

## **LEADERSHIP DEVELOPMENT STRATEGY**

**The CCL Handbook of Leadership Development** outlines our perspective and the factors or critical components involved. Our perspective is based on the three-part model of assessment, challenge, and support. A more advanced framework is under study in the Connected Leadership research project. Other authors and organizations suggest other frameworks and best practices. The attached bibliography includes CCL and non-CCL materials in these categories:

### **CCL'S PERSPECTIVE**

- Assessment, challenge, and support
- CCL Handbook
- Connected leadership research
- Leading Yourself, Leading Others, Leading the Organization

### **TEMPLATES**

- Leader Development Model in CCL Handbook, p. 4
- Leadership Development Framework in CCL Handbook, 20
- Dalton / Tools template for designing and evaluating programs
- Drat / Palus template for designing programs
- Wilson / Dalton template for developing expatriate leaders
- Other templates by various authors / organizations

### **FACTORS / CRITICAL COMPONENTS**

- Feedback-intensive development programs
- 360-degree feedback
- Developmental relationships (e.g., mentors)
- Coaching
- Stretch assignments
- Learning from hardships
- Evaluation

### **BEST PRACTICES**

- CCL cases
- Linkage Inc. Best Practices

- Other best practices from various sources

## **BIBLIOGRAPHY CCL'S PERSPECTIVE**

Browning, H.; Van Velsor, E. (1999). **Three keys to development: Using assessment, challenge, and support to drive your leadership.** Greensboro, NC: Center for Creative Leadership; CCL.

This guidebook describes three key elements of self-development. 1) Assessment is information about you and your current situation. Self-assessment should be balanced with information from other sources. 2) Challenge comes from new experiences that require new skills and behaviors. 3) Support provides guidance and affirmation. It may come from someone such as a counselor, coach, or mentor, or something such as a book, video, or a performance development procedure.

McCauley, C. D.; Van Velsor, E.; (Eds.). (2004). **The Center for Creative Leadership handbook of leadership development.** (2nd ed.). San Francisco: Jossey-Bass; Center for Creative Leadership; CCL.

This book presents two CCL models based on more than 30 years of research and practice. The Leader Development Model shows individual growth through learning experiences such as coursework, 360-degree feedback, developmental relationships, job assignments, and hardships. The Leadership Development Framework introduces the concept of leadership as an organizational capacity and suggests ways to develop the collective leadership necessary for meeting complex challenges. Additional chapters address the unique challenges of leading across differences—dealing with gender, racial, and cross-cultural issues. An attached CD-Rom contains a library of 15 related CCL publications. Topics include derailment, resiliency, sense making, global leadership, mentoring, coaching, and 360-degree feedback.

## **TEMPLATES**

Barner, R. (2000). **Five steps to leadership competencies.** *Training & Development*, 54(3), 47-51.

Most organizations are failing in the competition for executive talent. Barner suggests that training and HR leaders should conduct a business analysis that sets the context for leadership development in their organizations. He suggests five steps: 1) summarize business objectives and accountabilities, 2) identify anticipated challenges, 3) specify assumptions, 4) determine implications, and 5)

troubleshoot your analysis.

Charan, R.; Drotter, S.; Noel, J. (2000). **The leadership pipeline: How to build the leadership-powered company**. San Francisco: Jossey-Bass.

The pipeline concept in this book is based on the HR planning and succession work done by Walt Mahler at GE in the 1970s. Mahler found that the key to pipeline success is changing work values with every new assignment. The authors define six leadership passages: 1) from managing self to managing others, 2) from managing others to managing managers, 3) from managing managers to functional manager, 4) from functional manager to business manager, 5) from business manager to group manager, and 6) from group manager to enterprise manager.

Conger, J. A. (2004). **Developing leadership capability: What's inside the black box**. The Academy of Management Executive, 18(3), 136-139.

