

Discussion of the Karpin Report  
Implications for Educational Leadership

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**Executive Summary**

Since the release of the Karpin Report in 1994, a lot of debate has occurred regarding the state of management in Australia. Parts of this discussion have focused on the 'culture' of management within Australia. I would argue that while this culture may be recognized, it is very difficult to define, as it is mercurial and dynamic. There is no clear evidence to suggest that the Karpin Report has successfully led to the reforms in Australian management which it advocated. Whether the Karpin Report has impacted positively or negatively upon the management culture in Australia, if at all, is yet to be documented. However, this process of review has been initiated. Karpin is not alone in his criticism of management in Australia; there other commentators outside of Australia who agree with a need for reform in Australian management (Boulton, 1996). The Karpin Report has however served a valuable function by drawing attention to the need to identify within organisations the types of management that will hasten the post-industrial renewal of Australia. Karpin has highlighted a need for increased competence and performance. The report suggests Australians are to be part of an 'Enterprising Nation' and adapt to change in order to face the demands of the future global marketplace. The styles of management that will allow these best practices will be discussed in more detail. There is no definitive answer, merely recommendations and comparative observations with other countries, as to the best management models to be adopted in Australia. There are so many competing values, on so many different levels within Australia organisations that impact upon the learning environments established within organisations. It is these learning environments where I believe values are refined and used as the building blocks of management culture.

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## **Life after Karpin**

The Karpin Report was not greeted with much enthusiasm or treated as a particularly credible document when first released. This poor reception is due in part to several factors. In the first case, it was perceived that Karpin and his taskforce had employed questionable methodologies. Quantitative data formed the basis of Karpin's recommendations, as such; the report itself was examined using the stringent guidelines of quantitative research. It was found to be lacking.

Secondly, the use of a predominantly quantitative approach, to gather the data is debatable. When dealing with people and organizations, it is best to maintain a balance between quantitative and qualitative research. As values are the building blocks of culture, then they need to be reviewed if cultural change is to take place. So, a combination of both quantitative and qualitative research might have been more advantageous to the Task Force.

Thirdly, Karpin criticized the performance of Business Management Training courses in Australia. This has produced a recoil effect from some academics. These academics have the greatest opportunity to alter the way Australians formally think about management. The Taskforce may have been better served if Karpin had turned his recommendations upon himself first. A manager must believe in change, if they are to convince other employees in the organization of the need for change. Similarly, if the Karpin Report had been accepted by Australian academics as an interesting article worthy of discussion and feedback, this is exactly what would have happened. Karpin failed to perform his job, because he failed to convince academics of the need for a review of Australian Business Management practices. Surely feedback from these academics to Karpin on a draft of his report, would have allowed for consultation, reappraisal and potential change. Karpin neglected one of his greatest assets when researching management in Australia, by failing to utilise the academic business management educators.

Lastly, but most importantly, the Taskforce into Management, headed by Karpin was commissioned by a Labor Government, which left office before the document was released. It took 18 months for Karpin to be allowed to release his findings. This may have diluted the importance and impact of the message somewhat.

Regardless of whether Karpin's results are valid, reliable or repeatable, the post-Karpin debate has tabled many issues that should be of concern to managers in Australia. The main topic for discussion, after the release of the report, appears to be how Australian workers can best meet the challenges of the future. A difficulty arises in identifying the competencies and performance levels that may need improvement within specific organisations.

Of particular importance is a need to articulate the types of organisations within Australia which are best suited to compete in a global marketplace well into the 21<sup>st</sup> century. The existence of overseas conglomerates and their franchisees within our country denies Australian management the option of ignoring the outside world and the role we will be playing in the global marketplace.

## **Well into the Future Marketplace**

In order to best face the demands of the future, I believe managers must attempt to anticipate the type of market we will be serving in the next two decades, whatever our industry is. Looking for patterns of change is at best a speculative process. However, by examining the management practices in other organizations and from other countries the opportunity exists, that we may vicariously avoid replicating their mistakes but also adopt their innovative best practices. Beckett (1998) recommends a partnership agreement between government and business. I am recommending shared, open learning between

companies in Australia if not in the world. Before any partnering can occur, it is essential that we reflect on where we have come so far in management in Australia, and define the beliefs and values we place a high priority on. The positioning of our values as a nation is not an easy process, I believe in an increased awareness of the importance of training in leadership skills that will steer Australia well into the future.

