

Developing a Leadership Skills Framework as a Tool for motivating construction managers in the Anambra State

Fadumo Daniel Oluwatayomi, Okolie Kevin Chucks, Ezeokoli Fidelis Okechukwu and Ngozi Marykate Okoye

Department of Building, Faculty of Environmental Sciences, Nnamdi Azikiwe University, Nigeria.
Corresponding author: E-mail: od.fadumo@unizik.edu.ng

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ABSTRACT: *Developing a framework is having a standard metric or structure for investing these developmental incentives into the chief work influencers “construction managers”. The importance of adopting a leadership Skill framework that contains development and growth metrics cannot be over-emphasized; it starts the system of energizing construction managers with the requisite leadership capacity to help organizations achieve project targets, sustains project performance, administers technical expectations, manages stakeholders, eliminates disputes, enables indigenous contractor’s success on a global scale as well as serve as a personal development avenue. The study aims to develop a leadership skill framework as a Tool for motivating construction managers in the Anambra State. To achieve this, the study identifies what to consider in choosing a Leadership Management Development Approach and examines certain developmental strategies in developing a robust leadership skills Framework for Construction Managers Motivations. The study adopted descriptive survey design by distributing 60 well-structured questionnaires. The 40 retrieved and analyzed responses (table 3.1) shows that extracted components value have Eigen value of 8.981, 2.228,1.683,1.362 and 1.167 with associated percentage variance of about 44.903% ,11.142%,8.415%,6.809 % and 5.833 % respectively which summed up to 77.1% showing that the extracted leadership skills can explain over 77.1% of the total variance in the series. The 6th to 20th leadership skills have Eigen value below 1.000 and jointly explain only about 22.9% of the total variations which confirm that they are no necessity important for considerations. The component matrix in table 3.1 shows that the choice of the leadership skills like Communication was extracted in component 1, Planning for the Required Result in component 2, Flexibility in component 3, Risk-Taking in component 4 and Focusing on Process in component 5 out of the identified leadership skills. The study recommends that the developed leadership skills framework is for construction stakeholders and is used as a motivational tool for construction managers in Anambra State to increase productivity and retention of construction employees. When developing construction managers in Anambra State, the human resources team should prioritize communication skills, the ability to plan for the desired outcome, flexibility in decision-making, the ability to take risks, and a focus on the work process rather than the output.*

KEYWORDS: leadership skills framework, motivational tool, productivity, construction managers, project delivery

INTRODUCTION

It is one thing to understand the leadership skill needed by a manager, but it is another thing to know where those skills rank on a framework and when they are required. Developing a framework is having a standard metric or structure for investing these developmental incentives into the chief work influencers “construction managers”. The importance of adopting a leadership Skill framework that contains development and growth metrics cannot be over-emphasized; it starts the system of energizing construction managers with the requisite leadership capacity to help organizations achieve project targets, sustains project performance, administers technical expectations, manages stakeholders, eliminates disputes, enables indigenous contractor’s success on a global scale as well as serve as a personal development avenue. Recognizing the need for construction managers` leadership skills for improved project performance and delivery is not enough; there is a need for a developed framework like the Abraham Maslow Hierarchy of needs which not only shows core metrics of human need but also the order of importance. The need to prepare a leadership framework for developing construction managers` leadership skills in Anambra state is a key gap most research had not covered. This research on completion will provide a guide for every construction organization in Anambra state in improving their construction manager’s productivity. This study aims to develop a leadership skills framework as a tool for motivating construction managers in the study area to improve effective project delivery in Anambra state. The developed research questions were:

1. What are to be considered in choosing a Leadership Management Development Approach
2. What are developmental strategies in developing a robust leadership skills Framework for Construction Managers Motivations.