Often leadership is thought of as a 'black box', something complex and mysterious and unfathomable. The author believes the box is much more transparent. Organizations and individuals can directly influence the quality and quantity of their leadership. Research shows that leaders say that jobs, bosses, hardships and special projects are the most useful experiences for leadership development. Feedback on performance is important in shaping leadership ability. Using 360-degree feedback at regular intervals is important, as is meeting with subordinates. Many best practice firms demonstrate an extremely high-level commitment to leadership development.

Dalton, M. A.; Hollenbeck, G. P. (1996). **How to design an effective system for developing managers and executives**. Greensboro, NC: Center for Creative Leadership; CCL.

A model for executive development evolved from the Center for Creative Leadership's program, Tools for Developing Successful Executives, and the shared experience of 1,000 corporate partners. This six-step model can be used by human resource professionals to design a new program or evaluate an existing one. The steps are: 1) find and use organizational support for creating a process, 2) define the program purpose and the behaviors to be developed, 3) use feedback as the baseline for executive development, 4) define and communicate the critical role of the manager, 5) write the development plan, and 6) make the program accountable.

Day, D. V. (2001). **Leadership development: A review in context**. Leadership Quarterly, 11(4), 581-613.

Day examines the field of leadership development through three lenses: 1) the concept lens--developing leadership is different than developing leaders, social and relational--not individual; 2) the practice lens--methods used to develop leadership include 360-degree feedback, coaching,

mentoring, networks, job assignments, and action learning; 3) the research lens--Day summarizes previous research in each area. The contextual organization and research review of this complex field are intended to spark interest among future researchers.

Gandossy, R.; Effron, M.; Hewitt Associates. (2004). **Leading the way: Three truths from the top companies for leaders**. Hoboken, NJ: Wiley.

The authors propose 'three leadership truths' about successful companies: 1) the CEO and board of directors provide leadership and inspiration, 2) they identify and develop high-potential leaders, and 3) they create programs and processes that enhance capabilities in a measurable way. Chapter topics include: mentoring, emerging leaders, leadership education, and strategy. Includes appendices with the top 20 companies for leaders and a 'starter kit' for building leaders.

Lombardo, M. M.; Eichinger, R. W. (2001). **The leadership machine: Architecture to develop leaders for any future**. Minneapolis: Lominger Limited.

The authors suggest that the best way to deal with accelerating change is to stick with fundamentals. The fundamentals of leadership development are: 1) the competencies and skills for leading in new and different situations, 2) how those skills are learned, 3) who is equipped to learn those skills, and 4) what it takes to make skill development work. This book presents a "leadership machine" for developing leaders with a set of research-based practices and a support system.

Palus, C.; Drath, W. (1995). **Evolving leaders: A model for promoting leadership development in programs**. Greensboro, NC: Center for Creative Leadership; CCL.

Palus and Drath focus on a problem that many leadership educators encounter. Because the importance of leadership development is largely implied and not specified, it is difficult to design and evaluate programs that seek to promote it. The model presented in this report specifies how programs can influence a key aspect of leadership development--the psychological development of the individual.

Ready, D. A.; Conger, J. A. (2003). **Why leadership-development efforts fail**. MIT Sloan Management Review, 44(3), 83-88.

The authors identify three systemic problems with leadership development efforts in many organizations. First, the belief that 'ownership is power' creates a culture of competition rather than buy-in from all stakeholders. Then, the 'productization' of leadership development relies more on quick fixes than linking development efforts to strategic goals. Finally, 'make-believe metrics' report on attendance and cost rather than an organization's actual ability to fill top positions from within.

Ready, D.A. (2004). **How to grow great leaders.** Harvard Business Review, 82(12)

This article is about the importance of developing leaders who can manage the inherent tensions between unit and enterprise priorities. Extensive analysis of the Royal Bank of Canada, RBC, is given, and how their leaders coped with resistance and tension as they lead changes within the company. A checklist "Are You Growing Great Leaders?" is included.

Rothwell, W. J.; Kazanas, H. C. (1999). **Building in-house leadership and management development programs: Their creation, management, and continuous improvement.** Westport, CT: Quorum Books.

