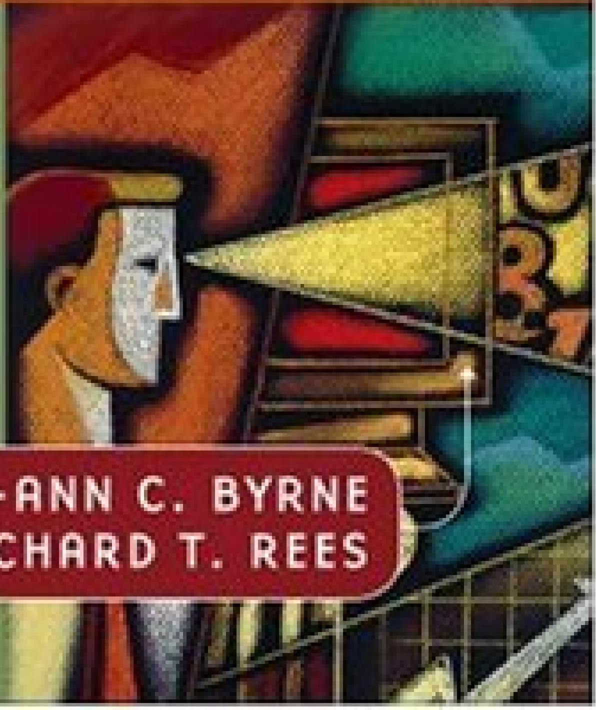
Pfeiffer

Essential resources for training and HR professionals

CD-ROM INCLUDED

THE Successful Leadership DEVELOPMENT PROGRAM

How to Build It and How to Keep It Going



JO-ANN C. BYRNE
AND RICHARD T. REES

THE SUCCESSFUL LEADERSHIP DEVELOPMENT PROGRAM

How to Build It and How to Keep It Going

Jo-Ann C. Byrne and Richard T. Rees

Pfeiffer
A Wiley Imprint
www.pfeiffer.com

About This Book

Why is this topic important?

We realize that there are many resources out there dealing with the concept of leadership development. These include works by Kouzes and Posner, Goleman, Senge, Northouse, Bass, Covey, and the like. However, it appears that, while there are many excellent approaches to leadership development, most focus primarily on individual leadership development and not on a process that would allow an organization to build its own program from the ground up or "plug in" to the process at points that were germane to a particular organization. As organizations face a highly competitive and volatile business environment, it is crucial that their leaders be effective, productive, and efficient.

What can you achieve with this book?

The Successful Leadership Development Program provides a breakthrough opportunity to design, develop, and implement a truly customized leadership development process in your organization. In this text you'll find all the guidelines, checklists, and tools specifically created to assist in the implementation of a program tailored to your unique needs. With this text, you can move forward with your initiative to create the leaders of the future, knowing that you will be guided and supported each step of the way.

The Successful Leadership Development Program will help you plan and design, develop the documents, sell the concepts, conduct the training, and measure the outcomes of your new leadership program. This text will also be an invaluable resource for those who already have a program in place and would like a methodical and effective way to evaluate it. Each piece of your current program can be evaluated using the accompanying algorithm. When a problem or missing piece is identified, refer to that chapter for tools and assistance in enhancing your program.

How is this book organized?

The book is organized around an algorithm that takes the reader step-by-step through the process of developing a successful leadership development program. In addition to providing an overview, the algorithm can be used to determine where in the process you are and what steps need to be taken or skipped. The accompanying CD includes tools, forms, and samples that you can use to help create your own program.

About Pfeiffer

Pfeiffer serves the professional development and hands-on resource needs of training and human resource practitioners and gives them products to do their jobs better. We deliver proven ideas and solutions from experts in HR development and HR management, and we offer effective and customizable tools to improve workplace performance. From novice to seasoned professional, Pfeiffer is the source you can trust to make yourself and your organization more successful.

Essential Knowledge Pfeiffer produces insightful, practical, and comprehensive materials on topics that matter the most to training and HR professionals. Our Essential Knowledge resources translate the expertise of seasoned professionals into practical, how-to guidance on critical workplace issues and problems. These resources are supported by case studies, worksheets, and job aids and are frequently supplemented with CD-ROMs, websites, and other means of making the content easier to read, understand, and use.

Essential Tools Pfeiffer's Essential Tools resources save time and expense by offering proven, ready-to-use materials—including exercises, activities, games, instruments, and assessments—for use during a training or team-learning event. These resources are frequently offered in looseleaf or CD-ROM format to facilitate copying and customization of the material.

Pfeiffer also recognizes the remarkable power of new technologies in expanding the reach and effectiveness of training. While e-hype has often created whizbang solutions in search of a problem, we are dedicated to bringing convenience and enhancements to proven training solutions. All our e-tools comply with rigorous functionality standards. The most appropriate technology wrapped around essential content yields the perfect solution for today's on-the-go trainers and human resource professionals.

Pfeiffer
www.pfeiffer.com

Essential resources for training and HR professionals

THE SUCCESSFUL LEADERSHIP DEVELOPMENT PROGRAM

THE SUCCESSFUL LEADERSHIP DEVELOPMENT PROGRAM

How to Build It and How to Keep It Going

Jo-Ann C. Byrne and Richard T. Rees

Pfeiffer
A Wiley Imprint
www.pfeiffer.com

Published by Pfeiffer
An Imprint of Wiley
989 Market Street, San Francisco, CA 94103-1741
www.pfeiffer.com

For additional copies/bulk purchases of this book in the U.S. please contact 800-274-4434.

Pfeiffer books and products are available through most bookstores. To contact Pfeiffer directly call our Customer Care Department within the U.S. at 800-274-4434, outside the U.S. at 317-572-3985, fax 317-572-4002, or visit www.pfeiffer.com.

Pfeiffer also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data

Byrne, Jo-Ann C., date.
The successful leadership development program: how to build it and how to keep it going / Jo-Ann C. Byrne and Richard T. Rees.
p. cm.
Includes bibliographical references and index.
ISBN-13: 978-0-7879-7908-9 (cloth: alk. paper)
ISBN-10: 0-7879-7908-2 (cloth: alk. paper)
1. Executives—Training of. 2. Leadership—Study and teaching. 3. Performance standards. 4. Performance—Evaluation. I. Rees, Richard T., date. II. Title.
HD30.4.B96 2006
658.4'092—dc22 2006007387

Acquiring Editor: Martin Delahoussaye
Director of Development: Kathleen Dolan Davies
Developmental Editor: Susan Rachmeler
Production Editor: Nina Kreiden
Editor: Rebecca Taff
Manufacturing Supervisor: Becky Carreño
Editorial Assistant: Leota Higgins
Illustrations: Lotus Art

Printed in the United States of America

Printing 10 9 8 7 6 5 4 3 2 1

Contents

List of Figures and Exhibits

Contents of the CD-ROM

Introduction

As you move through this text, we'll tell you more about our story, but let me give you some insights on how we started. I was the new director of education in a medium-sized hospital system. Leadership development had been identified as a major initiative at a strategic planning meeting held before I came on board. I was now tasked with addressing the issue. What approach would I use to construct a leadership development program to meet the diverse needs of this new, and for me, unknown organization?

I first familiarized myself with the management team. Some had been on board for several years; most had been in the organization fewer than two years. Based on cursory interviews and observations, it appeared that their skill sets were extremely varied, ranging from those who were just beginning in leadership to those who were highly expert.

Second, I began to gather materials and models I had crafted over the years and to look at what was currently available in leadership training: many publications and even more consultants with a variety of programs. All "one size fits most"! Not what I was looking for.

I wanted a "program" that would be relevant to a diverse audience and one that would grow with the participants . . . a program that would also be sustainable. We've all seen programs *come and go; I wanted this one to live on and evolve, as would the participants. I was hoping for long-term development, not short-term training. I called the one person I knew who would step as far "out of the box" with me as I wanted to go.*

