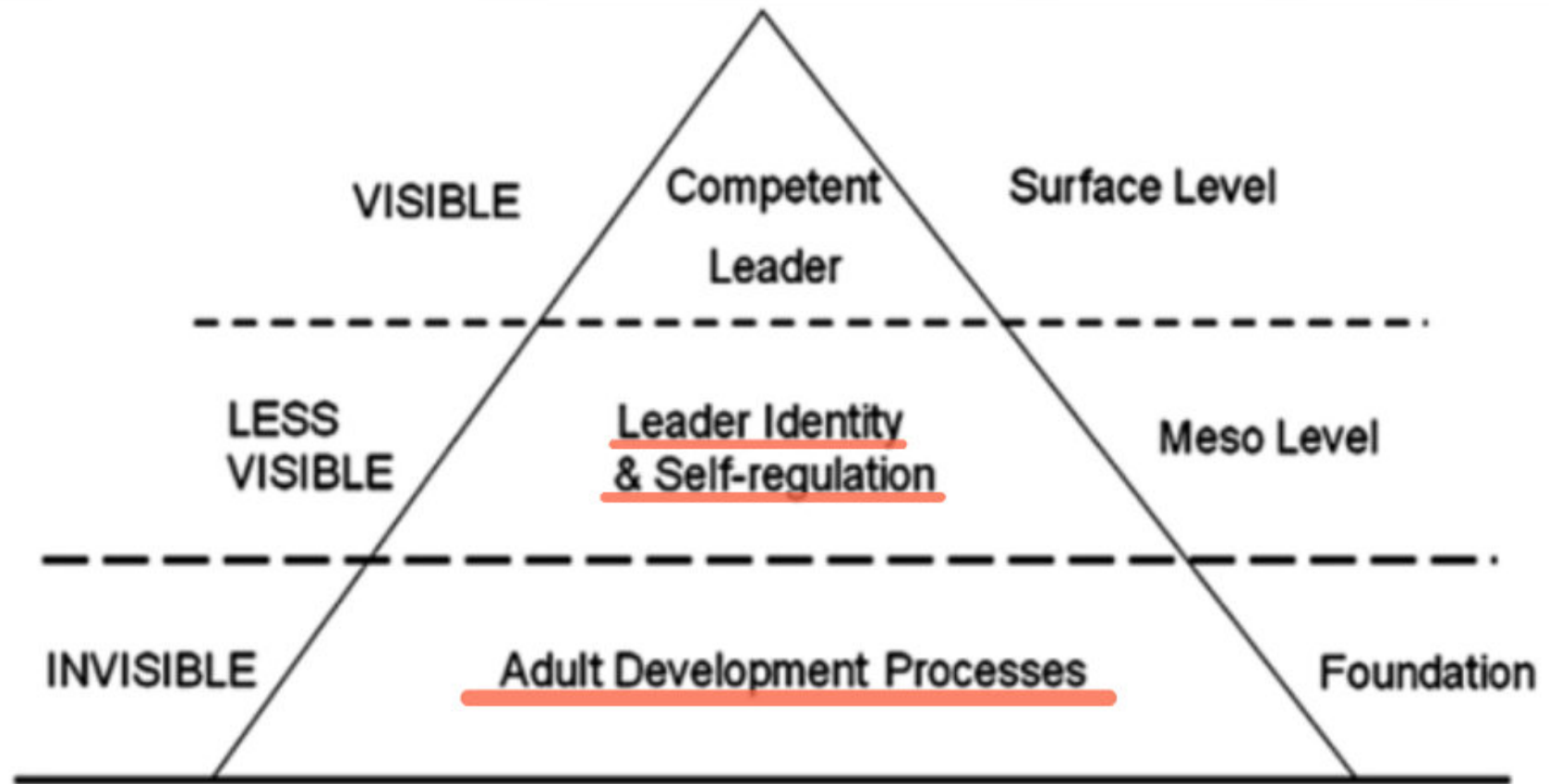
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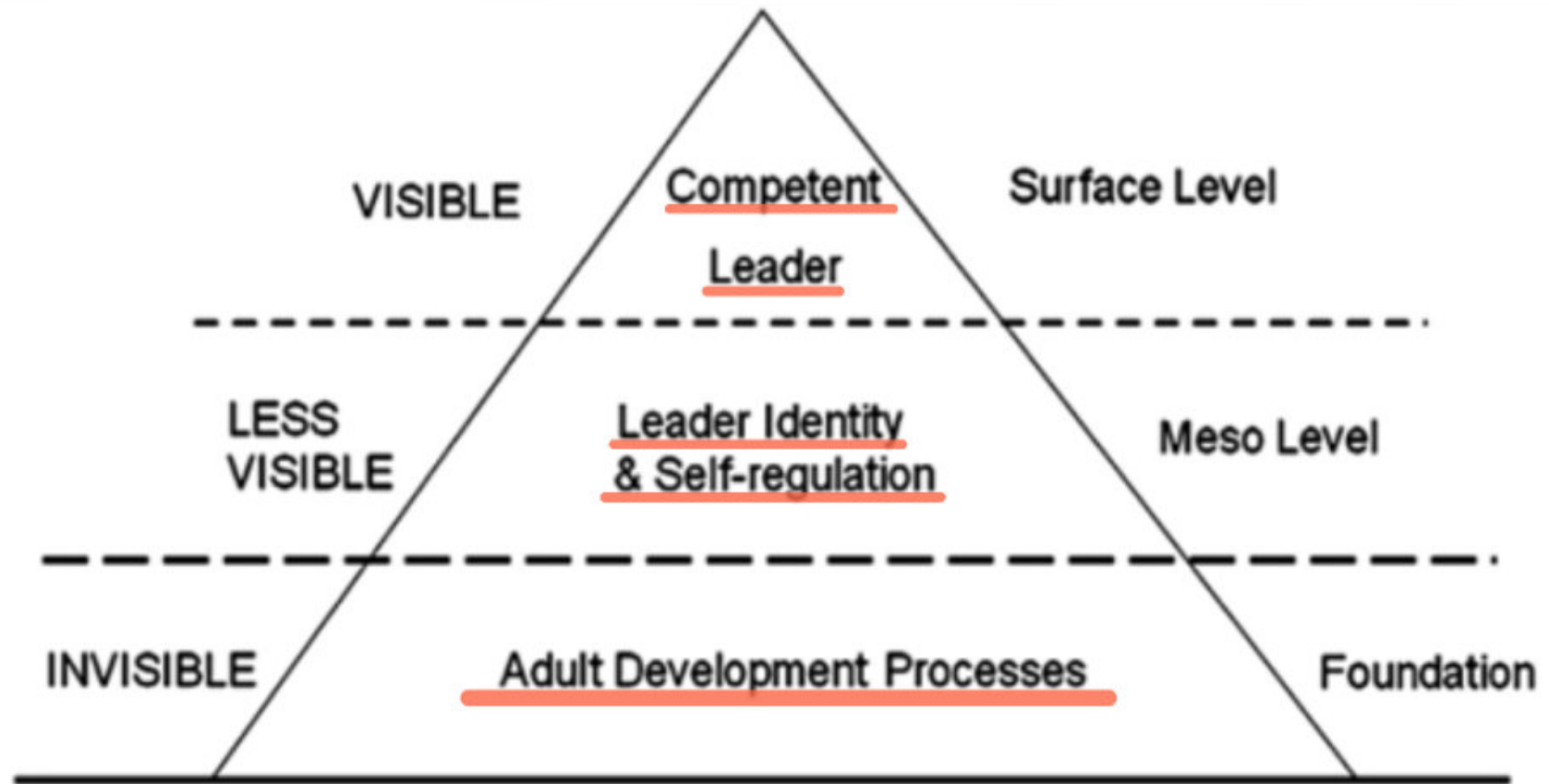
Day et al. (2009) Integrative theory of leader development