Intended as a handbook for HR and training professionals starting new leadership development programs, this book begins with background information about the history of such programs and theories of leadership development. Then it explains how to set up a program, how to select and plan what training methods to use, and how to evaluate programs once they are functional.

Schettler, J. (2003). **Exclusive research that will change the way you think about leadership.** Training, 40(6), 70-75.

In conjunction with The Center for Creative Leadership, Training magazine seeks to discover perceptions of leadership development. Respondents are 10,000 training managers and executives. Topic areas range from organizational goals to the effectiveness of leadership development. Results indicate that the need for leadership training is growing, as 81% of respondents feel that leadership is "getting harder to accomplish today."

Ulrich, D.; Kerr, S.; Ashkenas, R. (2002). **General Electric's leadership "Work-Out"** Leader to Leader, 24, 44-50.

General Electric's successful leadership process, Work-Out, brings large groups of employees and managers from different levels and functions of the company together to address problems, by attempting to think and work outside of the system. Work-Out has given the company a means of continually improving the way it gets work done, and has also become a training ground for leaders.

Vicere, A. A.; Fulmer, R. M. (1998). **Leadership by design.** Boston: Harvard Business School Press.

To effectively compete in a rapidly changing, global economy, organizations must simultaneously develop in two areas: 1) leadership and 2) organizational structures and processes. Rather than view these as separate challenges, the authors present the concept of a joint developmental focus called strategic leadership development. It blends traditional executive education with new ideas for training partnerships and real-time learning laboratories in organizations. Several systemic models demonstrate how leadership development relates to human resources practices, strategic

imperatives, and organizational life cycles. Several case studies argue the benefits and drawbacks of external and internal training programs. There are suggestions for designing the appropriate mix of initiatives for your organization and six examples of new paradigm approaches to strategic leadership development: the Center for Creative Leadership's LeaderLab® program, AT&T's Leadership Program for Middle Managers, ARAMARK's Executive Leadership Institute, the World Bank's Executive Development program, new initiatives at Johnson & Johnson, and MIT's Center for Organizational Learning.

Wilson, M. S.; Dalton, M. A. (1998). **International success: Selecting, developing, and supporting expatriate managers**. Greensboro, NC: Center for Creative Leadership; CCL.

Expatriate managers in an ever-changing global economy may be faced with insurmountable challenges due to a lack of proper preparation for foreign country assignments. The authors address this dilemma through a Selection, Development, and Support (SDS) framework. They begin with statistics of the high failure rate of expatriate assignments in organizations without a systematic approach to expatriation and repatriation. Although the definition of expatriate effectiveness is subjective, the authors present a figure of developed criteria to explain this concept. The SDS framework is utilized to present information relevant to human resource managers when developing expatriate assignments.

Woodall, J.; Winstanley, D. (1998). **Management development: Strategy and practice**. Oxford, England: Blackwell Business.

This book analyzes management and leadership development from the perspective of both the organization and the individual manager. The authors begin by explaining the purpose of management development and then discuss how to identify developmental needs, including managerial competencies and individual needs. The third section describes management development interventions, including off-the-job development and work-based methods. The book concludes by addressing how to determine different individuals' development needs, including the unique needs of women, international managers, and senior executives. Learning objectives and exercises are provided for each chapter.

Yearout, S.; Miles, G.; Koonce, R. (2000). **Wanted: Leader-builders**. *Training & Development*, 45(3), 34-37.

Companies that grow and nurture leaders have an advantage in the changing business environment. The authors identify seven characteristics of these leader-builder companies: 1) a strong vision of the future, 2) consistent behavior among management, 3) an emphasis on the development and replenishment of the leadership talent pool, 4) an emphasis on leadership

competencies that support the organization's mission, 5) a strong strategic alignment, 6) a high degree of senior level team unity, and 6) a strong commitment to continuous organizational renewal.

Zenger, J.; Ulrich, D.; Smallwood, N. (2000). **The new leadership development.** Training & Development, 54(3), 22-27.