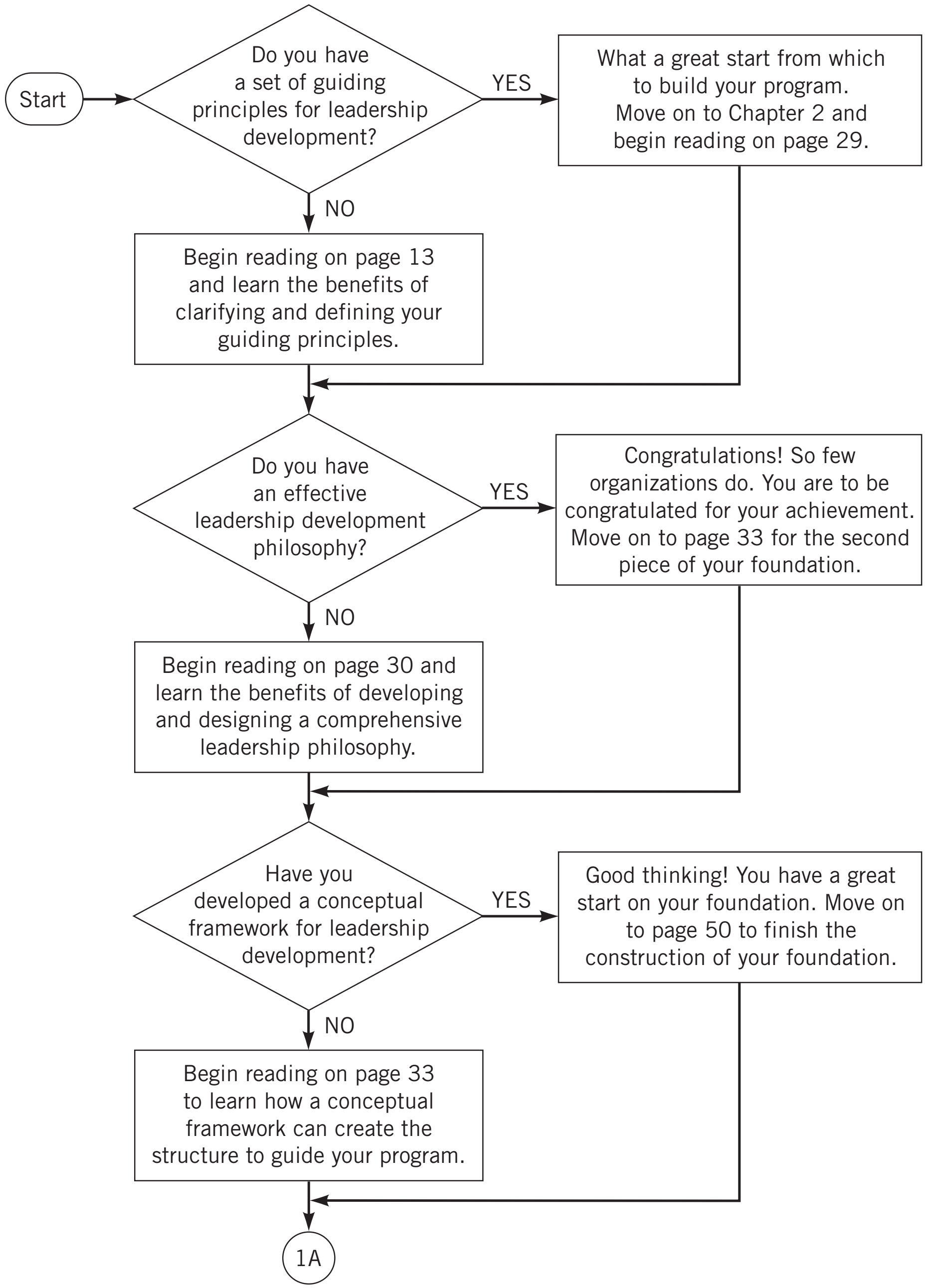
Rick had been in and around education, management development, and leadership environments for as long as, if not longer, than I; together we had over sixty years of experience. He was also a skilled and knowledgeable educator. I was confident that by putting our heads together we could create an innovative, somewhat groundbreaking approach to leadership development. Thus, the brainstorming began and our story started. Over the next six months, we worked to review the literature, interview folks in leadership positions, and share our knowledge and expertise with each other so that we might create a rich and meaningful program.

It was not without its trials, but we definitely had our share of successes. Based on our past experiences and knowledge, the first piece we created was our algorithm. This algorithm would serve as our map.

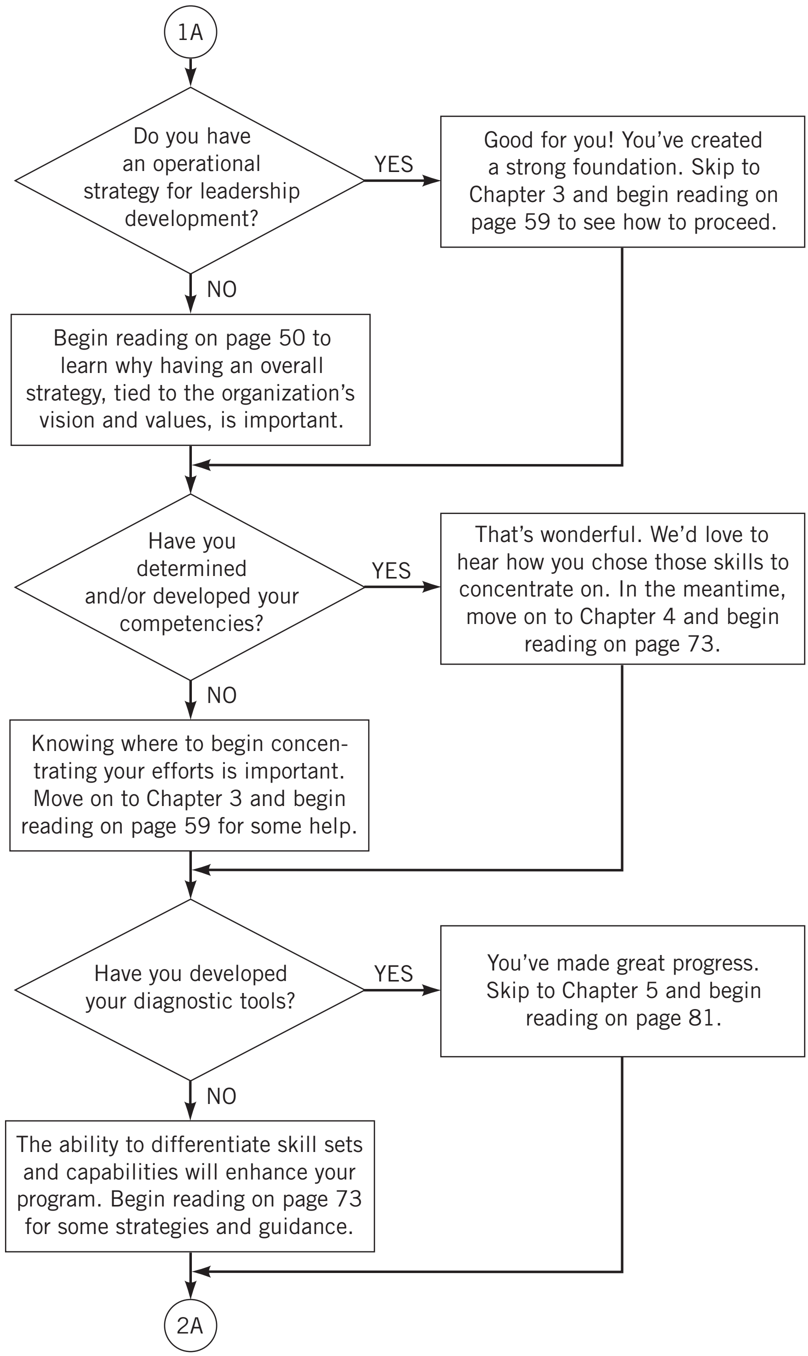
■ ■ ■ ■

The algorithm was developed to outline the specific key elements in the development process and to demonstrate when and how an organization could "step in" according to its own needs. We have provided an introduction to the algorithm here, with the details to follow in the chapters of this book. It's important to note that the parts and pieces of your program can, and often might, be developed out of the order in which we have presented them. What comes first for one may come second or third for another. The result, not the order in which they were created, is what's important. We therefore thought it helpful to provide practitioners with a systematic way to evaluate where their organizations were regarding leadership development and where they might "plug" in to our program if they already had something in place. Using the algorithm as an evaluative tool allows the organization to decide where it wants to engage the process. Organizations can start from the beginning or at whatever step is appropriate for them. It has undergone some minor changes as the process evolved, but we present it here for your guidance and reference.