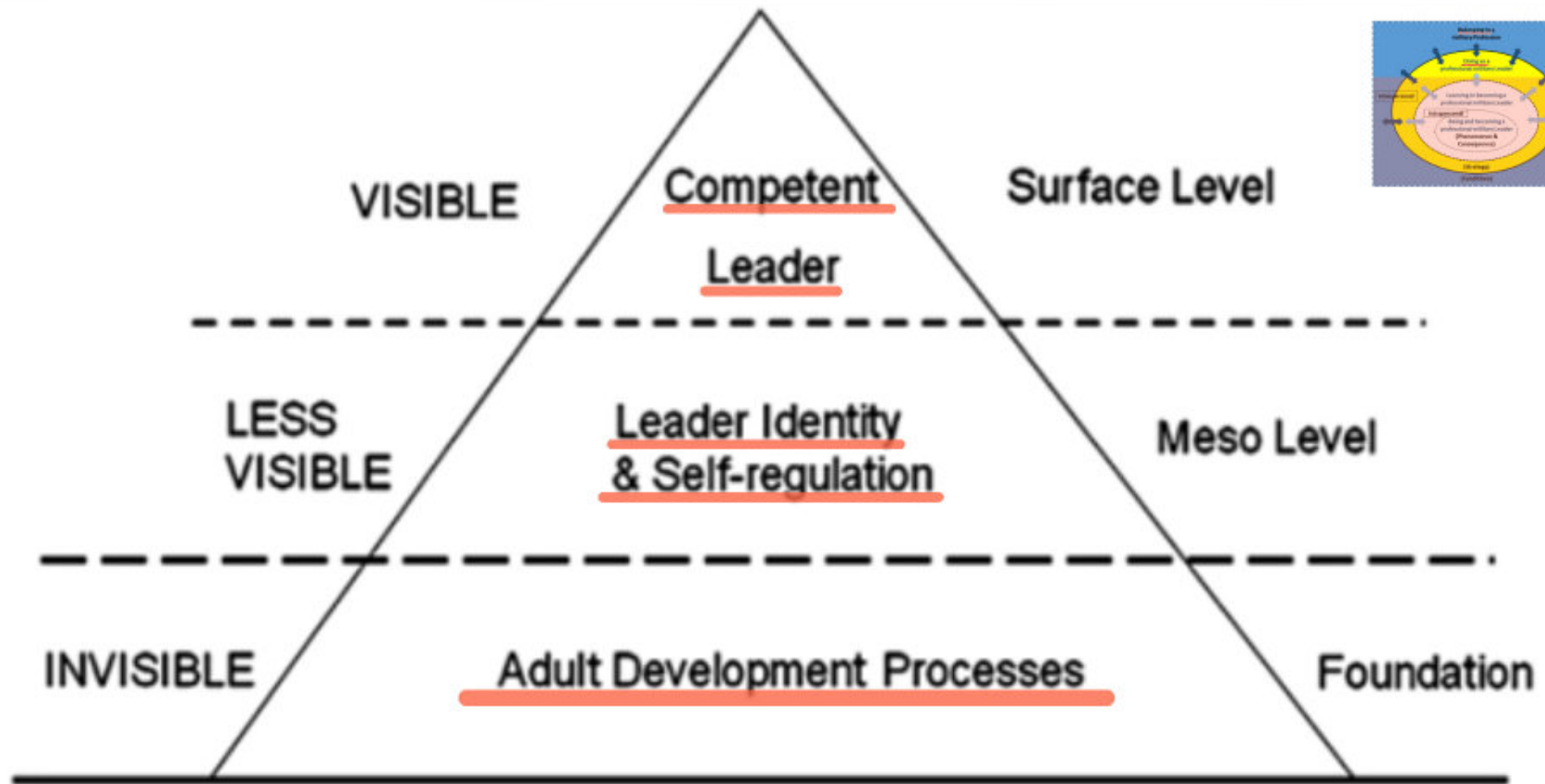
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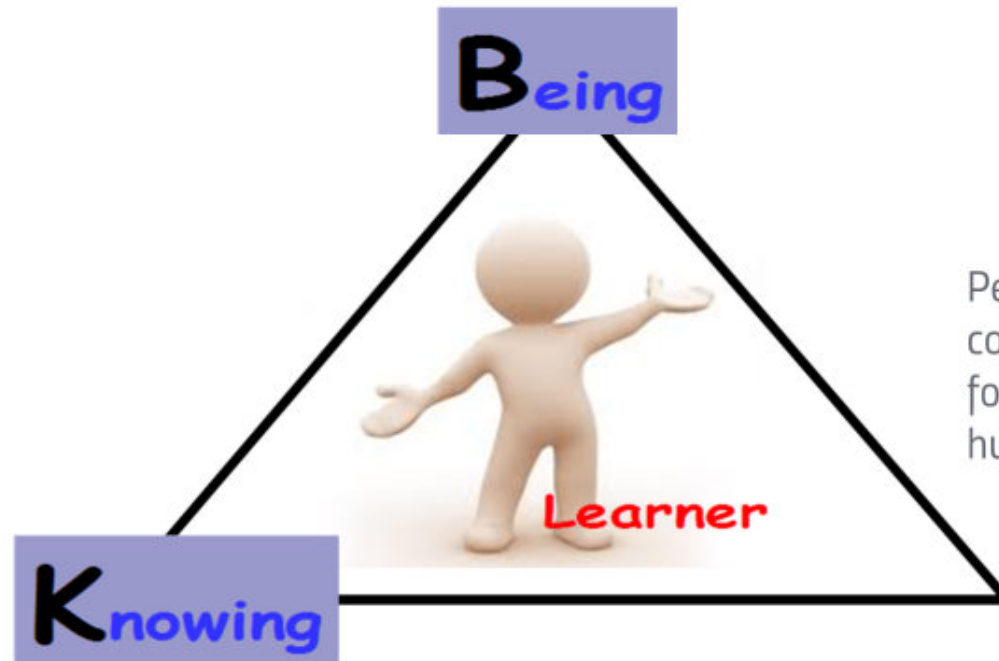
Performative
conceptual framework
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Chee et al. (2011). Learning as becoming: Values, identity, and performance in the enaction of citizenship education through game play.