LITERATURE REVIEW

Choosing a Leadership Management Development Approach

Many leaderships skills developmental strategy have varying theoretical perspective, and choosing which to adopt may be overwhelming. Any approach adopted must harmonize smooth relationships between the development provider and its participants through depth of conversation, dialogue, partnerships, learning; Jonathan Gosling, and Henry Mintzberg propose seven basic tenets upon which management (including leadership) education should be built.

1. Management education should be restricted to practising Construction managers, selected based on performance.
2. Construction Managers` education and practice should be concurrent and integrated.
3. Construction Managers education should leverage work, and life experience.
4. The key to Construction manager’s learning should be by thoughtful reflection.
5. Construction Managers` development should cause organization development.
6. Construction managers` education must be an interactive process.

7. Every aspect of the Construction manager`s education must facilitate learning.

Yuki (2006), proposes that a successful construction manager`s leadership skills training program or plan must have clear learning objectives; clear, meaningful content; sequencing of content; mix of training methods; opportunity for active practice; relevant, timely feedback; high trainee self-confidence; and appropriate follow-up activities. The style of intervention must reflect the following approaches.

(1) **Critically evaluate current conceptions of leadership, and learning within your organization.** A leadership skills development and reward systems should favour collective action in order to have a culture that encourages collaboration, and shared leadership over individual selfish recognition.

(2) **Thinking carefully about the development needs of both construction managers, and the organization:** The need analysis will provide the data needed to ensure appropriate, valid, and relevant construction managers leadership skills professional development.

(3) **Explore development options from several providers.** A discussion with providers with programs tailored to meet requirements; maximizing benefits of experiential, and reflective learning; learning transferred, and sustenance in the construction workplace.

(4) **Ensuring that learning and development are recognized as essential and valued**
Activities: Every organization must encourage and support leadership skills development learning and development.

(5) **Reviewing other organizational systems, and processes (especially HR), and how these interfaces with, and support LMD.** The manner in which HR practices are implemented is a greater predictor of success than in which practices are adopted.

(6) **Identify and reduce personal barriers to learning, and the exercise of leadership.** A range of techniques must be adopted to overcome psychological barriers to effective leadership among managers like low self-esteem, lack of self-confidence, fear of failure or disapproval, cognitive ‘constriction’, and adverse consequences of stress through De-sensitization, reinforcement, psychological re-enactment, social skills` development, and group dynamics.

(7) **Consider the role and impact of organizational culture and context.** The nature of the task, experienced of employees, appropriate ways of conceiving of performance are important to engage, motivate, and inspire people, goals, and objectives.

(8) **Take an appreciative rather than deficit approach to development.** Building upon existing strengths must be maximized, and weaknesses strengthen, this comes by filling gaps in competency or leadership skills, and nurturing a unique, and genuine approach to leadership by ensuring continuity, and builds upon existing individual, group, and organizational capabilities is what is required.

(9) Taking the **long-term view to leadership, and organizational development.** For a genuine, and sustainable leadership within construction organizations, there is a need for a series of initiatives.

Framework for Leadership Skills as a Tool for Construction Managers Motivations.In

developing a framework that encompasses the requisite leadership skills for Construction Managers Motivations, certain developmental strategies like coaching, mentoring, and action learning are important.

Coaching: According to Poilpot - Rocaboy, and Charpentier (2010), coaching is guidance designed to improve the expression of an individual's construction manager talent qualities, resources, and competencies. Coaches have often experienced facilitator, and often rely on construction managers' feedback in order to develop and execute an action-oriented plan. Experienced leaders in the construction industry, and top organization leaders must identify the peculiarity of their environment, and develop leadership goals that suit that peculiar situation (Kraus and Wilson, 2012; Subramonyetal.,2018). Coaches according to Guimond (2010), affect change in the environment, and consolidated coached skills helps in keeping with the organizational goals (Guimond, 2010). This initiative geared towards action, and learning that critically focuses on personal, and professional leadership skills or goals development Interpersonal skills such as self-management, and interpersonal communication in the managers (McNamara, Fealy, Casey, O'Connor, Patton, Doyle, and Quinlan, 2014). Coaches actively involved in actual construction activities are better suited to help upcoming construction managers to manage the problem by sharing real situations and problems that emerged in their own private or public practice. This relationship helps top leaders and construction managers formulate solutions specific to their situations (McNamara *etal.*,2014).