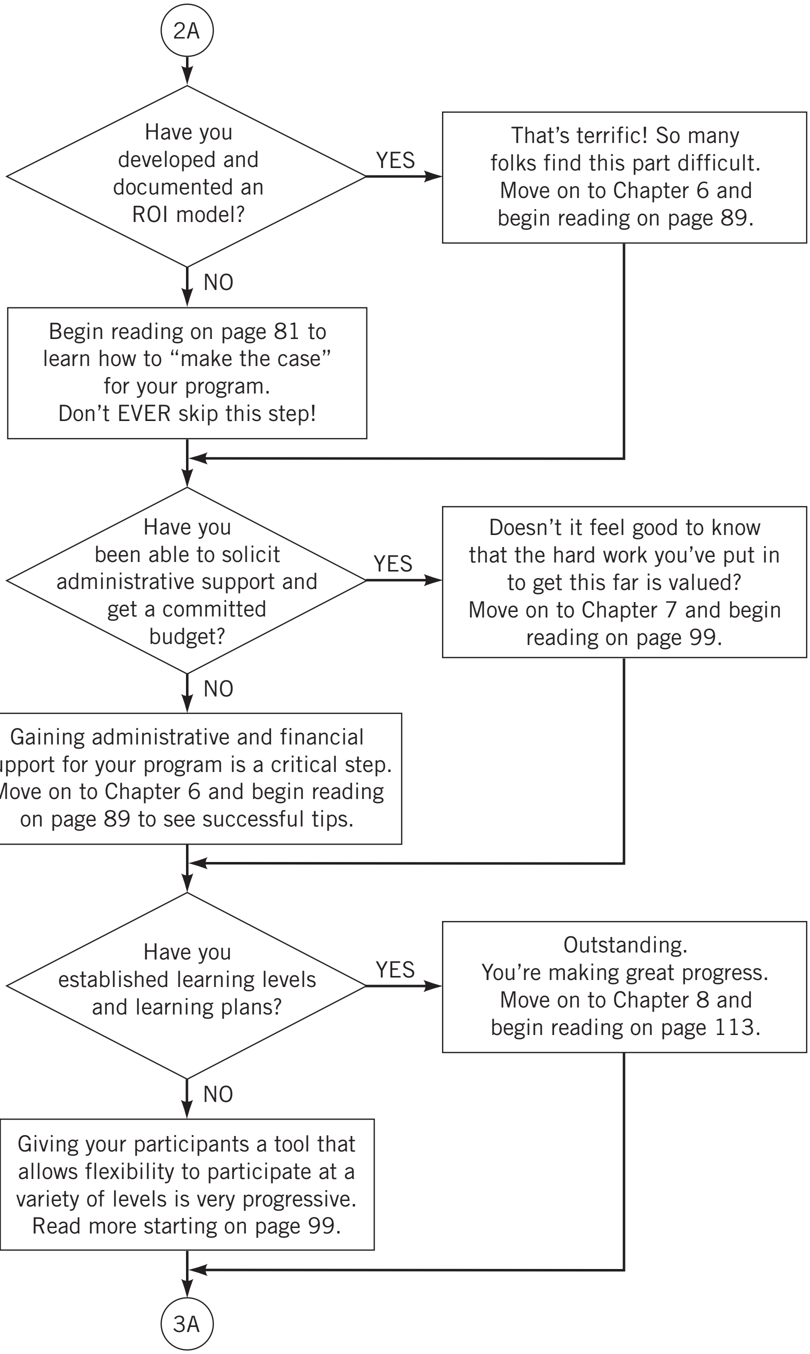
The Leadership Development Program Algorithm



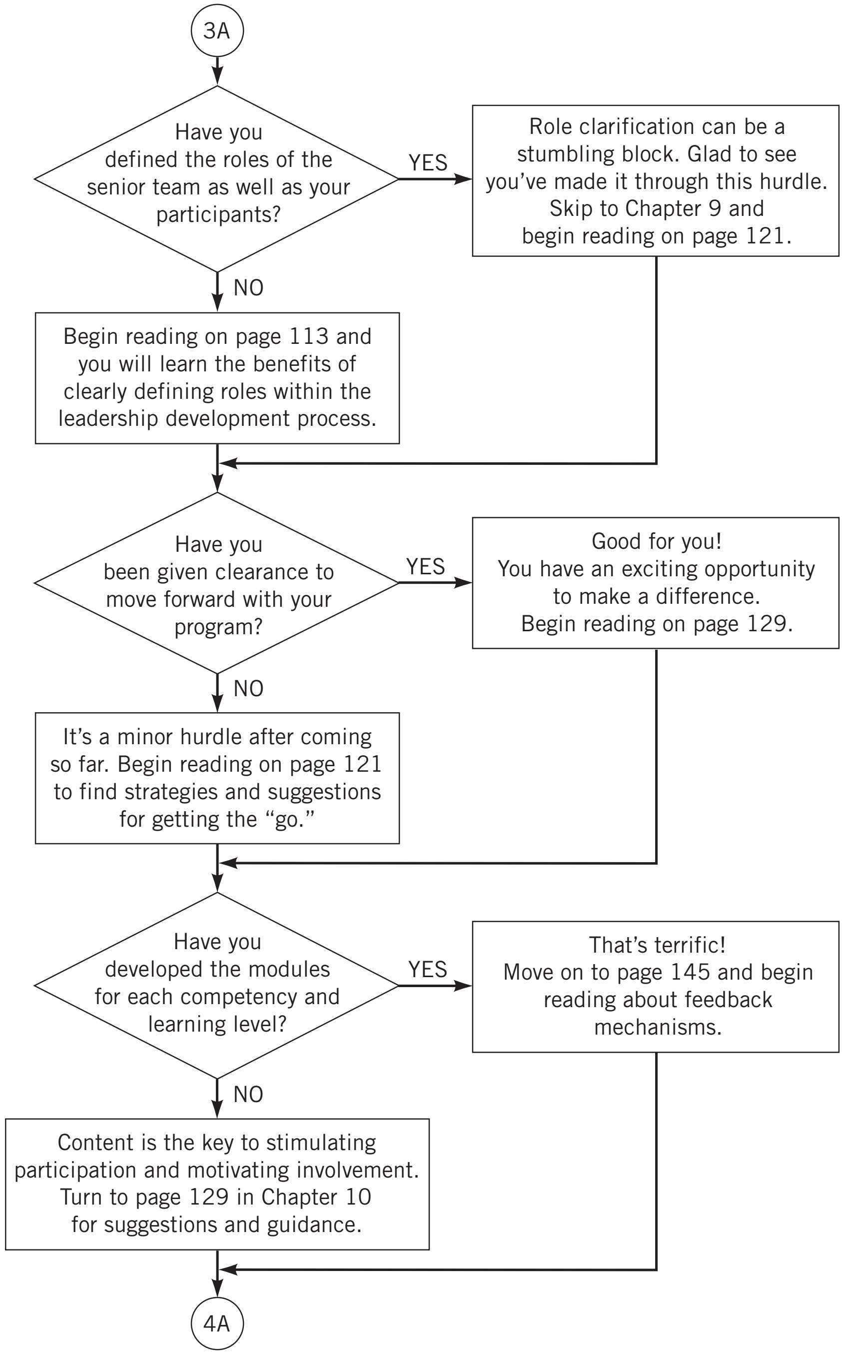
The Leadership Development Program Algorithm *(continued)*



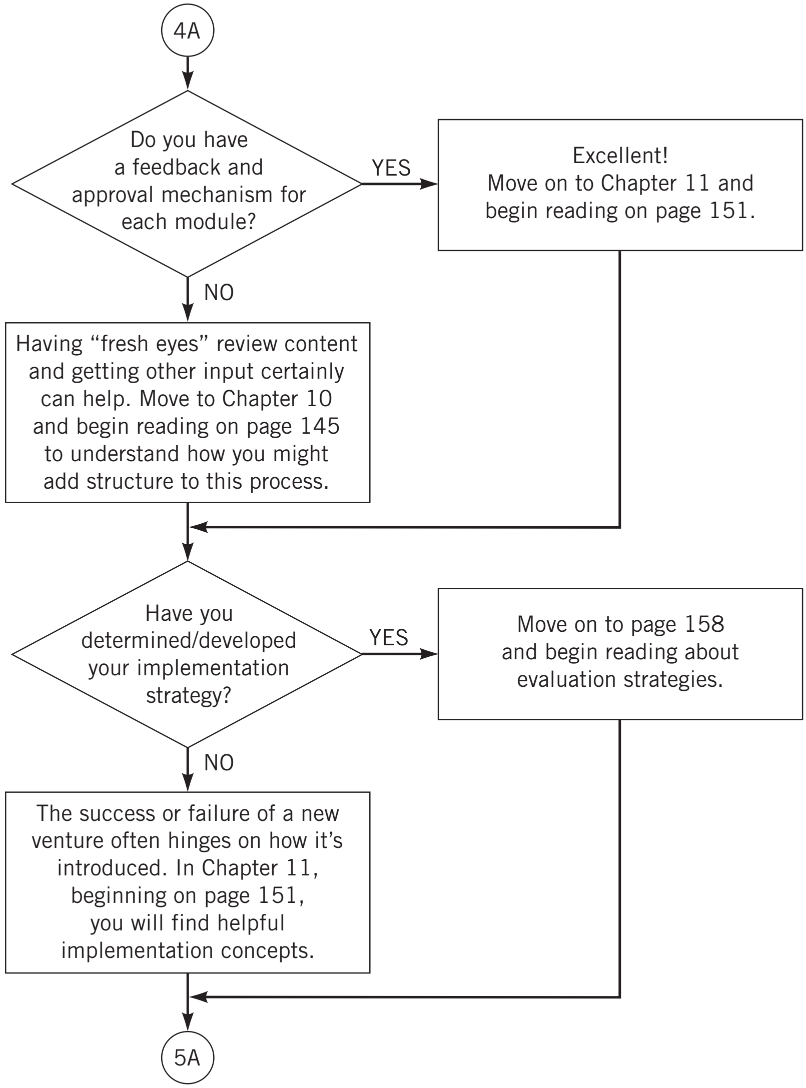
The Leadership Development Program Algorithm *(continued)*