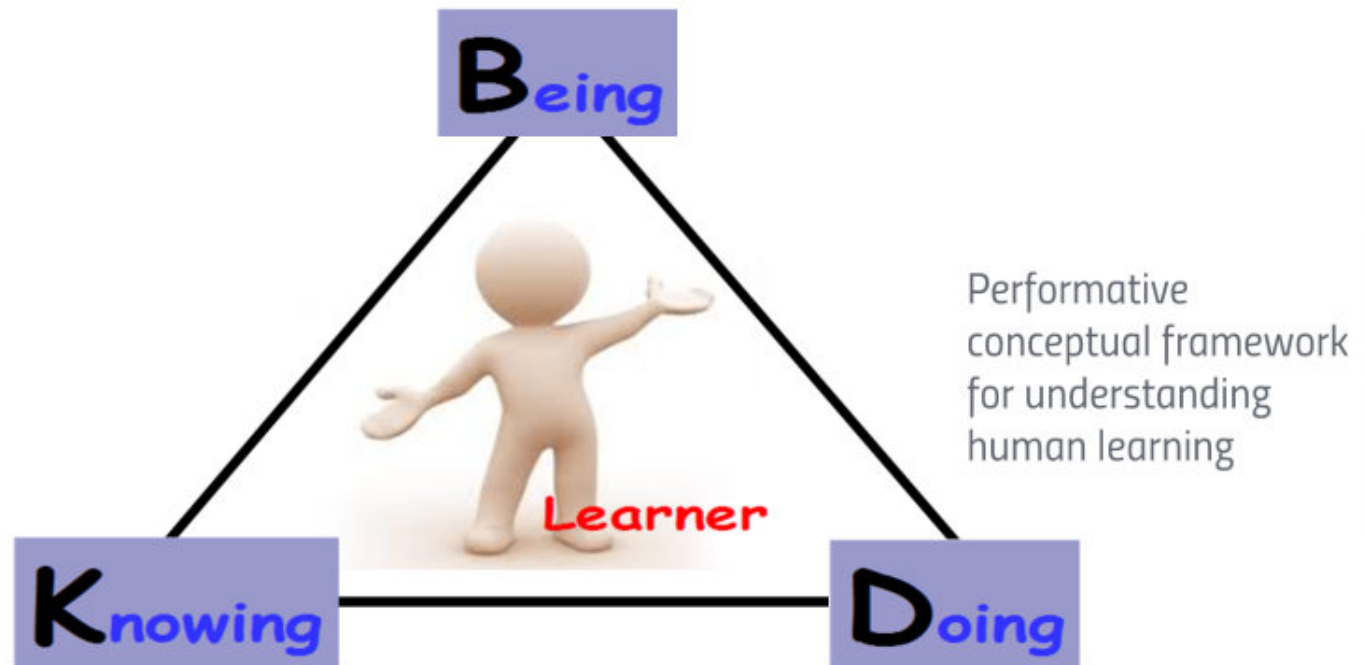
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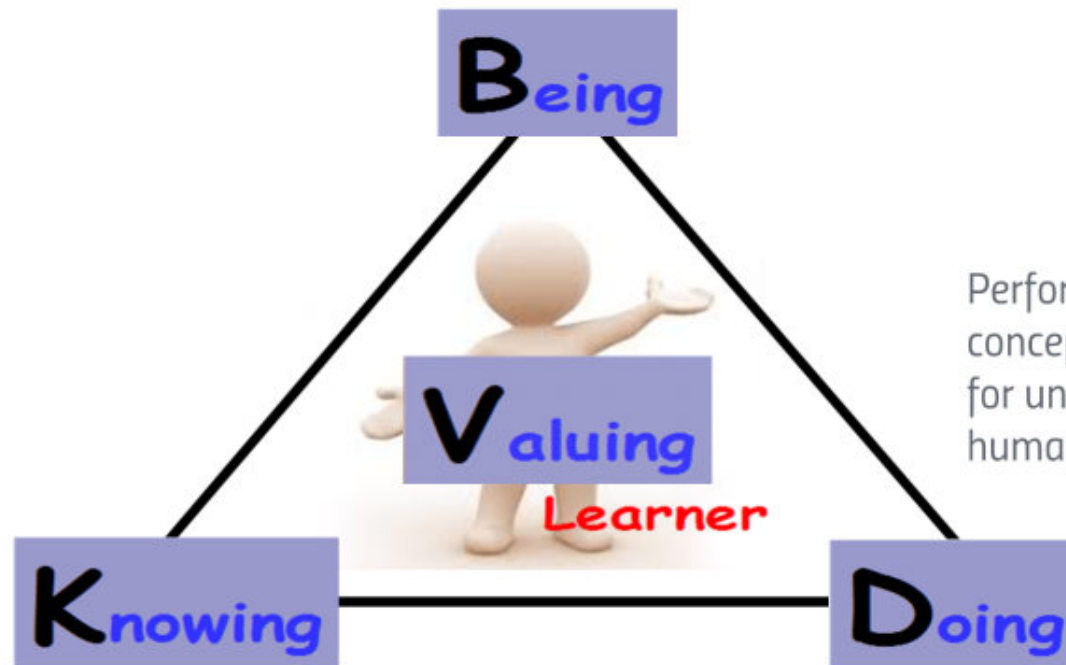