Mentoring. Mentoring is a supportive relationship where two individuals interact to share knowledge, strengths, and experiences. The mentor here transfers to a mentee through a fostered intergenerational knowledge gap mending knowledge (Martinelli and Erzikova, 2017; Rinfret and Lagace, 2016). Mentors, often older construction managers within and outside the organization, provide requisite support, direction, and feedback concerning the career plans, and personal development of their proteges (Lamm, Sapp, and Lamm, 2017; Monserrat, Duffy, Olivas-Lujan, Miller, Gregory, Fox, Lituchy, Punnett, and Bastos and Santos, 2009). This system can take various forms and may not involve seniors from the same organization. Kraus, and Wilson (2012) advised that in selecting mentor and mentee, the yardstick of job knowledge and compatibility should be primary in order to establish mutual trust and respect. To Trorey, and Blamires (2006), informal mentoring relationships often work best in favouring both parties involved, as they mutually select each other, and share advice without working according to a formal agenda. Mentoring requires more time than coaching as the acquisition of values, and vision personally, professionally, and organizationally are the core of its orientations. Rinfret and Lagace (2016) stated that they must discover the right mentor to maximize the potential of the mentee. It should motivate them to share their experience and lend an attentive ear, be available, show generosity, and aid their proteges to develop using their networks (Dashper,2017). Mentoring as a leadership development strategy is effective for promoting development in any organizational as it allows construction managers to observe, and interact with members of senior management in

order to develop a more sophisticated, and strategic perspective on the organization (Day, 2000). The individuals paired with a mentor stand to benefit in terms of confidence, focus on objectives, and career, and network development (Dashper, 2017).

Action Learning. Kolb (1984) posits that action research based on Lewin (1946) research as popularized by Revans (1982) is a process of reflection, and learning aimed at solving practical problems, and achieving best results; they root in the observation that human learns, and develop better through experimentation, and reflection on experience than through the teaching of formal, decontextualized contents (Baron and Baron, 2015; Chivers, 2011; Day, 2000; Marsick and O'Neil, 1999). Action learning, as developed by Revans, is about getting results, solving problems, improving strategies, and achieving the best results, develops leadership in Construction managers by factoring in the environment, stimulating their reflection, and promoting their capacity for adaptation (Baron and Baron, 2015). Action learning brings participants together with other construction managers of their organization in order to work in small groups on actual problems involving:(i) The application of a scientific method; (ii)The quest for a rational decision; (ii)The sharing of advice, and frank criticism; (iii)The learning of new behaviours (Parent, 2013).

Action learning-based development program takes place in a smaller group (numbering five to twelve members) who meet regularly over a defined period, its members set out to work up a project aimed at confronting a recurring source of work-based dissatisfaction, laying the groundwork for active participation in spaces for discussion, reflection, and action. This approach then enables the team to observe their actions, reflect on their experience, develop avenues of understanding, and experimentation, and implement new ways of seeing, thinking, and acting. The learning process often circles back as all participants gather to discuss their problems and make progress (Baron and Baron, 2015; Cloet and Bournois, 2011; Coghlan and Coughlan, 2015; Marquardt, 2000; Walia and Marks - Maran, 2014) Action learning is varied from code development.