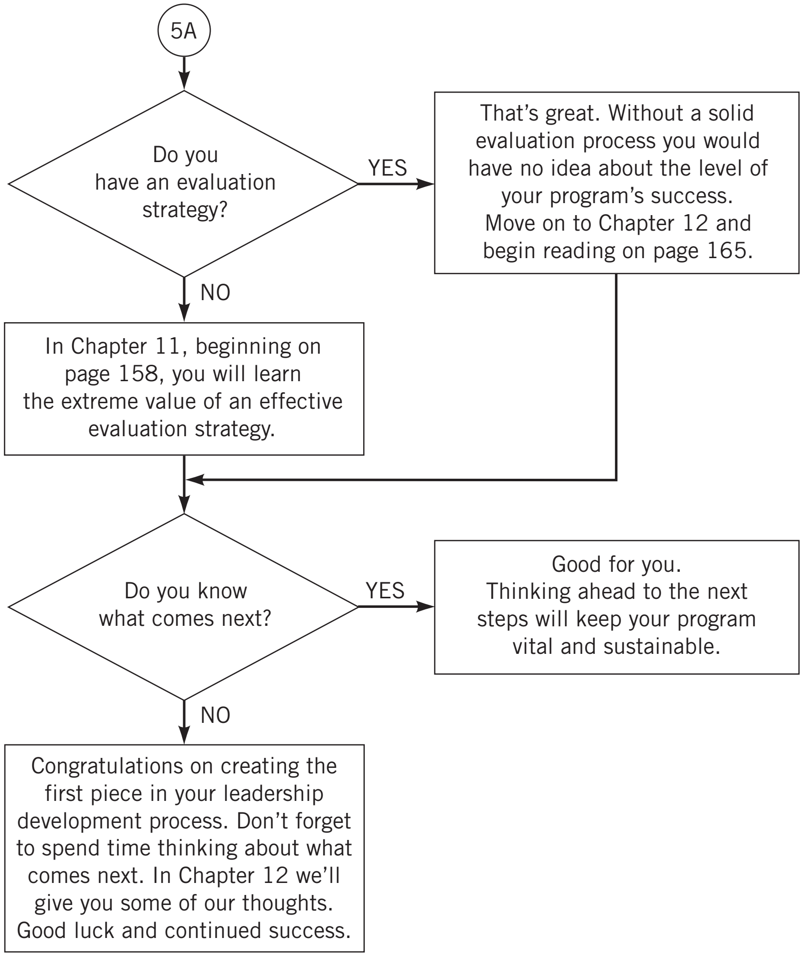
The Leadership Development Program Algorithm *(continued)*



The Leadership Development Program Algorithm *(continued)*



The Leadership Development Program Algorithm *(continued)*



The primary purpose of this book is to provide leadership development practitioners with a systematic approach to enhance organizational leadership skills, position the reader as the leadership expert in the organization, and appropriately evaluate existing leadership development materials. This text also provides guidelines to build a customized leadership development program to meet the unique needs of their organization, to identify and use leadership development tools and models such as return on investment and learning diagnostics, and to demonstrate how leadership development can positively affect the organization.

As we began to construct the book, we centered on providing readers with references that would be divided into logical segments. Those segments are designed as chapters in the book.

Chapter 1: Guiding Principles

Getting off to a good start is important. In this chapter, you will define the direction and character of your program. Developing sound guiding principles sets the tone for moving forward.

Chapter 2: Building Your Foundation: Philosophy, Conceptual Framework, and Operational Strategy

Committing to leadership development in today's rapidly changing business environment is crucial to any organization's success. So often, organizations provide sporadic programming dealing with various aspects of leadership development, but have never defined its philosophy relative to leadership, nor taken time to be sure that programming was linked to their mission, vision, values, goals, and strategic initiatives.

In addition to a philosophy of leadership, a conceptual framework to guide the specific development of the competencies, the learning diagnostic, the learning and the multi-level curriculum is critically important. Without this framework, learning activities may not be appropriately sequential and may not be focused on the overall strategy of the process.

Designing an overriding operational strategy to guide the process must not be overlooked. Accomplishing this will enhance the effectiveness of the process by aligning it with the organization's overall strategy, mission, vision, goals, and values and will provide the initiative for long-term sustainability.

Chapter 3: Developing Your Leadership Competencies

Organizations that develop leadership competencies considered crucial to the focus of the organization will have a higher degree of potential success because the learning diagnoses, learning plans, and learning activities will be tied to those competencies deemed important by the organization. This is in contrast with many organizations that may provide a series of programs not tied to any specific competencies, therefore creating the perception of the "leadership fad" of the day, week, or year.

Chapter 4: Designing a Diagnostic Inventory for Leadership Competencies

Once the competencies are developed, it is imperative that behavioral outcomes be identified that will provide measurements of the particular competencies. In this way, customization of learning occurs and individuals attend programs that bear a direct relationship to their abilities.

Chapter 5: Developing and Using Your Return on Investment Model

The development of a return on investment (ROI) model is important to the success of the process. All too often, leadership development activities are viewed as "soft" and may not be perceived as contributing to the bottom line of the organization. By designing a strong ROI, the organization can be guaranteed objective returns on its investment, therefore leading to long-term commitment from the organization.

Chapter 6: Obtaining Administrative and Financial Support

Soliciting administrative and financial support is another important element in the viability of the process. The support must be long term and not hinge on the vagaries of annual budgets. If leadership development is seen as integral to the organization's strategy, mission, values, and goals, the probability of significant success goes up.

Chapter 7: Developing Individual Learning Plans

These outcomes can be designed to provide information that will allow the formation of individualized learning plans for participants. Depending on the results of the diagnostic approach, learning levels that are appropriate to the organization can be developed.

Chapter 8: Defining the Roles of the Senior Team and the Participants

It is key to the entire process that roles for the senior team and the participants be spelled out clearly. The roles for the senior team will include their time commitment, the coaching and mentoring responsibilities, and the evaluation of progress for the individual learners. Roles for the participants will include their time and energy commitment and their responsibility for self-managed learning.

Chapter 9: Getting Clearance to Move Forward

At some point, it is important to secure formal approval/clearance to move forward with the program. This support should come from not only the senior leadership team, but also from the governing body of the organization. It is those two groups that will provide the ongoing support from the organization.

Chapter 10: Developing Learning Modules

Once the competencies, the learning diagnostics, and the learning levels have been designed, the next critical step will be to develop the curriculum modules that will be reflective and directly related to the competencies, diagnostics, and learning levels. So, depending on how many competencies and how many learning levels there are, the curriculum will be developed to reflect them.

It is equally important to design a feedback mechanism for approval of each module. This will ensure ongoing support from the senior team, while at the same time keeping the curriculum consistent with the overall design of the leadership development process.

Chapter 11: Developing an Implementation Strategy

Once the elements of the entire process have been designed and developed, an implementation strategy will be identified. The approach will be to be sure that the implementation is systematic and consistent with the overall objectives of the process.

A key to the ongoing success of the project will be to have a strong evaluation process that will provide relevant information as to what has worked and what has not worked. The focus of the evaluation will be on bringing about personal and organizational change.

Chapter 12: What's Next?

The final step in the process is to identify what comes next relative to the ongoing success of the current program and the development of new initiatives that will continue to serve the organization. Here we share our thoughts with you.

The CD that accompanies this book contains copies of tools, worksheets, and samples you can use to build your own leadership development program.

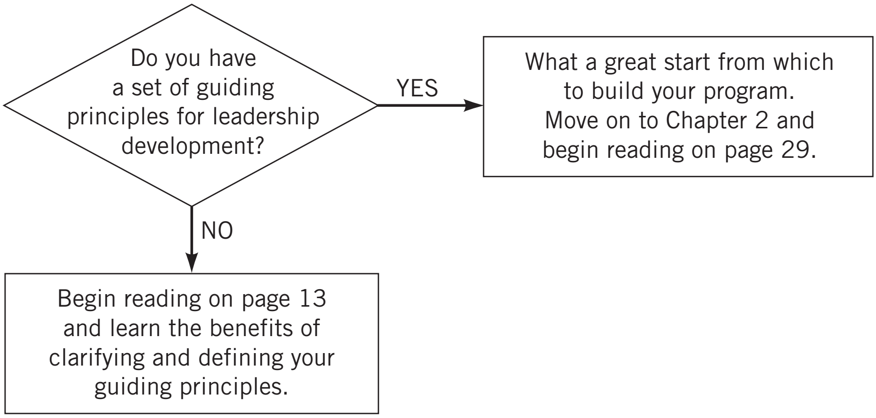
What follows is our story.

1

Guiding Principles

Let me take you back to our first meeting. Our goal was to kick off the leadership development initiative in six months. With all of our combined experience, we were sure this "start-up" phase would be the easiest of our discussions. Boy, were we wrong! In a matter of a few hours, Rick and I realized that we had a multitude of great ideas and a mountain of work ahead of us. Leadership development is a broad topic. Much has already been written and compiled about it, but nothing met the requirements we felt were important: in particular, customized to the organization and individualized to the participants at a variety of learning levels. This told us that establishing a strong foundation for the program was imperative. A solid foundation would provide the base on which all other pieces would operate.