The problem with many leadership programs is that they produce no lasting results. To remedy this, the authors offer the following suggestions to practitioners: clarify the business purpose and desired outcomes; put leadership development into an organizational context; get the full endorsement of senior management; start with the desired results; develop ways of measuring results; link competencies with results; make training active, concrete, and relevant; make leadership development a process, not an event; create accountability for the participants; help leaders see the big picture; use realistic situations; and train everyone to lead.

### **FACTORS / CRITICAL COMPONENTS**

Dalton, M.; Ernst, C.; Deal, J.; Leslie, J. (2002). **Success for the new global manager: What you need to know to work across distances, countries, and cultures.** San Francisco: Jossey-Bass.

This book is designed to help global managers understand and develop skills needed to help their organizations thrive in the international arena. A four-part framework builds upon managers' existing skills, traits, and experiences to enhance global relationships and management styles. Also included is the International Code for Business Ethics and the U.N. Code of Human Rights.

Eichinger, R. W.; Lombardo, M. M. (1990). **Twenty-two ways to develop leadership in staff managers.** Greensboro, NC: Center for Creative Leadership; CCL.

This report notes the gap in developmental opportunities between staff (human resources, engineering, R&D, PR) and line (sales, manufacturing, operations, management). Employees in line functions have authority to make final decisions and can measure their output by revenue. They are therefore exposed to the experiences that develop successful executives. Staff managers can gain developmental experience by taking challenging jobs such as start-ups, fix-its, or leaps in responsibility. Lessons can be learned from role models, coursework, and hardships that cause self-examination. A variety of experiences lead to success. A study of 250 executives' most significant learning experiences explains why a gap exists between staff and line development. Twenty-two recommendations are made for closing the gap.

Guthrie, V. A. (1999). **Coaching for action: A report on long-term advising in a program context.**

Greensboro, NC: Center for Creative Leadership; CCL.

Process advisors provide long-term coaching and support that helps advisees understand and develop their goals. The Center for Creative Leadership uses process advisors in its LeaderLab program, an action-learning program for managers that spans six months and guides participants through developing and implementing action plans. This report describes how CCL developed the role of process advisor, lessons learned about the process, and how to determine if process advising is right for your organization. Appendices include a description of the LeaderLab® program, a process-advising case study, and examples of advisors in action.

Liu, K.; O'Connor, P. M. G. (2001). **Leveraging your organization's leadership resources.** *Leadership in Action*, 21(2), 3-6.

Liu and O'Connor discuss the importance of systemic support for leadership development. Organizations cannot rely solely on training programs or other events to realize their full leadership potential. To build sustainable leadership capacity, organizations must consider: alignment--the link between leadership development and organizational strategy; intentionality--purposeful beliefs about leadership and deliberate practices; and multidimensionality--the variety, reach, and continuity of leadership development.

Lombardo, M. M.; Eichinger, R. W. (1989 1999 reprint). **Eighty-eight assignments for development in place: Enhancing the developmental challenge of existing jobs.** Greensboro, NC: Center for Creative Leadership; CCL.

This tool describes start-up and fix-it projects, work assignments, and off-the-job activities to help incumbent personnel develop. From the 88 suggestions, staff can learn from a variety of experiences including success and failure, working with new people, working under pressure, and strategic planning.

Martineau, J.; Johnson, E. (2001). **Preparing for development: Making the most of formal leadership programs.** Greensboro, NC: Center for Creative Leadership; CCL.

Participants can maximize their learning experience by preparing before attending leadership development programs. This guidebook suggests that participants prepare by learning what to expect, thinking about areas for development, reflecting on the benefits, and seeking support in their work environment.

Martineau, J.; Hannum, K. (2004). **Evaluating the impact of leadership development: A professional guide.** Greensboro, NC: Center for Creative Leadership.

According to Martineau and Hannum, "scratch the surface of any successful organization and



you'll likely find systems designed to evaluate how well it runs. The approach to evaluation presented in this book can be applied in a variety of contexts, but the focus here is on the evaluation of leadership development initiatives. Effective evaluations keep leadership development initiatives on track and contribute to organizational learning so that organizations remain responsive and resilient."