### **Articulating Competing Values**

Within any organization, any group of people, there will always exist competing values. Within a competitive organisational model, achievement is frequently measured relative to others. Performance is measured on time scales and quantity of outputs. By sharing our beliefs and values with co-workers, we can find points of commonality, or common ground, but also identify our necessary differences. Within an organisation difference is needed. We can't all perform the same jobs at the same level of expertise. Everyone within an organization decides the winners and losers in business. Hopefully, neither side has to lose. Unfortunately 'win-win' often begins to sound like rhetorical jargon. Human beings love to compete, accepting a more collaborative if not exactly co-operative approach to management requires learning and paradigm shifting.

I advocate that organisations go to the trouble of clearly defining the beliefs held by all workers (including managers) and through a process of negotiation arrive at a small set of commonly held organisational goals. In this way there can be 'touch stones' established, or points of unity, while still allowing for necessary difference and diversity. When a football team is all headed towards the same goal post, they have a better chance of scoring a goal, and not just crashing into one another.

### **Productive Diversity**

This reconciliation of disunity does not necessitate a homogenous type of worker in a homogenous type of organization. Acknowledging and in fact embracing diversity is vital to the function of any organization. Once again it is to do with the management of competing values. One of the measures available to organizations to improve their competitiveness and efficiency is the use of Productive Diversity Management Practices. The Government's Productive diversity strategy is managed in Australia by the Department of Immigration and Multicultural Affairs. It includes projects aimed at:

- assessing the skills of the workforce to determine how those skills can be best used for commercial benefit;
- assessing organizational structures and management styles to facilitate value-adding contributions by the diverse workforce;
  
- improving recruitment and promotion strategies to obtain people with language and cultural skills relevant to, for example, export initiatives and servicing customers in domestic and overseas niche markets;
- improving workplace communication so that it is open and reaches and involves all staff;
- improving supervision by equipping supervisors with the skills to appropriately manage and support a diverse workforce;
- improving processes, products and product design through consultation with staff who understand particular market needs to gain competitive advantage; and

- improving customer service through the use of well-trained staff with cultural and language skills appropriate to the targeted customer base. (Fact Sheet 12, Public Affairs Section, Department of Immigration and Multicultural Affairs, Canberra on 19 June 1998)

### **Unity in Diversity by Setting Common Goals**

Diversity can be encompassed by an umbrella of common goals. The goals or the 'mission statement' of an organisation needs to be created by its members, not dictated in some hierarchical fashion from above. Alternatively, organisations may select employees and consumers who align themselves with the present beliefs of that particular organization. I think the danger here is in 'group thinking', which can at times prevent innovative and creative decision-making and risk-taking.

#### **The life unexamined is not worth living. (Plato's letter of Socrates)**

If you never challenge your values and beliefs, you deny yourself the opportunity for positive growth and development. The change is to learn and grow. Of importance to learning and coping with change is the ability to shift paradigms, when necessary.

### **Paradigm Shifting – Embracing Change**

By defining the values which underpin the paradigm an individual is operating in within an organization, the potential arises for a paradigm shift. Paradigm shifts on an individual level can help employees to accept that future change is possible. Organization paradigm shifts which are dictated to employees lead to conflict and a resistance to proposed changes. It is not however possible to shift paradigms until you know the one you are currently operating in.

If organizations lack a clear common goal, they will never know where they are heading to, how they want to get there, and if they have ever arrived. A paradigm needs a chance to operate, before it is changed or a new one is shifted to. When Governments dictate the financial expenditure of organizations, there is a danger that worthwhile paradigms are sacrificed on the altar of political change.

Within the Education Department, teachers are affected by both Federal and State political changes. Under the previous Liberal Government in Queensland a scheme was introduced called 'Leading Schools'. This is similar in a way to identifying schools where 'best practices' were perceived to be taking place. These schools consequently received extra funding from the Government, and the Principals at these schools received incentives in the form of salary increases. These leading schools were also allocated extra computers, and opportunities for subsidized training for staff

members in the operation of their own lap-top computer. These lap-tops were given to the teachers, for the term of their careers, on the provision that they in-service other staff members in the operation of computer technologies. They were also required to use these computers in their classroom and form links through the World Wide Web to travel buddies at other schools. This was a measure taken by the Education Department through Government funding, to increase the use of information technologies in schools. The scheme was aimed at increasing the skills and competencies of teachers and students in the use of these computers and providing for more channels of communication between schools, so that innovative best practices could be shared and swapped. There are many other instances of initiatives within Education that been commissioned while a particular political party was in power. The consequence of political change is that the funding for

the initiatives dries up. Teachers who have been sold on the idea of a particular initiative often become disillusioned and cynical. They are less ready to embrace future change, due to a fear that just when they are committed to the change, it will change again. The challenge that faces Principals is how to help teachers accept these changes, operate within these paradigms for the necessary time frame, but then be prepared to stop and start again, or use some of the old ideas within the new scheme.

