Leadership Development and Sustainable Leadership among TVET Student

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Abstract

Leadership has become a key component of an organization, management and administration of educational organizations and systems, and this development is reflected in both academic and educational policy statements throughout the English-speaking countries and world over. Governments are investing substantial sums in leadership development because they believe that it will produce better leaders and more effective school system. Individuals are also contributing their own professional development because they think that it will enhance their career prospects and make them better leaders. Without leadership, things will be very difficult and we would have not been here today. Technical and vocational education is one of the organizations that have been enjoying leadership of different types. The importance of leadership in technical and vocational education cannot be overemphasizing, because without proper leadership in TVET programs, the goals which are to prepare people to be self-reliance will not be possible. Therefore, the need for good and perfect leadership has become imperative in TVET development. Effective school leadership has become a dominant theme in contemporary educational reform. Effective leaders are needed to sustain innovation and are the heart of capacity building for school improvement most especially in technical and vocational education and training (TVET) programs that need sustainability for its development.

Keywords: Leadership Development, Sustainable.

Leadership

What is meant by leadership? Leadership roughly is the applied science of the social sciences, because the principles and formulations are expected to be beneficial for human well-being. There are many insights given by experts in their respective viewpoints, definitions, demonstrates that there are some similarities. Even though between management and "leadership" has been often raised because the similarities of meaning, but it's two different term based on understanding and specification, so that leadership can be defined in many different aspects. According to Yaakob in Mohamad, Salleh (2009), leadership should involve others. According to Young in Kartono (2003) definition of leadership that is based on the dominance of private means is willing to induce or encourage others to do something based on the acceptance by the group, and has specific expertise appropriate for the specific situation. Hemhill & Coon (1995).

Leadership is the behavior of an individual who leads a group activities to a quiet end to be achieved with (shared goal). Lenn (1992) also collected more than 350 definitions of leadership, still not satisfied. However, they keep coming back offer observations that it thinks fit to be counted. From some definitions above it can be concluded that leadership is the ability to influence others, subordinates or groups, the ability of direct subordinate behavior or groups, have the ability or expertise in the areas desired by the group, to achieve the purpose of the organization or group

Theory of leadership

Trait Theory: according to the trait theory, states that leadership traits have existed naturally since birth if born perfect and will develop into a great man act as leader (Bass, 1990; Jago, 1982; and Stogdill, 1948).

Laissez-faire Leadership: This is a hands-off approach to leadership. It is not leadership, but rather abandons any hope, direction, or effort of leadership to someone else, if to anyone (Northouse, 2004).

Style Approach: behavior by leaders, how leaders behave and what to do to deal with the problem. This study observed the impact of a leader's behavior on the performance of small groups. Blake and Mouton designed a leadership grid that likewise plotted concern for production and concern for people, producing resulting leadership/management styles (Blake, 1985; and Northouse, 2004).

Skill Approach: According to the skills approach, leadership is a skill that any theory postulates something that can be learned and developed. Leadership depends on one's capabilities (Bass, 1990; and Katz, 1955).

Situational Theory: This theory explains that the changing nature of leadership in what is happening and match the best leader for the appropriate. Situational leadership may also require the leader to match his leadership

style to that of his subordinates (Blanchard, 1985; Graeff, 1997; and Northouse, 2004).

Leadership Development

Leadership development is an effort organized systematic improvement in the quality of leadership within an individual (Groves, 2007). According to Boarden (2005) through his journal stated that not only is the "business" of leadership development a growth area for many providers, including universities, there is also an acknowledgement that there is gradual evolution of a paradigm to locate this activity (Fulmer, 1997; Conger, 1993). The concept of leadership has to be nurtured right from the school age so that leadership can be carried and used as they work later. Rapid changes in business, technology, politics, and social factors involved are the development of effective leadership skills (Cacioppe, 1998).