Code Development are meetings structured around a consultation process by a series of meetings, participants were asked to take on the role of client, and consultants, and then swap roles at each encounter. With action learning, it involves all group members in a real project of their own, thus making for greater continuity and ease of supervision than with code development (Payette, 2000). Action learning programs contribute to construction managers` leadership skills development, which includes the development of specific critical competencies such as communication, team-building, and decision-making (Baron,2016). In addition, action learning is relevant owing to its focus on particular individually relevant leadership skills, and its emphasis on real-world practice problems and actionable solutions (McNamara et al., 2014). Since, the importance of developing leadership skills in motivating construction managers and eliciting industrial and organization performance there is a need to provide a model framework that shows what skills are to be developed and their order of ranking or impact. One core point to note is that self-responsibility ranks high as a factor to sustain this initiative; according to, George, Hrivnak, Rebecca, Reichard

Published by European Centre for Research Training and Development UK and Ronald(2006), having a framework isn't enough but each organization in the industry owes it a duty to use the adopted framework to endure competencies based organizational culture by implementing the following other measures.

Organizations must show Deep Commitment to Developing Leadership Skills tools or competencies in their staff motivation by openly talking about the framework, pasting it in strategic points on-site and head office as well as integrating such scheme in the organization motivational plan. **Self-leadership** must be well encouraged and supported with resource commitment. Slacks for growth and learning from real-life scenarios are great boosts just as feedbacks, mentoring, and experiential learning must be incorporated strategically. Each organization must identify potential leaders who are measuring up and use them to mentor and coach junior leaders by leading by example, and being cognizant of their respective roles.

Overarching Culture of Support for Learning, and Continuous Development. A good organizational culture must invest in the developed framework by helping its contents come alive. This should be done even in difficult situations; we must use leadership skills indices in staffing as strategies human resource management will generate long-term dividend.

Leadership Skills Developed Framework must both need, and be strength based. We must monitor the framework to meet construction managers' needs by continually changing to incorporate required competencies that improve leadership quality. Strengths-based framework of leadership skills development recognizes that some people may not develop the required competencies to the desired level and focuses on an individual's inherent strengths, as well as leverage these strengths to compensate for deficiencies in other areas. The framework adoption must be a blended approach that recognizes the need and leverage on construction managers' individual strengths, and others forms of augmentation (e.g. additional organizational support, redefining job roles) to compensate for the deficiency.

A well-designed Development Program or Learning Activity: A thorough understanding of the developed framework and how it solves the motivational need of managers as well as enhance their performance is hinged on the fact that the framework understands the organization's leadership needs, priorities, and context of leadership skills development and incorporates organization's operating environment, mission, goals, strategy, and other related elements. The framework clarifies leadership needs at each level of the organization, and intended competencies leadership skills catered for. A careful review of existing leadership theory, and practice contains certain milestones or key landmarks that must be considered when designing a leadership skills framework as well implementing for construction managers. Adapting the framework by Gold, Thorpe, and Mumford (2010), the key elements are that each framework must have direction setting, structures, and processes, leadership development, learning transfer, and evaluation, and review. The framework is an action for facilitating discussion and reflection as a prescriptive framework for deciding on a leadership skills development approach.

Direction Setting: This step in this framework encourages dialogue, understanding, and creating shared purpose. Each construction managers must identify their motivations ambitions, identity, personal question strengths, and weaknesses. If a manager doesn't establish it from onset, he may get carried away, as an organization, setting common, and connecting value, objectives, and goals as captured in the ethics, value statement, identity, mission, business plan, norm, purpose, and strategic priorities will often influence the expected leadership skills for organization managers.

Structures and Processes: Every leadership skills framework is a strategy that must have a review system, expected roles, and functions etc. Each construction managers must know his or her formal, and implied roles within, and outside the organization, career growth, opportunities to develop, network opportunities, relationship plans, system knowledge, conflict management plans, support source, and other internal, and external plan for such developments' an organization level, expertise, and social issues plans and task distribution channels, organizational level must be organized. Each organization must put in place when, how and who to review its HR practices, resource allocation plan, communication processes, leadership approach, and partnership network within the system.