FIRST STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



WITH THE DECISION to build your own leadership development program from the beginning or to enhance an already existing program, you are probably excited to begin putting it together. While this is quite normal, take some time to focus on the principles of your program. These are essentially those attributes that you believe should be considered as you build each piece of your leadership development program and that will act as key guidelines during construction of the program foundation. You may change learning objectives, curricular activities, and the like, but your principles remain the cornerstone of your program.

Therefore, the first important step in the design of a leadership development program is to focus on the key principles that will provide the structure for your program. This piece will provide direction for everything else that follows and will provide the fundamental basis to sustain the program over time. Without a strong set of guiding principles, programs often flounder, as direction may become unclear, making it difficult, if not impossible, for the program to be an integral part of the organization's overall strategy.

The Program Principles

The following principles have worked well for us. However, depending on the culture of your organization, you may very well add or delete some from the list. Just be sure that, whatever your final list looks like, it represents what your organization believes is important in leadership development.

The Leadership Development Program Is Aligned with the Organization's Mission, Vision, Values, Goals, and Strategic Initiatives

The alignment of the foundation elements with the mission, vision, values, goals, and strategic initiatives of the organization is crucial to the initiation and sustaining of an effective leadership development process. Too many times, organizations have written mission, vision, values, goals, and strategic initiatives that do not become effectively operationalized in institutional programs and processes. If an organizational mission statement is not "brought to life" through the day-to-day activities of the organization, it may become a liability in that the staff will see it as a sham rather than as a motivator. The same is true for the other elements.

The organization's written documents should be assessed with a view toward ensuring that the same language, spirit, and intent guide the development of your program. The leadership development program should be an important representative of the organization, demonstrating how the true spirit of the mission, vision, values, goals, and strategic initiatives can be made part of the daily processes that guide the organization, thus making them "part of the woodwork" and "the way we do business around here." There should be no question as to whether the leadership development program is inherent in the very fiber of the organization. This will certainly enhance the probability that it will not be a "one-shot" process, but that it will be sustained over time and will continue to provide opportunities for personal and professional development for current participants and future members of the leadership team.

One way to ascertain whether or not your principles are aligned with the organization is to conduct an analysis of the language of existing organizational documents. When reviewing documents, look for key words that you may use in your development process, such as *leadership, commitment, accountability, communication, innovation, personal and professional development,* and so on. If words such as these do not appear in the written statements of your organization, you may want to initiate efforts to add them so that the overarching strategy of the organization is parallel with your leadership development program. This will be a critical enhancement for your ongoing success.

Your principles should contain language that centers on the fundamental beliefs of the organization, such as

- The importance of human growth and development in the organization
- The organization's commitment to lifelong learning
- The importance of highly productive and effective leaders
- The commitment to self-managed and adult learning principles
- The relationship of leadership development to the organization's mission, vision, values, goals, and strategic initiatives

We recommend, if it is not already occurring, that there be language in the organization's strategic plan that reflects a long-term, not short-term, commitment to leadership development. It has been our experience that if this is not present, selling the leadership program becomes an annual event, and it must compete for dollars and support each time the budget cycle rolls around. If there is language in the long-term strategy of the organization noting its commitment to leadership development, it does not guarantee the program, but it certainly makes it more likely that the program will receive the resources it needs.

The Leadership Development Program Is Outcome-Based and Measurable, Leading to a Significant Return on Investment for the Organization

Another important aspect that must be represented in the principles is that the leadership learning is outcome-based and measurable. This will provide the organization with the direction to measure how its leaders are developing personally and professionally and how their development measures up to the organization's expectations. Additionally, this will provide the basis for the development of an ROI model for the program. This leads to obtaining and sustaining the necessary financial support for the program by relating it to the financial health of the organization.

Often missing with human resource development (HRD) activities is ROI. The absence of a systemic ROI model often renders HRD initiatives very vulnerable when it comes to budget allocations, both short term and long term. We have developed an effective model for leadership development ROI that organizations can use. The organization must have a sense that it is truly receiving a return on what will be a very substantial investment in time, energy, and money.

The Leadership Development Program Reflects the Commitment of the Organization to Its Long-Range Success

As you put your program together, be sure that its language reflects the long-range commitment of the organization to the success of the program. Anywhere you can, insert language that indicates that the organization is committed to its leaders and to their ongoing personal and professional development. As that language becomes part of the culture of the organization, it enhances the possibilities of sufficient economic and human resources to sustain the program.

Since the ultimate clients of the leadership development program are the executive leadership team and the governing board, it is critical that these groups "own" the program and be fully committed to it. Without that, its ongoing existence is tenuous, at best. We will offer several strategies to ensure that the executive team and the governing board not just support the program, but are engaged in it in meaningful ways.

The Leadership Development Program Is Competency-Based

If your organization does not have a set of leadership competencies, you may want to convene focus groups of key leaders (perhaps some key staff as well) to determine what they see as the most important leadership competencies. Even with organizations spread across multiple facilities, methods such as teleconferences and videoconferences can be employed to conduct some of the focus groups, as well as provide a means to deliver content when the program is initiated. You will be trying to ascertain what skills, talents, and abilities the organization desires and will value over time. Be sure to include members of the senior leadership team in this process to ensure its success, as they will ultimately approve the entire process. In addition to focus groups, consider the use of methodologies such as the nominal group technique and/or the Delphi Technique. These are discussed in detail in Chapter 3, and can be found in Exhibits 3.3 and 3.4.

Leadership development activities often occur in a classroom setting and do not provide opportunities for participants to develop their skills in real-life situations as a way of demonstrating their competency. A key part of the leadership development process should be to provide opportunities for participants to engage in organizational initiatives such as strategic planning, building projects, new product selection, new or redesigned work processes, and organization development activities. This will give program participants a chance to exhibit requisite leadership competencies beyond the cognitive level. Not only will this give the program participants real experience and insight into “senior” level activities, but it will also build the strength of the organization so that more individuals will be prepared to take new and/or expanded leadership roles. (As an aside, this approach could be a significant element in selling the program to the executive leadership team and/or the governing board.)

Assuring that the program is competency-based is a significant piece of a successful overall approach. Be careful not to accept "canned" competencies that someone or some other organization has determined to be important; rather, be sure that the competencies that drive your program are reflective of what your organization considers important. If you do choose to use other resources for your competencies, be sure that they speak the language of your organization and that they provide key measures of leadership behavior that are important to your organization.

The Leadership Development Program Is Based on the Fundamentals of Self-Managed and Adult Learning

One of the key elements in a productive leadership development program is that it is based on the fundamentals of self-managed and adult learning. If the program is essentially instructor-centered, the participants may never take true ownership of their own learning. One of the ultimate goals of the program is that participants begin to recognize and address their own learning needs. It is important that they begin seeking avenues to meet those needs, collaborate with their colleagues, and seek other available resources to leverage the expertise and experience that will enhance their own learning.

Self-management of learning and adult learning will be important concepts for your program. First, you want your participants to take responsibility for their own learning, and second, the learning experiences you provide for them must be engaging, interactive, and use the methods by which adults learn best. Some assumptions to consider as you build your program are that

- Adults learn best through experiences
- Adults learn best through problem solving
- Adults learn best when the learning is of practical and immediate value

In addition, your program should contain language that reflects individual learning styles. For example, some individuals learn best by

- Doing something active with the content, applying it to their work
- Teaching it to others
- Thinking about the content
- Working in groups
- Working alone
- Learning facts
- Discovering options
- Seeing pictures and graphics
- Focusing on words and classroom dialogue
- Having the content presented in linear steps
- Dealing with content in more global and generalized terms

Finally, your program should demonstrate the idea that individuals, to be able to grow personally and professionally, will be exposed to learning activities that reflect the fundamentals of self-managed learning. Some of those that lead to success are when

- Learning is closely linked to individual learning needs
- Individuals take responsibility for their own learning
- A wide range of learning opportunities is employed
- Learning is focused on long-term goals
- Interaction with others is emphasized and, in fact, required

As we continued our deliberations, it became clear to us that we wanted to have an organization full of self-managed learners, who would not only accept responsibility for their own learning, but would have the personal and professional tools to accomplish that learning. All too often, organizations provide more of an instructor-based learning design, rather than a learner-based design. We thought that it was critical to the long-term success of the program that the learners "own" the program.

The Leadership Development Program Contains Multiple Learning Levels

To avoid the often-used approach of "one size fits all," we feel that it is imperative that a leadership development program contain at least two or more learning levels for each competency. However, caution is urged about coming up with too many learning levels. Each learning level for each of your identified competencies must have its own set of behavioral statements, diagnostic tools, and curriculum. In addition, there may be scheduling logistics to consider, as each level for each competency will have to have its own scheduled meeting times. Our experience indicates that three learning levels is probably the most any organization may want to use and that, in many cases, two learning levels may be sufficient. Remember that your goal is to meet as many diverse learning needs as possible, but in the process you don't want to create a scheduling nightmare.