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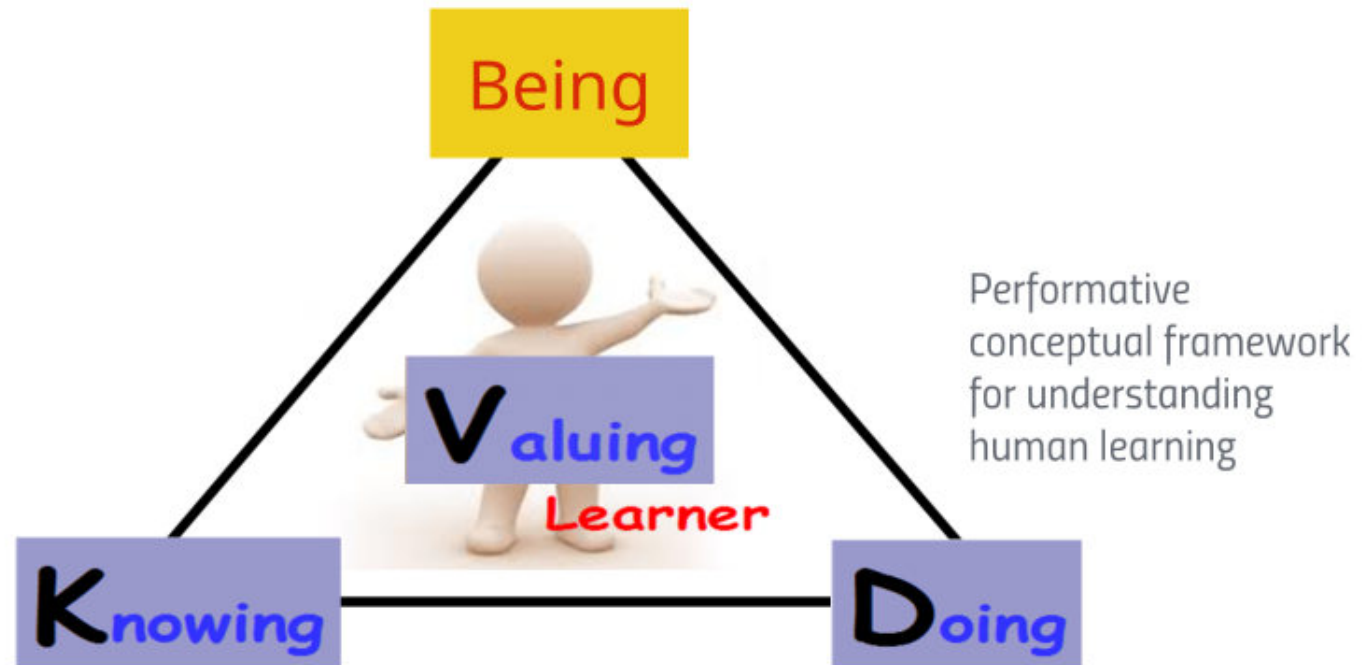
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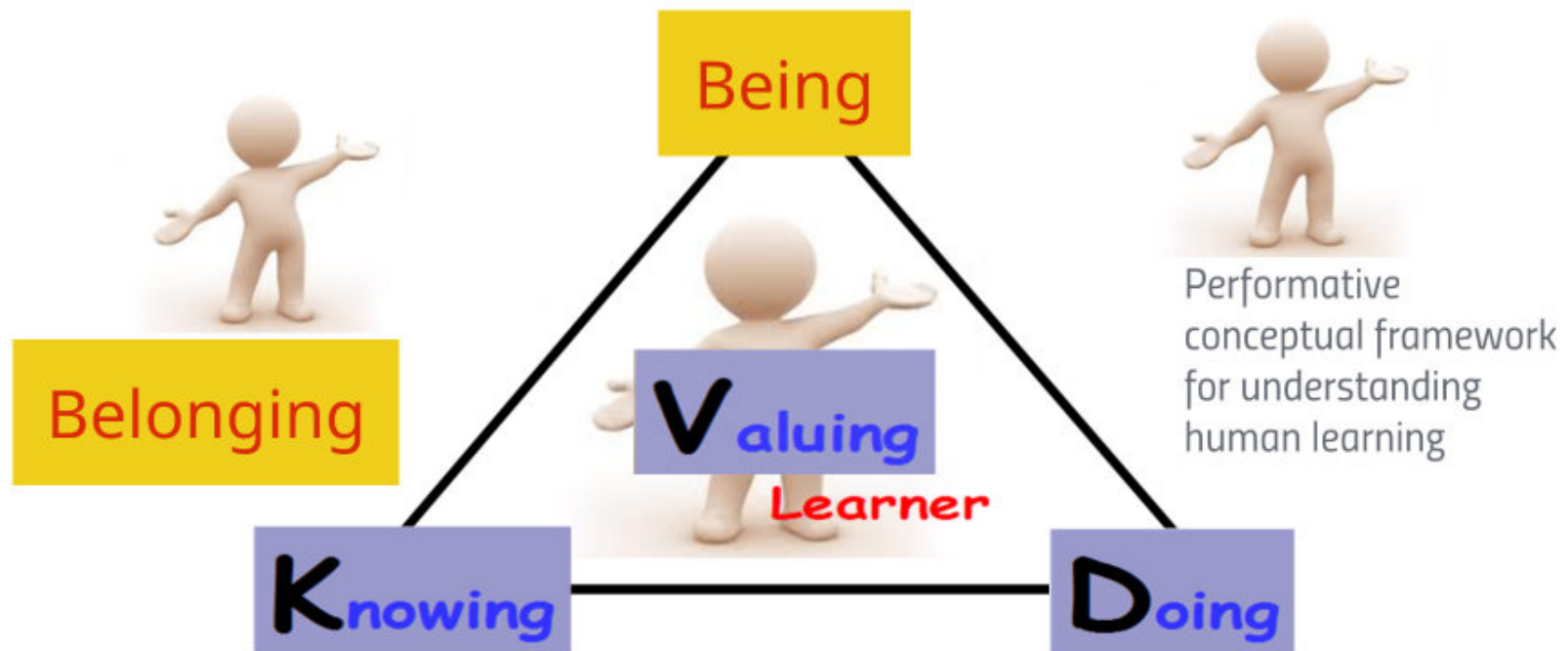
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Becoming a professional military leader