Leadership Development: Actual processes that enhance leadership capacity of construction manager, the team, and the wider organizations are necessary. Each manager must have opportunities to learn, reflect, and experiment that build on, and extend prior experience, skills, and knowledge acquisition that answer issues, questions, build, and strengthen relationships, trust, and commitment are important. Each organization must have a continuous long-term leadership development, succession plans, and organizational change management system.

Learning-Transfer. Each construction manager must have ongoing support, opportunities to apply their learning, and the ability to be recognized as credible in front of their peers and colleagues. Creating multiple learning allows for peer learning, discussion, joint projects, and a shared vocabulary about leadership. Learning transfer involves embedding the learning within organizational systems and processes, eliminating barriers, developing a sense of community, and the establishment of new systems and processes where required. A long-term top-level support, and investment, and an ongoing commitment to supporting and developing construction managers is very important. Identifying success, future needs, and requirements, and meaningful measures, and indicators of impact, and performance.

Identification of Literature Gap

Despite the identified studies as reviewed, there is still a gap on a pioneering Leadership Skills Framework as a Tool for motivating construction managers in the Anambra State

METHODOLOGY

Considering the research questionnaires of this study, qualitative data will be required through adopting a descriptive survey design approach. This approach will help in gathering critical data that affords an opportunity to create essential models based on empirical research and to differentiate theory, assumptions, and facts from information gathered from the professionals. The technicalities of this thesis adopted a deductive approach by looking at theory, produces hypothesis from that theory, relates to the focus of the research, and tests that theory. This research is a logic positivist focus is to promote the idea of the experimentation strategy, testing theory to increase the predictability and outcomes. The population of this study was 60 construction operatives, project/human resource managers/coordinators/ engineers, and top manager's/company owners from registered Construction Companies in Nnewi, Awka, and Onitsha town, Anambra state. Since the population for this study is not that large, effort was made to administer the question to the 60 members on the sampling frame.

Presentation and Analysis of Questionnaire Survey

Development of a Leadership Framework tool as Motivational Strategies for Construction Managers

Section 4.4 intends to develop a leadership skills framework as a tool for construction managers motivational in Anambra State. To achieve this, the study uses the five (5) critical leadership skills from the Principal component analysis (PCA) to reduce the identified twenty (20) leadership skills. To develop this robust framework, the study subjected the identified twenty leadership skill to principal factor analysis to draw the core skills. Results are presented below.

The result in table 3.1 shows that extracted components value have Eigen value of 8.981, 2.228,1.683,1.362 and 1.167 with associated percentage variance of about 44.903% ,11.142%,8.415%,6.809 % and 5.833 % respectively which summed up to 77.1% showing that the extracted leadership skills can explain over 77.1% of the total variance in the series. The 6th to 20th leadership skills have Eigen value below 1.000 and jointly explain only about 22.9% of the total variations which confirm that they are no necessity important for considerations. The component matrix in table 3.1 shows that the choice of the leadership skills like Communication was extracted in component 1, Planning for the Required Result in component 2, Flexibility in component 3, Risk-Taking in component 4 and Focusing on Process in component 5 out of the identified leadership skills.

Table 3.1 Component Matrix^a

Component Matrix ^a	Component				
	1	2	3	4	5
Big Thinking, Bei driven and Visior	.733	.733	.733	.274	.012
Focusing on Process	.580	-.063	.187	.420	.458
Risk-Taking	.337	.506	-.322	.491	-.412
Planning For the Required Result	.570	.582	-.022	.002	-.323
Team Building Skills ie Motivational and inspiring Team Skills	.734	.463	-.013	.046	.219
Seeking and Obtaining accord from participant	.648	.534	.051	.144	.166
Consistency in Confidence	.688	.366	.145	-.175	-.305
Flexibility	.378	.437	.638	.133	.100
Not Accepting Failure	-.635	.248	.366	-.291	.128
Not Whinning or Blaming but problem solving and opportunists	.740	-.256	.405	.153	-.075
Communication	.824	-.035	.214	-.233	.344
Negotiation	.715	.023	-.085	-.407	.039
Interpersonal Skills	.764	-.257	-.041	-.024	-.140
Mentoring	.806	-.028	.029	-.505	-.111
Controlling	.655	-.521	.034	.212	-.078
Decision Making	.645	-.466	.032	.201	-.311
Building Effective Relationship	.818	-.181	.016	-.194	-.143
Gaining Information	.665	-.091	-.082	-.265	-.005
Setting Objectives	.584	.015	-.574	.122	.433
Prioritizing	.684	.063	-.580	-.079	.138