We continued to think about what the learning levels might look like and then about how we would diagnose learning needs of individuals to tailor their learning experiences. To individualize the program as much as possible, and to keep it manageable, we agreed on three learning levels. Individual organizations can develop their programs with fewer or more learning levels as they choose. It seemed to us that the three levels could be generally defined as beginner/apprentice, competent, and expert. To give each level its own identity, we named and described them as follows:

1. Beginner/Apprentice—individuals who were relatively new to their leadership roles or who had not yet had time or experience to demonstrate particular competencies would be classified as *beginners/apprentices*. Their learning experiences would center largely on information necessary to understand the basic concepts as they relate to a particular competency. The focus would be to prepare the participants to demonstrate competence in a particular area

and to move them to the next level of learning. Examples of learning activities include selected readings, discussion of those readings, self-perceptions regarding a particular competency, structured experiences, simulations, and case studies.

2. Competent—individuals who have demonstrated competency in actually carrying out activities related to a particular competency would be classified as *competents*. The learning experiences for these individuals would consist of activities designed not to give them basic information (as with a beginner/apprentice) regarding a competency, but rather to hone their already existing skills and to build on existing knowledge. The learning activities would be focused mainly on application of principles in a leadership role and would build on the collective experiences of the participants. Activities would include selected readings, sharing of application experiences in the workplace, operational assessments, case studies, simulations, and structured experiences.
3. Expert—individuals who have been identified as coaches and mentors for others regarding a particular competency would be classified as *experts*. Their learning activities would concentrate on the continued development of their coaching and mentoring skills for a particular competency and would emphasize the successes they have experienced as coaches/mentors. The learning activities would center on high-level discussions of an advanced nature so as to identify and implement what would be the best practices for the organization, as well as enriching the experts' ability to coach and mentor others in the organization.

The Leadership Development Program Contains Learning Diagnostic Measures

To meet the diverse learning needs of your participants, the program should provide individual diagnostic mechanisms from which individual learning needs can be identified. This approach directly addresses the issue of "one size does *not* fit all" and shows that your organization will provide a systematic way to diagnose learning needs for all participants so the program can be tailored, as much as possible, to individual needs. The diagnostic tool should be directly related to the leadership competencies. Note that individuals can be at different learning levels for different competencies. In fact, many will be at different learning levels based on their backgrounds and experiences with a particular competency.

The Leadership Development Program Has Provisions for Individual Learning Plans

Another very important factor to be included, and one that stems from our approach to learning levels and learning diagnoses, is the provision for individualized learning plans for all participants. Once again, most leadership development programs take on a structure in which all participants are exposed to the same developmental activities, regardless of their learning needs. To avoid this, a comprehensive analysis of the leadership competencies must be conducted to determine which competencies are important to your particular organization. Next, a diagnostic assessment must be developed to determine where individuals are on the learning curve for each competency. This information is generated collaboratively between the individual participant and his or her immediate superior. Following that, a learning plan is developed and the individual is placed in the appropriate learning activities related to his or her individual learning needs. Ongoing collaboration with the participants' superiors is critical to ensure engagement in the program and attainment of learning goals.

The importance of learning plans is to ensure that learning activities and resources are being spent for the greatest effectiveness and with the greatest efficiency and that the process is using the participants' time appropriately. Without individualized learning plans to help map the way, participants might not see value in some of the learning opportunities.

The Leadership Development Program Is Fully Supported by the Entire Organization Through a Learning Culture

Another key factor is the creation and sustaining of an organizational culture dedicated to learning. This does not mean only the provision of learning opportunities for all members of the organization, but a comprehensive commitment from the top down that everyone be engaged in learning activities focused on personal and professional development. If the leadership development process is just another "program," any long-term success will certainly be by chance. It must be considered an inherent part of how the organization does business. Anything less will probably mean that leadership development may have a difficult time surviving and may become a victim of annual budget allocations.

One of the pitfalls of many leadership development programs is that they are based on the traditional "teacher-pupil" relationship, in which experts are utilized to teach participants what they need to know about leadership. It is imperative that the program go beyond that approach and include learning opportunities that are interactive in nature. Assuring that the learning activities are organizationally grounded provides the relevance the participants need.

This concept may seem very obvious, but too many times there is not enough attention paid to being sure that the program is fully supported by not only the developers and participants, but also by the decision makers, who ultimately control the financial and organizational future of the program. In the design, there should be specific and direct language that commits the organization to the long-term support of the personal and professional development of its leadership team through well-designed and focused learning initiatives. Language that speaks to the organizational commitment for the growth and development of its entire leadership team would be appropriate. Too often, the support of leadership development programs resides at the middle-management level, creating a program vulnerable to failure.

The Leadership Development Program Centers on Long-Term Sustainability

There is no question that today's turbulent and often-chaotic business environment requires that organizations develop and sustain effective leaders at all levels of the organization. As "organizational pyramids" have flattened out, there are fewer levels of management, and responsibilities and accountabilities are being driven deeper into the organization. Therefore, individuals who heretofore have just carried out instructions are now expected to make important decisions regarding how work is organized, processed, and evaluated. This means that they must possess the requisite leadership skills to carry out the new responsibilities, and therefore significant organizational commitment is required to ensure that leadership development is an inherent part of the organizational culture. Note should be made here that leadership development is not a series of program offerings, but is an integrated and comprehensive approach to the development of the leaders of the future.

Thought should also be given to the concept of "growing your own" as a key part of the leadership development approach. While there is value in bringing in "new blood" to fill leadership roles, there is also significant value in preparing internal staff to assume leadership roles as they become available and then to sustain them in those roles. This process often results in higher morale and commitment to the organization. Individuals will also see that the organization is interested in their personal and professional development and that there are potential opportunities for advancement without leaving the organization.

A key aspect in the success of your leadership development program and the ability to sustain it over time is to use the talent and experience of the senior leadership team as coaches and mentors. Of course, just because individuals have moved up the organizational ladder does not mean that they are skilled coaches or mentors for others. They may be very technically accomplished themselves, but may not possess the requisite skills to coach others. Therefore, components of your program design might include training and development for members of the senior team to ensure that they can carry out the necessary coaching and mentoring.

Another important aspect of leadership development is creating and sustaining an organizational culture conducive to learning and development so that leadership can flourish and prosper. Specifically, the organizational culture must contain at least the following factors:

- Openness of thought and opinion
- Shared mission, vision, and values
- Participatory leadership style
- Empowerment of staff

- Promotion of the true spirit of cooperation and teams
- Maximizing the effectiveness of human capital

The culture is the core of how the organization operates on a day-to-day basis. It is not just a set of written documents, but rather the fundamental way members of the organization are expected to behave and interact with one another. Everyone in the organization, from top to bottom, is held accountable for behaviors that are true to its culture. It is worth remembering that actions speak louder than words, and the behaviors exhibited by the leadership team will be carefully observed by all.

Finally, the entire management team must demonstrate that personal and professional development of staff is vital to sustaining the process. This should be the essence of the leadership development program. It should be reflected in the leadership competencies that guide the program, reinforced by the way leaders are held accountable for their behavior, and supported in the ways they are recognized within the organization. Leadership styles should stress the development and use of behaviors and strategies that focus, not just on task accomplishment, but more on personal and professional growth and development.

With many leadership development programs, there is a flurry of activity at the beginning, with much excitement about a new venture. But unfortunately, and because most programs have no built-in sustainability, the enthusiasm wanes and the materials gather dust on bookshelves all around the organization. That is why many leadership development programs become the "fad of the year" or "program of the month." In our book, we wanted to be sure that the readers were provided with information and strategies that would enable the organization to not only build a solid foundation for leadership, but that leadership development would become an integral part of the organization's mission, vision, values, goals, and strategic planning.

Summary

Your first step in developing a leadership development program should be to establish the guiding principles that will become the cornerstone of your program. While guiding principles may vary, we have suggested several that we believe to be effective.

The first major principle is that all aspects of your program should be aligned with the mission, vision, values, goals, and strategic initiatives of the organization. In addition, your program should be outcome-based and measurable, providing the opportunity to develop a strong return on investment. The executive leadership team and the governing board should be fully engaged in the process to ensure the long-term commitment of the organization to the program's success.

Your leadership development program should be competency-based and should focus on learning activities that give participants real-time experiences to demonstrate and develop their competencies. Basing your program on the principles of self-managed and adult learning encourages participants to take responsibility for their own learning. To provide for as much individualization as possible, without creating logistic issues for your program, consider the adoption of multiple learning levels.

Based on the leadership competencies, your program should feature diagnostic measures through which participants will be able to design their own learning plans.

Finally, your leadership development program should be fully supportable by the entire organization through the cultivation of a learning culture centering on the long-term sustainability of the program. Your program should not be the "program of the month," but rather an integral part of your organization's commitment to the development of its present and future leaders.