All managers face the dilemma of facilitating the processes of change within organizations. Leaders that are strong, clear, personal, and credible create learning environments that embrace change and permit risk-taking behaviours. Credible leaders ease the opportunity for paradigm shifts. When it is clear to the members of an organization that their managers have embraced change, then they will be more likely to accept the change as well and follow the model of change that has been set for them.

### **Creating a Culture in my Classroom – Credible Leadership**

As a teacher or manager of learners I am required to provide credible leadership for my students. I encourage my students wherever possible to do as I do. When they do silent reading, I do silent reading. When they are speaking, I am listening. When they offend me I model conflict resolution for them. When I make a mistake, I share it with them and tell them what I have learnt from it. These are just some of the practices I employ as a manager to maintain credible leadership of my class. One of the most important roles I perform is in the negotiation of partnering agreements or learning alliances with my students. Part of this process involves the establishment of a ‘Code of Conduct’.

Within my classroom, at the beginning of each school year I negotiate with my students a Classroom Code of Conduct. We usually generate a list of four to five key class rules. These rules are negotiated and debated, not dictated by me. Because the children own these rules, they are more likely to follow them. So, like a partnering agreement, we negotiate what we are going to do, in relation to each other in the work environment. The language we use for these rules is always positive. For example: “Always respect other people”. By helping to articulate our common beliefs about behaviour in our classroom, it makes everyone feel safe (including me) and provides a structure for our negotiations. These rules are clearly displayed in the classroom.

### **Logical Consequences**

Also displayed in our classroom are a set of consequences should any of us choose to deviate from our agreed practices. These consequences are followed systematically until a child is asked to sit apart from the others and is no longer a part of the class, until invited back. You are either all in, or you are not. There are no rules preventing creative thought, or innovative thinking, these practices are encouraged. However, it is clear that everything has a consequence both good and bad.

The children are also allocated key responsibilities within the class. They sit in groups and work both individually and in these groups. These groups are changed for varying activities. The children are encouraged to monitor each other and receive individual, group and whole class rewards. In this way intrinsic motivation for on-task, appropriate behaviour is not extinguished through the use of task-contingent rewards. I would argue that these classroom practices could be generalized to any organization. All of these practices help to facilitate team work and encourage commitment and participation. These students are motivated and the teacher is motivated.

## **Intrinsic Motivation**

Motivating employees is a key challenge that faces all managers now and in the future. Managers are faced with the task of accessing the intrinsically rewarding belief systems held by their employees. Workers can no longer afford to 'live for the weekend'. They should be living while at work, being creative at work, and receiving satisfaction from the majority of the tasks they perform. Essentially, not wanting to be anywhere else because they are engaged, committed and satisfied.

As a teacher I am constantly monitoring the satisfaction and performance levels of my students. I know each child as both an individual and I also recognize the roles they prefer to play in group work. Through discussions, observations and assessment, I monitor how well my students are performing. I also use this information as feedback on where I might improve my own teaching practices.

The children are not my only clients however, I am also accountable to and for:

- their parents;
- my colleagues;
- the principal of school where I teach;
- the wider community;
- the Education Department;
- the positive perception of the teaching profession; and
- the production of a positive school culture.

Being aware of both my internal and external clients means that I am contributing and helping to maintain a positive management culture within the teaching profession. Effective communication is vital to contributing to the creation and maintenance of this culture.

## **Communication**

I am required to access many types of communication to perform my job well. In the role of a classroom manager, I actively encourage my students to communicate using many different forms of communication including:

- oral presentations;
- small group discussions;
- whole-class debates;
- role playing;
- brainstorming;
- one-to-one sharing;
- letter writing;
- reflective journal writing; and
- utilizing the class computers for both desk-top publishing, e-mailing and for accessing the Internet.