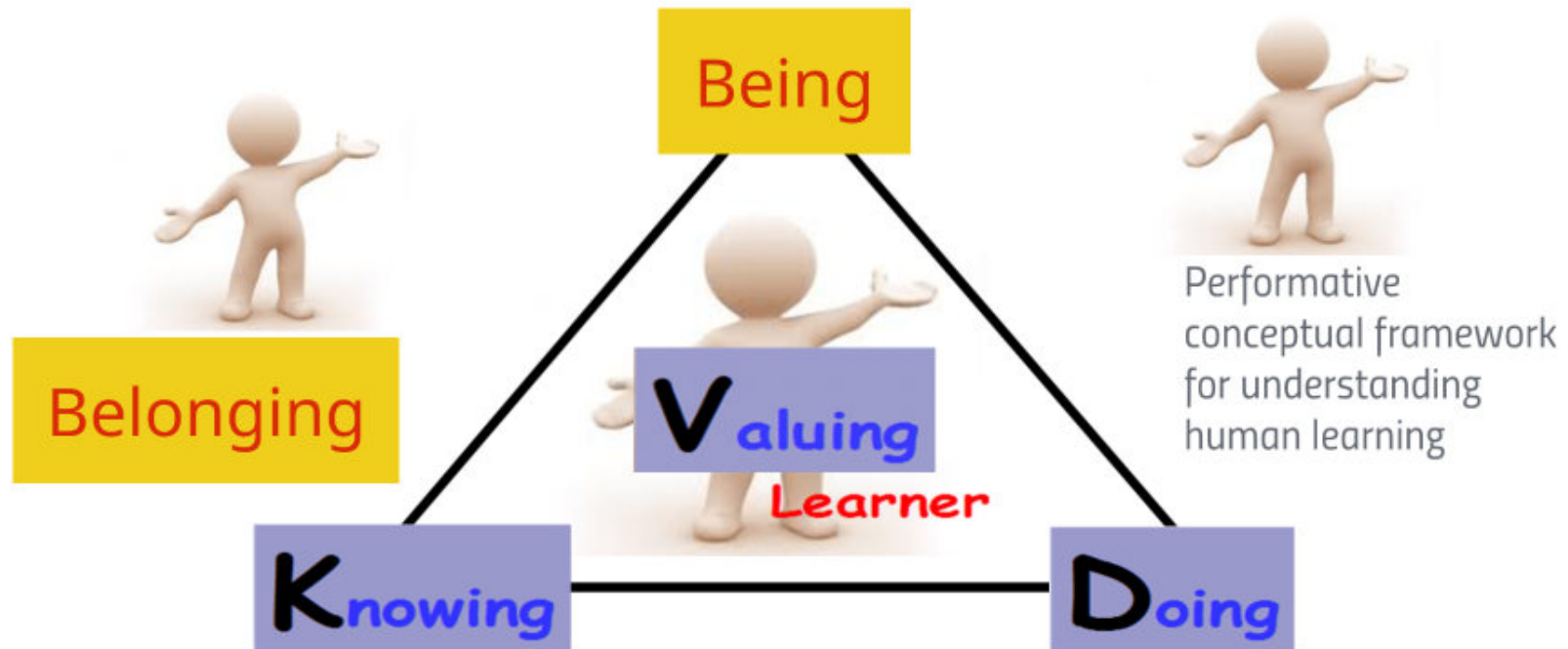
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Professional learning