2

Building Your Foundation

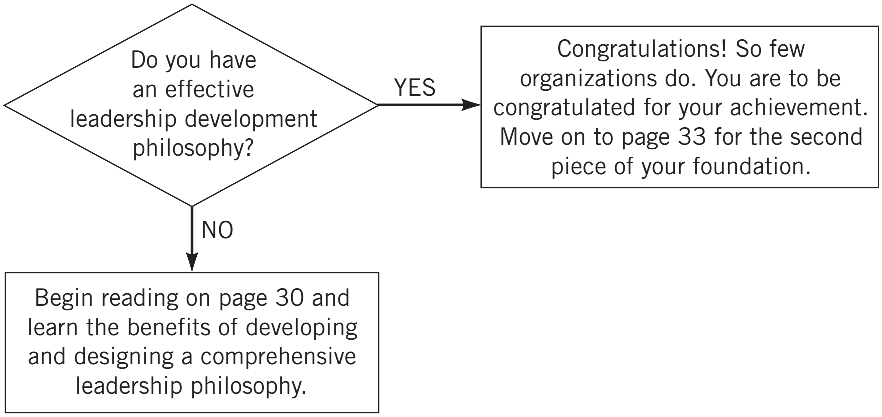
Philosophy, Conceptual Framework, and Operational Strategy

ONCE YOU HAVE a clear understanding of the key principles of your leadership development program, you are ready to move to construction of the foundation. The foundation components are

- A philosophy of leadership development
- A conceptual framework for leadership development
- An operational strategy for leadership development

These components are analogous to the foundation of a home you might build. Everything else is dependent on the foundation. One might redecorate, paint, or buy new furnishings, but the foundation will stay essentially the same, providing the basis for your home. We also suggest that these components be developed in the order in which they are presented; initially, a philosophy of leadership development is constructed, followed by the conceptual framework, and finally by the operational strategy. As you move through the

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



process, you will see how each builds on the other to provide a comprehensive set of factors that will guide your design, development, implementation, and evaluation. The stronger the foundation, the stronger your program.

To avoid redundancy, we will not restate the principles for each of the foundation components, but please keep all of them in mind so that your foundation components reflect your guiding principles.

We opted to create the philosophy of leadership development first. We set about doing the obligatory literature searches; after all, let's be sure somebody hasn't already invented our "wheel." Next came a review of the organization's mission, vision, value, goals, and strategic initiatives, followed by interviews of executive leadership and potential participants. What emerged from the output of those activities was a clear path toward the philosophy of leadership development that would be an integral part of the foundation of our program.

A Philosophy of Leadership Development

There are three major steps in the implementation of a philosophy of leadership development:

Compiling All of the Language (Words, Phrases, and So Forth) That You Gleaned from Important Documents, Your Research, and Input from Others

Before you start writing your philosophy statement, compile all of the key words and phrases that you want reflected in the statement. By doing this, you will be sure that you capture the true expectations of the organization. Once again, key words and phrases may include

- Leadership
- Commitment
- Dedication to lifelong learning
- Development of human capital
- Commitment to sustaining the process over time

Constructing Your Philosophy Statement

Once you have compiled all of your pertinent words and phrases (rather like the note cards you might have used for term papers in school), you can begin to order them in a way that reflects what you would like your philosophy statement to say. You might want to put those words you consider most important at the beginning as a way to direct attention to them. The point is that you want to make a dramatic statement that not only guides the development of your program, but focuses on the organization's commitment to it as well. Exhibit 2.1 is an example of a philosophy statement.

EXHIBIT 2.1. SAMPLE PHILOSOPHY STATEMENT

There are many approaches to developing a philosophy for leadership development for your organization. Sometimes, the statement is quite lengthy, but we suggest that erring on the side of brevity would be most effective. Your statement should include the key elements of what your organization believes about leadership development.

We believe

- In the inherent value of leadership development as a key foundation to enhance the mission, vision, values, and goals of our organization as it evolves to a true learning organization

(continued)

EXHIBIT 2.1. SAMPLE PHILOSOPHY STATEMENT *(continued)*

- That the leadership development program should be fully integrated into the strategic plan of the organization to reflect the long-range commitment of all levels of the organization
- That the leadership development program should be competency-based with measurable outcomes and appropriate diagnostic measures
- That the leadership development program should be based on the precepts of self-managed and adult learning
- That the leadership program should include multiple learning levels to accommodate individualized learning plans

Gaining Approval for Your Philosophy Statement

Gaining approval for your philosophy statement is arguably the most important part of the process. If you have involved members of your senior team, and perhaps members of the governing board, in the evolution of the philosophy statement, it should not be too difficult to secure approval, assuming that you have taken their input to heart and have included at least some of their language in your statement.

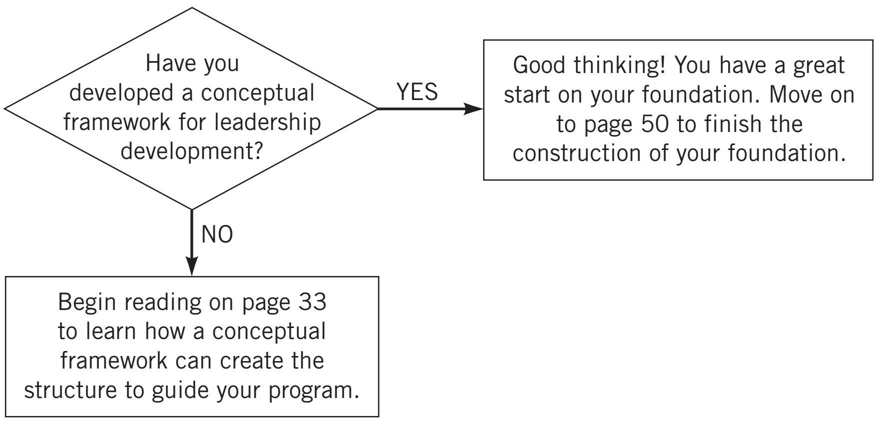
It is important that there be a formal acceptance process at a meeting of either the senior team and/or the governing board, so that there is documentation of the organization's commitment to the philosophy of the leadership development program and a leadership development initiative. This would be an appropriate time to ensure that the organization's commitment to leadership development is reflected in the overall organizational strategy for the future as well.

There were so many parts and pieces to bring together and we hoped each would flow logically to the next. There were some important concepts with which we struggled: What was the right mix of senior leadership involvement and how should that be demonstrated? What would determine participation and who should decide? How many was too many?

We were interested in designing a program that spoke to many and could meet the needs of the majority. In retrospect, that sounds a bit like apple pie and motherhood, but had we not *been so ambitious at the outset, we would never have created such a unique program. We tried to keep logistics in mind. We believed that if we created it they would come. Our concern was that if we weren't careful and we tried to tackle too much too soon, that too many of them would come. In that event, the program would have a high probability of failure. We'd be trying to meet too many needs and not focusing on doing a few well.*

So as we sat down to put structure to the conceptual framework, the second piece of our foundation, we tried to remain grounded in our belief that this was our starting point and that initial success on a modest scale could lead to greater success in the future. It was important that the principles that were the pillars of our program be sustainable and that they support a platform for future growth. The specifics would come later. The bigger question for us now was what and how much?

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



A Conceptual Framework for Leadership Development

The conceptual framework for leadership development is the next logical step to put some "flesh" on the program design. While the philosophy provides the general understanding of the values that guide the program, the conceptual framework centers on the specific issues that will guide the design for the rest of the elements. In essence, it begins to develop the structure of the program so that consistency is maintained in concert with the philosophy of leadership development.

Often, program developers may overlook the philosophy and go directly to the conceptual framework, thereby losing the spirit of the broader nature of the program. Also important, if the conceptual framework is overlooked and the design moves directly from philosophy to operational strategy, a critical guidance element is missed and may lead to other key errors of omission. The conceptual framework will provide the direction to move from the philosophical position to one that actually begins to take on some structure. It is important to note that the philosophy, conceptual framework, and operational strategy must be fully integrated before building the rest of your program.

Mission, Vision, Values, Goals, and Strategic Initiatives

Your conceptual framework should include specific references to the overall program design and the elements of the organization's mission, vision, values, goals, and strategic initiatives. One way to accomplish this is to be sure that, in all design phases, language that parallels the organization's expectations is included. As you develop the concepts for each step of the program, there should be specific examples of how the steps relate to what the organization sees as important for leaders. For example, as you develop your leadership competencies in the conceptual framework, you could reference how those competencies relate to the organization as a whole and which competencies are important to the organization. Any time you can connect the broader organizational needs to the leadership development program, the better off you will be and the more chance there will be that the program will be sustained over time.

One very important aspect of the overall approach is that a commitment to leadership development must be contained in the organization's overall strategic plan. Without this, you might find yourself fighting for the survival of your program whenever the budget cycle comes around, and the program might have to live on a year-to-year basis. This would mean that you might have to fight the same battle each fiscal year. That can only be detrimental to your program. Having it as part of the long-term strategic plan for the organization will be an important factor in its success.