Extraction Method: Principal Component Analysis.(a. 5 components extracted.)

Source: Field Survey (2022)

Therefore, the research concludes that the critical factors needed in developing a workable leadership skill development framework in Anambra state are

1. Communication
2. Planning For the Required Result
3. Flexibility
4. Risk-Taking
5. Focusing on Process

In conclusion, when construction managers develop the requisite communication skills, ability to plan for the required results through focusing on the work process, flexibility, and ability to take risks, they become motivated enough, to contribute to construction projects in the states and the results are phenomenal.

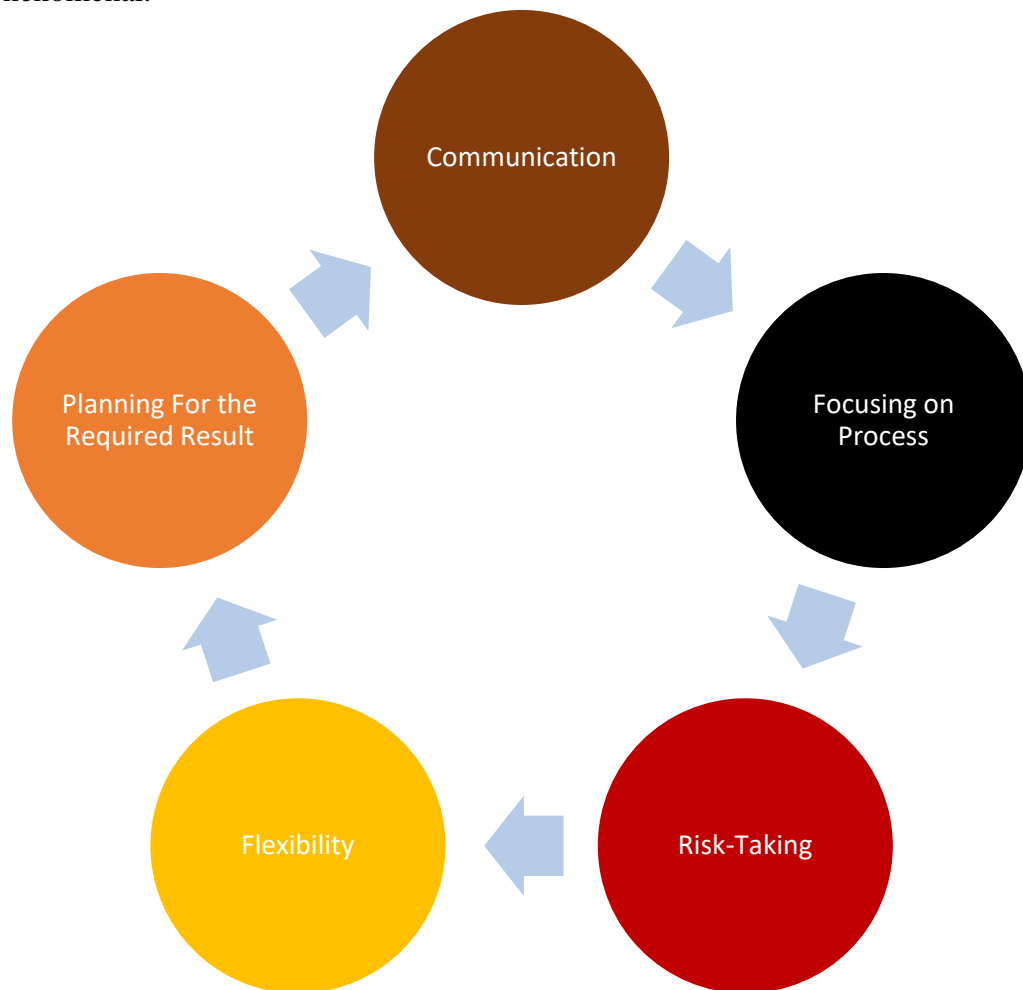


Fig 3.1: Oluwatayomi Daniel-Fadumo Leadership Skills Development Circle Framework (Developed)

The Functionality of the Model

The developed leadership model in figure 3.1 highly agrees with the conceptual and theoretical framework discussed in chapter 2. The four (4) concepts of leadership, motivation, productivity, and strategy have a direct relationship to effective project delivery. A key strategy to improve construction managers` productivity is through leadership-oriented motivations and developments. The five (5) leadership skills metrics, are strategies for motivating construction managers` productivity.

In addition, the seventeen (17) motivation theories identified highly relate to the present Leadership Skills Development Circle Framework in varying capacities. While the content theory highlights the five (5) leadership skills needs of the managers, the idea of focusing on the work process aligns with the process theories of work motivations. The expectancy theory shows that to meet the expected outcomes, we must maintain equity as highlighted in the equity and goal-setting theory. Self-determination theory shows that if this developed model works behaviour focused, then a met construction manager`s psychological need will breed effective project delivery.

The developed model highlights self-leadership, which is a trait leadership approach method that improves work efficiency as supported by the trait, ancient, likert, and classical approaches. The contingency leadership theory agrees with the recommended skill of being flexible, while the transformational theory and achievement motive recognize how a manager`s personality can drive achievement. Self-leadership, which is being able to lead others before leading others, aligns with the developed framework model. An emotionally stable manager improves value, achieves objectives, and promotes intended productivity.