- Process of “being and becoming” leaders “belonging to” profession entails enacting and embodying professional being, knowing, doing, and valuing learned throughout career (Webster-Wright, 2010)
- “Learning in becoming” leaders during formal professional development programs or informal learning within workplace (Daley, 2001)
- Changes through learning by “understanding of being a professional [leaders] ” (Webster-Wright, 2010)
 - Authentic professional learning (APL) “embodied and expressed through particular way of being professional in practice”
- As practitioners of leadership (Riggio, 2008), leaders need to embrace notion of authentic professional learning
 - Brings about the understanding of being a professional

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Professional leadership development

- Over emphasizing pre-defined skills or competencies
 - Disregard and fail to appreciate ontological dimension of professional learning and leadership practice (Dall'Alba, 2009)
- Narrow focus on human knowing (epistemology)
 - Separates human doing (praxiology) and human being (ontology) of the performative conceptual framing of human learning (Chee et al., 2011)
 - Disallow discursive account of developing aspect offered by praxiological framework (Smolović et al., 2016)
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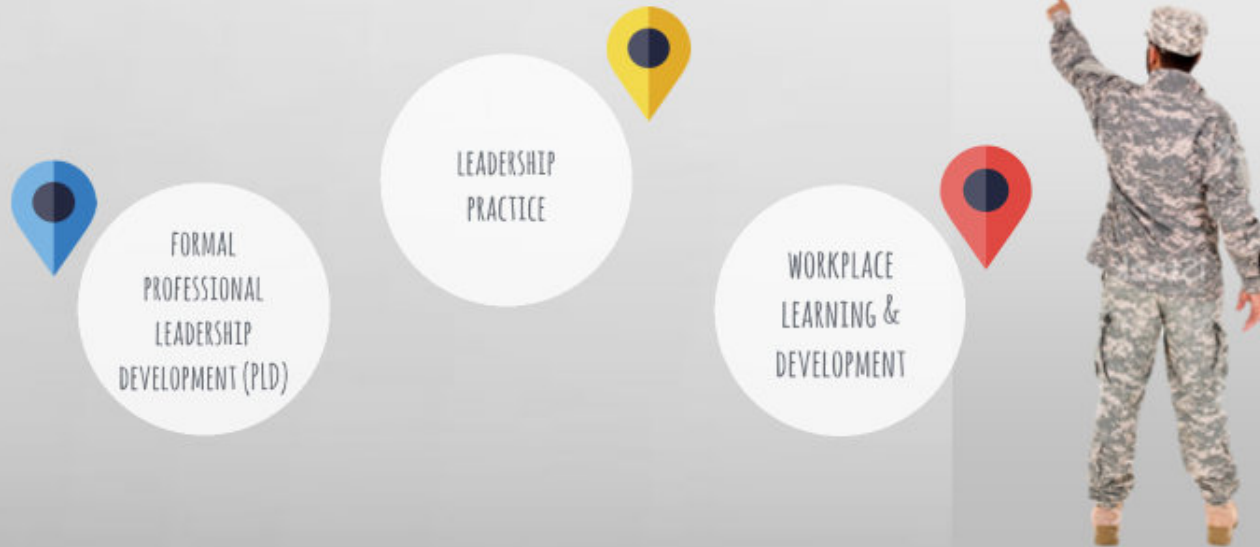
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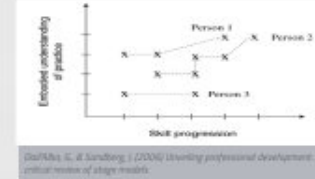
Professional leadership development