Leadership development programs have been a priority for every business or government organizations to build and enhance leadership qualities in a person. Highly successful organizations focus on creating a comprehensive set of assessment and leadership development practices that support the wide range of talents across the organization (Groves, 2007; Charan et al., 2001). Changing mindsets, a global focus, personnel development and improved business and leadership skills are the several elements key that can contribute to successful leadership among the leader. The concept of a leadership development culture is similar to the idea of a learning organization (Vardiman et al., 2006; Senge, 1990). A learning organization facilitates change, empowers organizational members, encourages collaboration and sharing of information, creates opportunities for learning, and promotes leadership development. According to Allio (2005), the primary goal of a good leader is to reinforce values and purpose, develop vision and strategy, build continuity, and initiate appropriate organizational change. Allio (2005) adds that it is important that leadership developers first establish a metric for assessing leadership effectiveness, and then design experiments that can establish a causal or statistically significant relationship between training initiatives and leadership competency. It is also necessary to develop a better understanding of the conditions or contextual factors needed to enable the development of effective leaders. Also in the process of leadership development, the head should be wise in giving the opportunity to practice their skills and knowledge in a real work environment.

Apart from both these opportunities, changes in attitudes, build and enhance interpersonal interaction in the team is very important in order to build the workers themselves little by little. These competencies are believed to be instrumental keys to organizational performance and productivity (Burke and Collins, 2005). There are three components involved in effective leadership development programs according to Popper and Lipshitz (1993), the first is to develop self-efficacy in the domain of leadership second to create awareness of the importance of motivation in the third person and build leadership skills specific to a head to his followers.

The Approaches Of Leadership Development

Integrated-solution approach

According Amagoh (2009) in writing Weiss and Molinaro (2006) states that there is an eight-step approach to develop leadership in a person. The approach is strategic and ideal for organizations that want a leadership capacity building in an ever-competitive environment. Is said to be strategic because these measures focus on the profitability of an organization. The steps involved in this approach are:
(1) Develop a comprehensive strategy for integrated leadership development;
(2) Connect leadership development to the organization's environmental challenges;
(3) Use the leadership story to set the context for development;
(4) Balance global enterprise-wide needs with local individual needs;
(5) Employ emergent design and implementation, leadership development and effectiveness;
(6) Ensure that development options fit the culture;
(7) Focus on critical moments of the leadership lifecycle; and
(8) Apply a blended methodology (Weiss and Molinaro, 2006, p. 7).

Experienced-based approach

The approach is based on experience proposed by Thomas and Cheese (2005) is a combination of work experience, life experience, and the development of specific skills. The goal of experiential leadership development is to provide opportunities for their subordinates to share and explore each experience their heads as to what it takes to lead, what it takes to be a leader and what that are required to develop as effective leaders. Experience-based leadership development consists of three major processes, namely preparing, developing, and preserving leadership skills. These processes together produce skills needed by leaders at all levels, as well as a concept of leadership practice that encourages lifelong learning. Experience-based leadership development aims to equip employees to fuse together the totality of their experiences for insight into what it takes to be a good leader. It links the leadership development activities an organization already has in place (such as classroom training, assessment centers, career development, succession planning, and performance management) with real

work assignments and innovative uses of information and communication technology.

Formal mentoring is the relationship between the master (mentor) who are experienced and followers (protégé) who seek knowledge and lack of experience. Is one of the efforts in leadership development that should be used in an organization. (Chao et al, 1992;'s Day and Allen, 2004). Available in two ways, namely:

(1) They are very flexible by allowing for one-on-one mentoring, peer mentoring, or mentoring in groups, depending on the availability of mentors and the specific needs of potential leaders (McCauley and Douglas, 2004); and

(2) The team-based work in formal mentoring requires an immediate response from the leaders in setting direction, and leaders' commitment to teamwork.

The leadership life cycle in writing Amagoh (2009), block and Manning (2007) stated that the life cycle of leadership is necessary in building an effective leadership system, consisting of six steps. The first step begins with a process for the identification of leadership needs. Second, education content and learning processes are designed to address identified knowledge and skill gaps. The third step is action learning, whereby opportunities are created for engagement, during which new skills and knowledge can be practiced in real work settings. Fourth, workplace supports (such as mentoring) must also be put in place to ensure that the developing leader is receiving ongoing guidance and quality feedback. Fifth, there should be recognition strategies to acknowledge the developing leader's commitment and contribution to the organization. Lastly, it is necessary to establish renewal processes in order to ensure that the leader's development path is meaningful as well as aligned with the strategic goals of the organization. When these six components are integrated within an organization, they represent best practice in leadership development and act as a guidepost for realizing leadership excellence (Conger, 1993; Fulmer, 1997; Cacioppe, 1998).