I also encourage my students to develop research skills so that they can acquire the necessary information they need. I encourage them to draw from the mass media, books, journals, each other and past-experiences. I honestly believe that knowledge is power. More importantly, I model the need to have an inquiring mind, and to engage in critical thinking. I want my students to really challenge ideas, to try and work out where particular authors are coming from and whose interests they are serving. All of these activities contribute towards creating a certain tone in our classroom environment, where

it is recognized that everyone has the right to learn, and share information at their own pace, using the mediums that best cater to their individual needs. The most important thing I do as a teacher is to continue learning myself. Meanings and ideas are shared in group discussions and I actively encourage peer-tutoring. In this way everyone in our classroom community feels valued and as though their contributions are significant and necessary.

### **Classroom Culture versus Whole School Culture**

Within each classroom exists a particular culture. It can be felt upon entering a classroom environment. This culture is created by a multiplicity of factors including:

- the physical environment;
- the personality traits of the individuals within the class;
- the interactions both verbal and non-verbal that people are engaged in;
- the management model that is in practice;
- the production and sharing of knowledge; and
- the overt as well as the hidden curriculum that is being taught.

Just as in any other organization, each member of the class comes to school (work) with prior experiences, values and belief systems and a concept of how learning takes place. As well as the culture existing within each class, a whole school culture similarly exists. This whole-school culture is created and sustained by all members of the school community. This culture I believe can be forged through learning alliances.

### **Alliances for Learning – Partnerships**

Each class member forms a learning alliance with every other member of the community both within the class, the school and outside of the school. These alliances or partnerships that facilitate learning exist at many different levels between:

- Federal Government – State Government;
- State Government – Local Government;
- Government – Education Department (at both Federal, National and Local levels);
- State Education Departments – Schools;
- Schools – Teachers;
- Teacher - Teacher;
- Teacher – Students;
- Teacher – Parents;
- Students – Parents;
- Parents – Community (Parents and Citizens Association);
- Community – Government; and
- Teacher – Local Community.

Within the US are clear examples of how these alliances may be successfully utilized and negotiated in Australia. Some of the practices used in the US are already put to good use in Australia. However some of the US endeavours are innovative and may be beneficial to the workplace in Australia. Rorabaugh (1996, Alliance for Learning Newsletter) suggests that alliances can help educators to overcome the challenges of teaching within the confines of four walls. She argues that within the US it is difficult to meet the present educational needs of students by using an outdated system. I would contend that Australia

has a lot to learn through the examination of the 'School-to-Work Opportunities' being implemented in the US. These practices allow for a more open floor plan in each classroom and access to more than one teacher during each lesson. This is a similar style of team-teaching to the one I am currently using with my teaching partner. The implication is that workers are responsible for forging and maintaining alliances and should be communicating with more than just one manager.

The 'School-to-Work Opportunities' are comprised of two key elements, school-based learning and work-based learning. All of the activities within the alliances are based on the basic principal or 'mission statement' that every child can learn. Similarly, management must contain both formal and informal elements of training.

### **School-Based Learning**

The school-based learning component is based on learner-centred and learner-driven instruction, with learning experiences that expose the students to new leaning styles, new types of information, and potential paradigm shifts with the development of new idea. Information can be stored and retrieved at a later date when it is needed. Furthermore, the ideas covered in the course can be generalized to life outside of the learning environment. This appears to be a constructivist approach to learning, with

the use of 'real-life' and 'life-like' learning experiences, which are currently advocated within the Queensland Education system.

**“Students also perform better because their coursework is purposeful and relevant to them” (Rorabaugh, 1996, p.3)**

Links are made between the classroom and the outside world and between school and work by including a work-based learning component.

### **Work-Based Learning**

Within the work-based learning component, students are able to apply their knowledge to the real working world outside of the classroom. Linking this knowledge helps to give their learning greater meaning. I would imagine that linking knowledge with a real job would help to intrinsically motivate a lot if students, as they can see how their skills and knowledge will potentially be put to a practical use. The implications of the 'School-to-Work Opportunities' being employed in the US are many and varied; however, I believe that these practices help to establish a culture for work, critical thinking, creativity, and adaptability that could contribute towards changes in the culture of the workplace of the future.