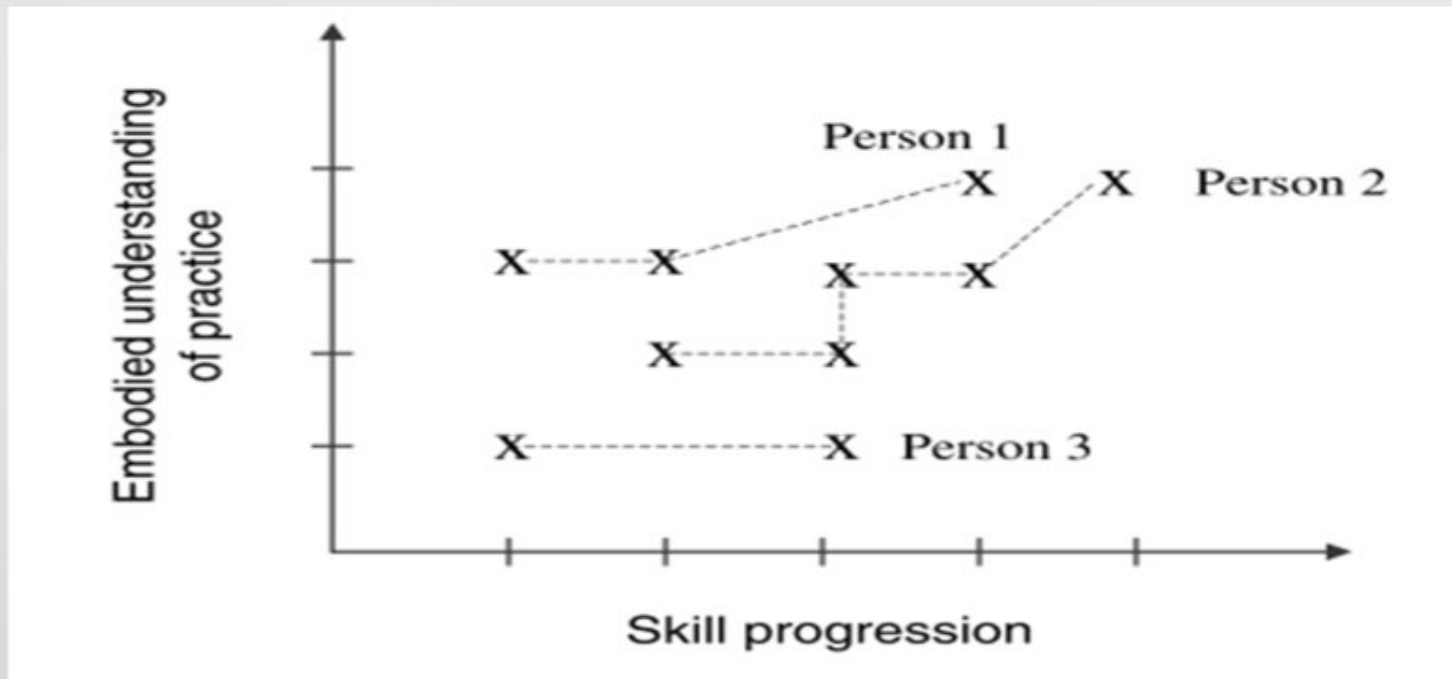
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WHAT DOES IT MEAN FOR LEARNING AND PERFORMANCE?



WHAT DOES IT MEAN FOR LEARNING AND PERFORMANCE?