FINDINGS

Poilpot, Rocaboy, and Charpentier (2010), Lamm, Sapp, and Lamm (2017), Baron and Baron (2015), and Payette (2000) agree that in developing a leadership framework, the five (5) critical skills are communication, planning for the required result, flexibility, risk-taking, and focusing on the process. The secondary and primary results agree with the aim of the dissertation.

Summary of Key Findings

When construction managers develop the requisite communication skills, ability to plan for the required results through focusing on the work process, flexibility, and ability to take risks, they become motivated enough, to contribute to construction projects in the states and the results are phenomenal. (See also Table 3.1)

CONCLUSION

Twenty (20) leadership skills were identified from the reviewed literature. However, in reducing the cumbersomeness of having many metrics to manage, the leadership skills were reduced to five

(5) critical, non-negotiable skills like communication, planning for the required result, flexibility, risk-taking, and their ability to focus on the work process instead of the end goal. The main finding of this study is that these five (5) factors are performance motivators for improved and efficient construction project delivery in Anambra State.

Recommendations

Here are some suggestions for managing Anambra State's construction managers effectively based on the study's findings.

1. The developed leadership skills framework is for construction stakeholders and is used as a motivational tool for construction managers in Anambra State to increase productivity and retention of construction employees.
2. When developing construction managers in Anambra State, the human resources team should prioritize communication skills, the ability to plan for the desired outcome, flexibility in decision-making, the ability to take risks, and a focus on the work process rather than the output.

Contribution to Knowledge

The study has opened new dimensions in the studies of construction managers' motivation, development, and productivity, which seemed inadequate before this research. The major contributions is that it developed a leadership skills framework for motivating construction managers in the study area.

Compliance with Ethical Standards

Conflicts of Interest: The authors declare that there is no conflict of interest regarding the publication of this manuscript.

Ethical Approval: Ethical approval is not required.

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