The students I am teaching today are the potential managers of the future, so perhaps part of the solution for changing the management culture within Australia is to instill the appropriate attitudes to learning and change in both managers and in school-aged children, in a similar way to that of the US. I must point out here that not all learning must be driven by job-placement, there is a lot of information that is valuable in its own right, it may not necessarily lead to a job in the future, however it may well develop necessary thinking skills.

I think companies and other organizations can however benefit from the enthusiasm and original thinking of school students. In the US this system is called 'job shadowing'; in Australia we have a less structured system loosely called work experience. Job shadowing appears to be part way between the work experience and apprenticeship schemes that are

in practice currently in Australia. If we are to adopt some of these US practices, then there are certain approaches to education that underpin its function.

The progressive educational approach shown through the Learning Alliance relies on:

- more class discussions;
- role playing;
- field experience; and
- practical applications.

### **Ideal Learning Environment**

This approach sounds good, but it would require a massive Federal commitment to its adoption. Rorabaugh (1996) recommends that:

**Educators can better meet the needs of every student,  
individually and together, by incorporating a way of  
teaching that meets the learning needs of all students  
(p. 4 of 8)**

While considering the learning alliance or partnerships witnessed in the US, it is also important for teachers to keep an eye on the big picture. Once teachers become more effective at what they do, how do they become more efficient, better at what they do? I suggest that we not only consider US 'best practices', but utilize the experience of other schools and education systems throughout the world. Surely the utilization of information technologies has eased the opportunity for a more global focus.

### **Globalisation**

Globalisation is not welcomed by all managers, including teachers. Ruthven (1999) suggests that the new millennium will potentially add another dimension to the market dynamics of business services. As a class teacher I am a service provider of a sort, my customers or clients are my students and their parents. Ruthven (1999) highlights that there are more than 24 industry classes within business services, aggregated into six groups:

- scientific research;
- technical services;
- computer services;
- legal and accounting services;
- marketing and business management services; and
- other business services (March 1, p.55)

However, only 1% of Australian business services are exported and Australian imports are even less, at about 0.5% of the market for business services in Australia. In contrast, within America, property and business services are the largest industry. In Australia, business services come third, behind manufacturing and wholesale trade. Of the business services in Australia the biggest is computer services, despite the fact that this field is just shy of being 30 years old. Ruthven recommends that more and more business services can be imported using the internet and that services can be exported by world-best practice and unique service providers in Australia. Ruthven suggests the large and fast-growing business services industries face some exciting challenges into the 21<sup>st</sup> century. World-best practice is now critical for all participants in industry. Ruthven argues this is the result of the presence within the local economy of international corporations and their

franchisees, rather than any requirements dictated by import/export trade (Rorabaugh, 1999).

We cannot deny the globalisation process, therefore we should embrace it. Information technologies are readily available, and relatively easy to access, therefore managers should take the opportunity to utilize technology to achieve greater business and organizational success. The use of technology is only one part of the learning environment created by managers.

I contend that every manager is creating a learning environment when they practice good management techniques. Managers are responsible for setting the pace, for creating an environment where new ideas can be born without the fear of criticism and where risks can be taken, knowing full well that a safety net of collegial and peer-support will catch you should you fail or fall. Just like an excellent classroom, within the best management practices I believe individuality should be recognized, diversity embraced, effort acknowledged, teamwork celebrated and in this way success can be

achieved and dreams will be realized. However, this is no easy task and requires an active commitment from managers to become credible, honest, and personal leaders.

### **Formal and Informal Management Training**

In Nebraska, 'Alliances for Learning' have been made through links between schools and organizations. The National School-to-Work Learning and Information Centre provides information, assistance and training to build School-to-Work opportunities in the US (Alliance for Learning Newsletter 1<sup>st</sup> Quarter, March 1996).

If companies are to work both effectively and efficiently within a competitive future marketplace be that merely within Australia or on a global level, the style of management that will most readily prepare organizations to face these future challenges must be decided on at an organizational level. There may not be a single, prescriptive style of management that is suitable.

The Front-Line Management Program has been designed in response to a national initiative to promote competency-based training for management through Australia. I believe it is positive to suggest that management requires a formal element, similar to the one I am presently engaging in. This is at least part way to guaranteeing or 'quality-assuring' that Australian managers have both multi-dimensional models for viewing their management styles, as well as the informal, practical knowledge they have gained through hands-on managing. Despite spending eight years in various undergraduate courses, it wasn't until I tried to put these management models into practice in a real setting that I quickly identified what worked and what did not. Now, ten years into practice, I am aiming at thriving and innovating, rather than just surviving within my job. I now know I am effective and now I want to become more efficient at what I do. By sharing ideas, planning, skills and resources with other teachers, I can work smarter, rather than working harder. By co-operating with my teaching partner, I also give and receive collegial support. These are just some of the activities I can engage in to maintain my professionalism.