McCauley, C. D.; Brutus, S. (1998). **Management development through job experiences: An annotated bibliography.** Greensboro, NC: Center for Creative Leadership; CCL.

A literature search reveals the importance of job assignments in the role of leadership development, and several common themes. Assignments that present new situations and responsibilities help managers broaden perspectives, learn to rely on others, and deal with ambiguity. New assignments that involve creating change and building relationships offer lessons in responsibility and achieving cooperation. Negative experiences help managers identify their limitations, cope with stress, and take charge of their own careers. This report also examines the role of the individual in a developmental situation and organizational practices that support on-the-job development. Nearly 70 research based and applied books and articles are annotated.

McCauley, C. D.; Martineau, J. W. (1998). **Reaching your development goals.** Greensboro, NC: Center for Creative Leadership; CCL.

There are three strategies that support personal growth and change: 1) seek challenging assignments, 2) seek training for targeted skills, and 3) seek developmental relationships. This guidebook contains practical advice for tailoring each strategy to individual needs.

O'Connor, P. M. G.; Day, D. V. (2002). **Tapping your organization's leadership reserve.** *Leadership in Action*, 22(1), 3-7.

What causes the gap between an organization's leadership potential and the leadership it actually achieves? Sometimes the problem lies in organizational systems. O'Connor and Day describe the dynamic relationship between systems and leadership that can increase an organization's capacity to deal with complex challenges. In particular, they examine the work system, the social system, and the belief system.

Rothwell, W. J. (1999). **ASTD models for human performance improvement: Roles, competencies, and outputs.** Alexandria, VA: American Society for Training and Development.

This study presents research on current trends, roles, and issues affecting human performance improvement. Six steps in the human performance improvement process are: performance analysis, cause analysis, intervention, implementation, change management, and evaluation and measurement. Includes a chapter with assessment tools.

Ruderman, M. N.; Ohlott, P. J. (2000). **Learning from life: Turning life's lessons into leadership experience.** Greensboro, NC: Center for Creative Leadership; CCL.

Life outside the workplace provides valuable lessons for professional development. This guidebook helps readers use experiences such as coaching, juggling multiple tasks, volunteering, and building relationships with friends and family to develop professional skills. The authors suggest ways to integrate work and life experiences to support goals on and off the job.

Sternbergh, B.; Weitzel, S. (2001). **Setting your development goals: Start with your values.** Greensboro, NC: Center for Creative Leadership; CCL.

This guidebook helps readers to set SMART goals that are: Specific, Measurable, Attainable, Realistic, and Timed. The first step is to identify personal values—what you believe and how you carry out those beliefs. Readers examine five areas—career, self, family, community, and spirit—to determine values and set meaningful goals.

Tornow, W. W.; London, M.; CCL Associates. (1998). **Maximizing the value of 360-degree feedback: A process for successful individual and organizational development.** San Francisco: Jossey-Bass; Center for Creative Leadership; CCL.

This book is based on the Center for Creative Leadership philosophy that feedback from multiple perspectives is key to leadership development. The authors contend that feedback may be a useful tool for performance appraisal but offers maximum benefit when used as an ongoing process that includes assessment, developmental experiences, personal responsibility, and organizational support.

Witherspoon, R.; White, R. P. (1997). **Four essential ways that coaching can help executives.** Greensboro, NC: Center for Creative Leadership; CCL.

This report elaborates on the coaching relationship between consultants and their clients: chief executives, board members, and senior managers of organizations. As a coach the consultant's role is to provide focused learning regarding a client's specific task, his or her present job, a future job, or the client's long-range goals. These learnings are categorized into four executive coaching roles: coaching for skills, coaching for performance, coaching for development, and coaching for the executive's agenda. As the authors describe each role they also provide an example that includes a situation, a process, and results.

## BEST PRACTICES

Catalyst. (1998). **Advancing women in business--the Catalyst guide: Best practices from the corporate leaders.** San Francisco: Jossey-Bass.