Miscellaneous approaches

There are a myriad of other approaches to developing leaders, including leadership development through teaching. This includes teaching classes and facilitating workshops on a series of leadership development topics. Borrowing from Conger(1993), Allen and Hartman (2008) suggests four themes in leadership developments:

(1) Personal growth;
(2) Conceptual understanding;
(3) Feedback; and
(4) Skill building.

Personal experience encompasses the act, the values of self and desire. While understanding the concept of being able to focus on improving leadership knowledge through a focus on individual leadership theory, feedback the opportunity for the leaders to learn the strengths and weaknesses in leadership skills and the last is to build skills, where leaders also need mechanical skills commonly observed by Buus (2005), the best thing in leadership development is to link leadership development strategies, timely feedback on the learning programs that are based on the program content and the effectiveness of leadership development. Groves (2007) suggests that organizations should execute the following six leadership pipelines in order to develop effective leaders:

(1) Develop the organizations' mentor network by fully engaging all managers in mentoring relationships;

(2) Ensure active manager participation in the organization's method of identifying and codifying high potential employees;

(3) Fully engage managers at all levels in leadership development activities for high potentials;

(4) Ensure a flexible and fluid succession planning process by avoiding heir apparent designations, frequently updating lists of high potentials based on project-based performance, and basing succession decisions on a diverse pool of candidates;

(5) Establish a supportive organizational culture through active senior management participation in developmental programs and performance appraisal and reward systems that reinforce managerial engagement; and

(6) Evaluate the effectiveness of leadership development practices through empirical studies that model program theory and assess knowledge, behavior, and results outcomes (Groves, 2007, p. 256).

Sustainable leadership

Technical and Vocational Education and Training (TVET) needs a sustainable leadership for its development and provision of quality training to its apprenticeship so that they can be self-reliance. Andy and Dean (2003), says, "sustainable leadership matters, spreads and last. It is a shared responsibility, that does not unduly depute human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it and builds an educational environment of organizational diversity that promotes across-fertilization of good ideas and successful practices in communities of shared learning and development". The

seven principles of sustainable leadership that is needed in TVET programs development;

a) Sustainable leadership creates and preserves sustainable learning

In TVET programs, the first principle of sustainability is to develop some things that is self-sustaining. To sustain, means to nourish. Sustainable training and learning are therefore learning that matters, that last and engages students intellectually, socially and emotionally. It is not achievement results, but the learning behind them that matters most. The prime responsibility of all educational leaders is to sustain learning (Glickman, 2002; Stoll, Fink and Earl, 2003). Paradoxically, sustainability leadership that promotes sustaining learning goes beyond temporary gain in achievement scores to create lasting improvements in learning that are also measurable.

b) Sustainable leadership secures success over time

Leadership succession is the last challenge of leadership. It is the challenge of letting go, moving on, and planning for one's own obsolescence. Sustainable improvements are not fleeing changes that disappear when their champions have left. Sustainable leadership is not achieved by charismatic leaders whose shoes are too big to fill. Instead, it spreads beyond individuals in chains of influence that connect the actions of leaders to their predecessors and successors.

Leadership succession events are almost always emotionally charged with feelings of expectation, apprehension, abandonment, loss or relief (Hart, 1993). Frequent and repeated successions aggravate these anxieties. Sustainable leadership, therefore plans and prepares for succession, not as an after though, but from the first day of leader's appointment. It also regulates the rate and frequency of successions so that a staff does not suffer from the cynicism that is brought on by the fatigue (Fink and Brayman; in Press). Sustainable leadership demands that serious attention be paid to leadership succession. Successful succession is achieved by grooming successors where there is a need for continuity, by keeping successful leaders in schools longer when they are making great strides in promoting learning by resisting the temptations to search for irreplaceable charismatic heroes to be saviors of our schools, by requiring all school improvement plans to includes succession plans, and by showing down the rate of repeated successions so that teachers do not cynically decide to "wait out" all their leaders.

c) Sustainable leadership sustains the leadership of others

One way for leaders to leave a lasting legacy is to ensure it is developed with and shared by others. Leadership succession therefore means more than grooming principals" successors. It means distributing leadership throughout the school"s professional community-so it can carry the torch once the principal has gone, and soften the blow of principal succession (Spillance, Halverson and Drummond, 2001). In a highly complex world, no one leader, institution or nation can control everything without help (Fullan, 2001). Sustainable leadership is a distributed necessity and a shared responsibility.