### **Professional Development**

By accessing continual opportunities for professional development I have attempted to gain more information about educational changes, and how to improve my teaching practices. I also have the opportunity to witness best practices in other organizations. By being open to sharing ideas and practices with my colleagues I have increased my skills base. By changing Year levels and schools I have been forced to adapt and generalise some of my skills, from situation to situation and classroom to classroom. This has also

caused me to undergo necessary paradigm shifts. I am engaged in a continual process of sorting, refining and when necessary renewing my ideas and skills. I model this process for my students to encourage them to engage in critical thinking.

### **Creating and Maintaining a Positive Learning Environment**

As a teacher of young children, I am constantly faced with the challenge of creating a creative, supportive, co-operative learning environment in which my students feel free to learn new things through risk-taking. One theory known as 'Constructivism' advocates the active construction of meaning by the learner. This creation of meaning is now however done in isolation but through a process of almost playing, or picking up an object such as an Multibase Arithmetic Book (MAB) and manipulating it, observing, using it in problem-solving, but then confirming, consolidating and potentially challenging understanding by sharing meaning in a group discussion which is mediated by the class teacher.

### **Managing Competing Values**

Looking at the future of management in Australia within a process of post-industrial renewal, I am reminded of my classroom. I believe a great challenge faced by all managers, is the management of competing values. The management of competing values allows for change and learning to take place within Australian organizations. Competing values exist on all levels: within organizations; between the personalities and job descriptions of employees; within models of management; across biographical details; from one generation to the next; between companies; and across countries. Competing values may never be reconciled however they can be identified, accepted, negotiated, utilized and managed.

Competing values serve a valuable purpose. Without competing values there would be no competition, no need to challenge our values, and no need to shift paradigms or embrace the future. The process of change would be impossible without competing values. Where change occurs competing values have been negotiated. The negotiated change process presents the opportunity for learning to take place.

I believe the second, but the most critical challenge facing managers in Australia is in creating and maintaining learning environments. Managers should be willing to learn and help their organizations to learn. This process could be eased if leadership was addressed in the curriculum from primary through to tertiary education. Good leadership requires good training. We can not rely on serendipity for managers to become credible leaders. Part of this skilling process must be active and involve formal training. I am not diminishing the value of experience, and indeed some of the best practices I have adopted as a leader were discovered quickly when thrown in the proverbial deep end of the classroom and told to swim. There needs to be a balance between formal and informal training. Beckett (1998) described a new third way, a partnership between government and industry.

**This is a new age for industrial policy, responding to the global markets we all face. Government intervention on the one hand, and indifferent laissez-faire on the other is being replaced by a new, third way. Governments working with business to ensure a highly adaptable workforce, good education, high levels of technology, decent infrastructure and the right conditions for high investment and sustainable non-inflationary growth (DTI Press Release, 4 February, 1998).**

Beckett's suggestions, sound like a way forward, that will reconcile the influence of the government upon organizations, but also ensure that Australians are no longer accused of a 'she'll be right mate' approach to business and management. We must reflect upon the past, not dwell on it. Everyone is responsible in the end for their own individual actions. Whether our motivations are altruistic or self-serving, or our focus

is on the present, past or future, all of our actions have consequences. The consequence of managers and employees actions leads to the shaping of the management culture in Australia. Perhaps we can in some small way ensure the basic principles of leadership are instilled in every Australian through the mandatory inclusion of leadership within each school's curriculum.

We used to be the 'Lucky Country', however we can no longer rest on our laurels, we must accept change and alter the way we position ourselves in the global marketplace. I suggest that in order to do this we become the 'Willing to Learn, Lead and Grow Country'. This learning process will involve elements of both formal and informal training for our leaders. Good leadership is not merely the domain of CEOs but of every member of an organization. Good management occurs when successful transactions occur, this includes getting the job done and communicating in the best possible manner. If good management occurs at all levels of management involving; time, resources, budgeting and the future; then we are all responsible for the state of management in Australia. If reforms are needed, then everyone working within Australia must be involved in the processes of change and leadership education.

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