Dall'Alba, G., & Sandberg, J. (2006) Unveiling professional development: A critical review of stage models

Beyond Dreyfus & Dreyfus Stage Model



Dall'Alba, G., & Sandberg, J. (2006) Unveiling professional development: A critical review of stage models

FORMAL PROFESSIONAL LEADERSHIP DEVELOPMENT (PLD)

- Formal PLD program's philosophical assumptions to be challenged and re-conceptualized (Webster-Wright, 2010)
 - Conceiving the program as a "process of becoming" (Dall'Alba, 2009)
 - Emphasizes inquiry-directed to professional practice
 - Turn towards ontological and praxiological dimensions
 - Encourages "letting learn" (Dall'Alba, 2009)
 - Pursue the questions related to their profession
 - Possible and provisional selves for new roles
 - Education cannot be done directly, but indirectly (Garrison, 2010)
 - Creating appropriate learning environment
 - "Letting go to develop" (Day et al., 2009)

Example:

- Erhard, Jensen, and Granger (2012) developed and delivered leadership course
 - Employs ontological model and phenomenological method
 - Participants "being leader and exercising leadership effectively as their natural self-expression"
 - Pedagogical process differs from epistemological approach
 - Pre/post comparative assessment of the course
 - Increased average scores for participants' effectiveness
 - Measure of leadership as "one's self-expression found in the results people produce in their lives"

- Military leaders adopted leadership theories from formal training
 - Seeing oneself as leader (DeRue & Ashford, 2010)
 - enhances one's motivation to lead and engage in the leadership process
 - promotes seeking out of leadership responsibilities and opportunities in workplace
 - Formal PLD program a supplement to, rather than core of development
 - Formal program's significant part of learning when used as
 - an opportunity to reflect on and make better sense of actual experience" (McCall Jr, 2004)
 - Experience from formal lessons complement workplace experience.
 - But formal PLD treated as primary development tool and based on competency models (McCall, 2010a)

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 - Possible and provisional selves for new roles
 - Education cannot be done directly, but indirectly (Garrison, 2010)
 - Creating appropriate learning environment
 - "Letting go to develop" (Day et al., 2009)

- Formal PLD program's philosophical assumptions to be challenged and re-conceptualized (Webster-Wright, 2010)
 - Conceiving the program as a "process of becoming" (Dall'Alba, 2009)
 - Emphasizes inquiry-directed to professional practice
 - Turn towards ontological and praxiological dimensions
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- Erhard, Jensen, and Granger (2012) developed and delivered leadership course
 - Employs ontological model and phenomenological method
 - Participants “being leader and exercising leadership effectively as their natural self-expression”
 - Pedagogical process differs from epistemological approach
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 - Seeing oneself as leader (DeRue & Ashford, 2010)
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 - promotes seeking out of leadership responsibilities and opportunities in workplace
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LEADERSHIP PRACTICE

- As leadership practitioners, leadership learning must be seen in the context of praxis, or of practice.
 - Practice connects "knowing" with "doing" (Gherardi, 2000)
 - On-the-job experience and contact with key people in the workplace (Kempster & Stewart, 2010)
 - Primary sources of leaders' development, and the development of leadership practice
 - The notion of being and becoming
 - Relates to the developmental trajectory
 - Leadership practice developed as result of participative engagement belonging to profession
 - Beginning leader progresses from novice to master thru involvement in community's practice (Kempster & Stewart, 2010)

- For novice leaders
 - Need to be shown examples of leadership behaviors and gain external leadership knowledge (Dongen, 2014)
 - Performing the "situated military curriculum" tasks gain (Gherardi et al., 1998)
 - local criteria of accountability
 - specific set of values sustained by community
 - local pattern of power relations
 - with proper strategies to cope
 - Leadership practice has to impact professional performance beyond learning (Wenger & Trayner, 2015)
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WORKPLACE LEARNING & DEVELOPMENT

- PLD should be a continuous learning process within a workplace "situated curriculum"
 - Beyond formal program and other transient events
- 70:20:10 model employed extensively (Kajewski & Madsen, 2013; McCall, 2010b) in stressing importance of workplace learning
- The key is not whether learning is formal or informal
 - Leaders focusing their attention on learning from the experience and not just having it (McCall, 2010b)
 - In this study, military leaders learned to role model leadership from personal experience through constantly observing others

- Notion of "continuing professional learning" (Webster-Wright, 2009) needs to be embraced
 - Learning needs centered around conscious reflection on work practices with actual experience
- Setting up various experiences that make use of organic and reflective processes (Raebin, 2008)
 - Embedded in work-based learning
 - View preexisting knowledge as not "fixed"
- Leadership development brought back "into the group where the lessons of experience can be truly accessed" (Raebin, 2011)
 - Instead of sending leaders away to learn leadership

- "Developmental trigger experience" (Avolio & Hannah, 2008) prompts leaders to focus attention on need to learn and develop from it
 - Sequencing of variety of these developmental experiences, both formal and informal, should be a major consideration
- "Holding environment" (Kegan and Lahey, 2001) containing psychologically safe relationships
 - Serve as source of developmental support
 - Allows individual to self-reflect and experiment with new behaviors through
 - developmental conversations
 - developmental tasks

- Workplace learning focus on building individual, relational, and collective level identities (Day & Harrison, 2007)
 - In combat environment, shared experiences of military leaders deepen understanding of what it means to lead and learn (Allen & Hayes, 2012)
 - with continual development of a collective professional identity
 - Similarly in this study [findings in peacetime military ops, admin, and training]
- Organizations must be able to track individual leaders' development (McCall, 2010a)
 - Over time, across different superiors, and with crucial transitions points
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QUESTIONS?