d) Sustainable leadership addresses issues of social justice

Sustainable leadership benefits all students and schools-not just a few at the expense of the rest. Sustainable leadership is sensitive to how lighthouse, magnet or charter schools and their leaders can leave others in the shadows, and how privileged communities can be tempted to skim the cream off the local leadership pool. Sustainable leadership is an interconnected process. It recognizes and takes responsibility for the fact that schools affect one another in webs of mutual influence (Baker and Foote, in Press). In this respect, sustainability and succession are inextricably tied up with issues of social justice. For instance, the school is our study that was established as a learning organization took great care not to raid all the best teachers", leaders and students from schools around it. Sustainable leadership is therefore not only about maintaining improvement in one's own school and the students that one's own actions affect in the wider environment. It is about social justice.

e) Sustainable leadership develops rather than deputes human and material resources

Sustainable leadership provides intrinsic rewards and extrinsic incentives that attract and retain the best and brightest of the leadership pool; and it provides time and opportunity for leaders to network, learn from and support each other, as well as coach and mentor their successors. Sustainable leadership is thrifty without being cheap. It carefully husbands it resources in developing the talent of all its educators rather than lavishing rewards on selecting and rotating a few already- proven stars. Sustainable leadership systems know how to take care of their leaders and how to get leaders to take care of themselves. Teachers and school leaders who are burned out by excessive demands and diminishing resources have neither the physical energy nor the emotional capacity to develop professional learning communities (Byrne, 1994). The emotional health of leaders is a scare environmental resource. Leadership that drains its leaders dry is not leadership that will last

f) Sustainable leadership develops environmental diversity and capacity

Promoters of sustainability cultivate and recreate an environment that has capacity to stimulate continuous improvement on a broad front. They enable people to adapt to prosper in their increasingly complex environment by learning from one another"s diverse practices (Capra, 1977). Standardization is the enemy of sustainability. Sustainable leadership recognizes and cultivates many kinds of excellence in learning, teaching and leading and provides the networks for these different kinds of excellence to be shared in across-fertilizing

processes of improvement (Giles and Hargreaves, in Press, McLaughlin and Talbert, 2001, Louis and Kruse, 1995). It does not impose standardized templates on every one.

g) Sustainable leadership undertakes activist engagement with the environment

In the face of standardized reform, al the traditional school has become exaggerated and less motivated version of their former selves. Meanwhile, the innovative schools have lost of their edge. But of all of them, Durant proven the most resilient-not just because of its innovativeness or its strength as a learning community, but because it engages assertively with its environment. Durant is driven by activist leadership (Oakes, quartz and Lipton, 2001). It influences the environment that influences it.

Conclusion

The efficiency and survival of organizations is dependent on the selection and development of future leaders. It is obvious that organizations of all sizes face major challenges in preparing leaders that can handle major organizational challenges. To be successful, organizations must be willing to invest in building leadership capabilities at all levels of the organization. In understanding one's potential for leadership, there must first be a statement of values or philosophy of leadership. This learner begins with a strong foundation of theories and concepts of leadership, then supports that through assessments, experiences, and feedback from those around him. Ultimately, the challenge that always remains is the application and implementation of leadership within organizations. To maintain the highest standards of leadership and to be the leader that others want to follow, there must always be an open door for open communication and feedback. So that, leadership development is a critical aspect of attaining optimum output from organizational talent management and requires the effective execution of many talent management practices.

Technology applications can provide the enabling platform, including recruitment, assessments, performance management, succession and career planning, and development programs. In context of learning process, leadership can be seen as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stockholders to the ideal of a better future for the school, its students and stockholders. Improving the quality of learning and teaching requires strategic which focus on change at the school and classroom levels. Principals can no longer simply wait for instructions or decisions from government. The pace of change and the need to be adaptable and responsive local circumstances requires that principals develop new skills and ways of working. Improving the quality of learning and teaching also requires an approach to leadership development which focuses on instructional leadership. This means attempting to change the mindset of leaders to regards the process of teaching and learning as central to their role, rather than simply leaving such matters to classroom teachers.

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