This book is a tool for companies and individuals wishing to diversify leadership roles in their corporations. It combines research reports, case histories, and best practices for developing female executives. This three-part book begins with a framework for establishing change supported by real-life examples of successful initiatives. The second part uses benchmarking activities fostered by Catalyst. The final portion details the accomplishments of Catalyst award-winning companies.

### CCL Case Studies

[http://www.ccl.org/CCLCommerce/solutions/caseStudies.aspx?CatalogID=Solutions&CategoryID=C aseStudies\(CaseStudies\)](http://www.ccl.org/CCLCommerce/solutions/caseStudies.aspx?CatalogID=Solutions&CategoryID=C aseStudies(CaseStudies))

[http://www.ccl.org/CCLCommerce/assessments/caseStudies.aspx?CatalogID=Assessments&CategoryID=CaseStudies\(CaseStudies\)](http://www.ccl.org/CCLCommerce/assessments/caseStudies.aspx?CatalogID=Assessments&CategoryID=CaseStudies(CaseStudies))

Conger, J. A.; Benjamin, B. (1999). **Building leaders: How successful companies develop the next generation.** San Francisco: Jossey-Bass.

Conger and Benjamin identify three common approaches to leadership development: individual skill development, instilling organizational values that promote leadership, and strategic interventions. This book examines the strengths and weaknesses of each strategy, and uses case studies of companies such as Federal Express, National Australia Bank, and Ernst & Young to describe best practices in each leadership development approach. The authors also address the new format of action learning, which they say has great potential as a teaching method but has been hindered by program design flaws.

Fulmer, R. M.; Goldsmith, M. (2001). **The leadership investment: How the world's best organizations gain strategic advantage through leadership development.** New York: AMACOM.

This book profiles the leadership development programs of six major organizations--Arthur Andersen, General Electric, Hewlett-Packard, Johnson & Johnson, Royal Dutch Shell, and the World Bank--describing the processes used in these programs and how they advance the organizations' strategic objectives. Also included are chapters on corporate universities, leadership development firms, and leadership programs in universities. Appendices describe how to transfer best practices to your organization, and offer a list of websites on corporate universities.

Giber, D.; Carter, L. L.; Goldsmith, M.; (Eds.) (2000). **Linkage Inc.'s best practices in leadership development handbook: Case studies, instruments, training**. San Francisco: Jossey-Bass.

Using a case study approach to formal training, 360-degree feedback, and senior executive mentoring programs, this book leads off with a forward from Warren Bennis. It then profiles 15 organizations and their leadership development programs. Each case study includes examples of the organization's instruments, competencies, evaluations, and training techniques that readers can adapt for their own program design.

Kraiger, K. (2002). **Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice**. San Francisco: Jossey-Bass.

Designed specifically for trainers, this book explains how to develop and implement a successful training and development program. Some best practices highlighted are: frameworks for developing learning through coaching, using computer technology in training, and choosing appropriate measures for evaluation.

Rosier, R. (1994-1997). **Competency model handbook, Volumes 1-4**. Lexington, MA: Linkage, Inc.

Linkage, Inc. compiled this four-volume set of corporate competency models as a benchmarking tool for HR and OD professionals. There are 34 leadership competency models including some from CCL clients AT&T, W. R. Grace, International Paper, Kraft Foods, and Bristol-Myers Squibb. There are also models that define leadership in the insurance, health care, retail, utility, technology, communications, and banking industries.

Silzer, R. (2002). **The 21st century executive: Innovative practices for building leadership at the top**. San Francisco: Jossey-Bass.

This book explores how companies can improve selection and development of top executives. Silzer describes best practices, organizational behavior, and ways to enhance leadership performance. Contributors to this book include theorists and practitioners who have worked with and studied executives and issues pertaining to executive leadership.

Walter, G. M. (1997). **Corporate practices in management development**. New York: Conference Board.

This is a Conference Board report of a survey and interviews conducted to determine the training and development practices in large organizations. Findings indicate that the future of management development will: link development efforts to organizational strategy, focus heavily on experience-based development, involve university-and-business partnerships, provide high-potential managers with risks as well as challenges, institutionalize systems of management development, and

invest in pre- and post-training efforts.