Return on Investment

As noted in the Introduction and the Philosophy of Leadership Development segments, providing the organization with a significant return on investment is critically important, as the program must be outcome-based and measurable. Programs such as leadership development are often viewed as "soft" programs in that they do not seem to have an impact on the bottom line or the financial health of the organization. Because it is sometimes difficult to measure the organizational impact of the "soft" programs, human resource development professionals often overlook or avoid dealing with the issue. This is a major error. To be consistent with the philosophy of leadership development, the conceptual framework for the return on investment must include the following elements:

- Commitment to measuring the return on leadership development
- Measurements that are competency-based
- Measurements that can be used to delineate improvements in leadership productivity
- Measurements to determine whether or not the program is having a significant impact on changing leader and organizational behavior

Role of Leadership Team

It is crucial that the executive leadership team and the governing board be perceived to have ownership in the program to give it sustainability. Key elements in the conceptual framework should include factors such as

- The role that the senior executive team should play as coaches/mentors
- The significant commitment necessary in terms of time, energy, and money
- An ongoing commitment to the long-term sustainability of the program
- Commitment to providing leadership development participants with "real-world" development opportunities as part of the process

- Commitment to developing the leadership team so that the authority in the organization can be more uniformly distributed

Leadership Competencies

There are many ways to define leadership productivity, but our assertion is that an organization can create its own definition of leadership productivity through the development of leadership competencies that best reflect the mission, vision, values, goals, and strategic initiatives of the organization. These competencies can be transformed into behavioral statements that may be used to determine a leader's level of productivity. Following that, any growth and development of leadership productivity can be measured at strategic intervals. Some key competency areas in determining leadership productivity might include

- Communication skills
- Analytical skills
- Strategic thinking skills
- Planning skills
- Problem-solving skills
- Self and other development skills

Since the ultimate goal of a leadership development program is to enhance leadership productivity, it is imperative that competencies be designed to indicate what the organization expects from its leaders. These competencies can be measured prior to the beginning of the leadership development program and then at strategic points thereafter. This is important to ascertain the extent to which the participants improved their skills and, therefore, their productivity.

Once the competencies are designed, the conceptual framework should outline the specific concepts on which the diagnostic tools will be developed and implemented. Issues to consider will be the specific behaviors that would reflect each competency, data-collection methodologies and design of measurement scales, instructions on how to use the diagnostic tools, and scoring principles.

Adult and Self-Managed Learning Principles

The conceptual framework should include specific examples of how and when adult and self-managed learning principles are to be used. The instructor assumes the role of facilitator of learning rather than the disseminator of information. So activities such as simulations, structured experiences, role plays, and case studies should be emphasized. In addition, there should be ample opportunities for participants to engage in actual work activities in which they will be able to apply and reinforce principles learned in the classroom setting. For example, if the topic is "developing self," participants could be encouraged to develop personal and professional development goals and design action plans to achieve those goals.

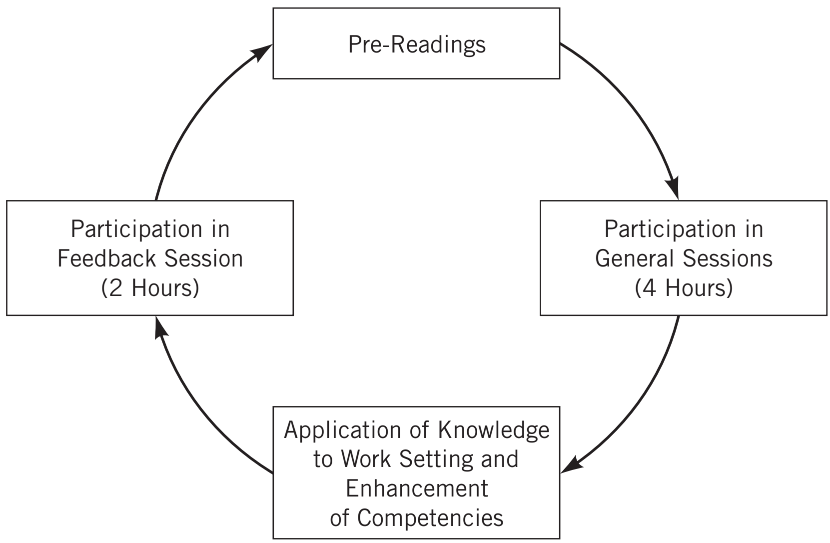
One of the underlying principles of the leadership development program will be to provide participants with the opportunity to grow personally and professionally. One of the primary ways this is accomplished is by allowing participants to manage their own learning, with the guidance of coaches and mentors, but as independently as possible.

One of the very important pieces of an effective leadership development program as it relates to a person's self-management of his or her own learning is the use of feedback sessions. These provide a support mechanism for the general learning sessions. For example, for a particular competency, there may be a general learning session focused on the key concepts of the topic, coupled with an application assignment that participants would be expected to complete. The results of the assignments would be analyzed at feedback sessions that would occur two to three weeks after the general session. The feedback sessions are comprised of a small number of participants (five to seven) who will meet to

- Support each other's learning
- Monitor progress on learning plans
- Generate a sense of enhanced camaraderie among members of the leadership team
- Evaluate experiences from any work-related learning activities
- Analyze any assignments from the general learning sessions

The feedback sessions that will be in addition to the general education sessions should be scheduled on a regular basis. Figure 2.1 is a visual example of a learning cycle.

FIGURE 2.1. SAMPLE LEARNING CYCLE



Tip

Adult and self-managed learning are two concepts that will be the cornerstones for your program. In essence, both of these stress that, ultimately, you want your leadership team to take responsibility for their own learning and that the learning experiences you provide for them will be engaging, interactive, and focused on how adults learn. You will see how these principles play out as we develop the learning curricula and the learning activities that will support them.

As noted earlier, workplace application of learning from the more traditional classroom is critical to the success of a leadership development program. These applications become something like "homework" in which the participants take away specific tasks from the general educational session and engage in those tasks for a certain period of time. The results of the individuals' experiences with the tasks are discussed at subsequent feedback sessions, with a view toward expanding the expertise of the participants in a particular area.

Tip

A strategic way to begin to engage new leaders in important organizational projects would be to "team" them with existing leaders who are leading or playing significant roles in current or planned projects. In this way, the individual would have a mentor to help guide him or her through how the organization handles issues of importance. For each succeeding project, the individuals can be given higher levels of responsibility and accountability, thereby moving them into roles of leadership for the future. All too often, organizations rely on a select few individuals to lead projects when it would be in their best interests to expand that number. This would also create a high level of satisfaction and commitment on the part of those who are participating.

The conceptual framework should include how the process of evaluating learning plans and the overall process itself will be conducted. Learning plans can be discussed at mentoring sessions, in the general sessions, and in the feedback sessions. Revisions to the learning plans can be made from those discussions and in concert with the participants' mentors.

Program evaluation processes should be measured through the overall program objectives, as well as by how key members of the organization see achievement of those objectives. The ROI formula should be devised as another major measure of the program's effectiveness.

In addition to the evaluative processes noted above, other feedback mechanisms should be used. For example, focus groups of participants and members of the senior team should be conducted periodically. These sessions should be used as opportunities to benchmark the success of the program and gather data to improve the program as it moves forward.

Participant Selection

Since a major focus of your leadership development program is to "grow and develop your own," how individuals are selected to participate in the process is important. In some cases, to avoid any sense of bias, all members of the middle management team may be invited to participate, but in other cases, the process may be somewhat selective. Key possibilities to consider are

- Including everyone on the middle management staff
- Focusing on those with extensive leadership experience
- Focusing on areas in which leadership shortages exist
- Focusing on those with limited leadership experience
- Focusing only on the "stars"

As you can see, you have a multitude of options. No one way is right or wrong. One of the major determinants will be the potential group size as it relates to the logistics of delivering the program. Obviously, if you elect to allow participation from all members of the middle management team, the logistics will be significantly more complex compared to a smaller group. You might want to consider a phase-in process to accommodate more participants over time.

In cases such as these, the conceptual framework should outline the selection criteria very specifically so that it is clear to all potential participants. Exhibit 2.2 lists examples of selection criteria for participants in a leadership development program.

EXHIBIT 2.2. POSSIBLE SELECTION CRITERIA

Having a set of criteria that you can use to identify a candidate's strengths and weaknesses is an important part of your program design. Here are some that have worked for us:

The candidate

- Is able to achieve concrete results in the achievement of tasks
- Is open to new ideas and constructive feedback
- Is innovative
- Is willing to assume new and perhaps difficult responsibility
- Has a broad understanding of the mission, vision, values, and goals of the organization

EXHIBIT 2.2. POSSIBLE SELECTION CRITERIA *(continued)*

- Is a self-managed and lifelong learner
- Is able to be an effective team member
- Is able to lead teams effectively
- Has the respect of superiors and peers in the organization

If you wish to quantify information regarding a particular candidate, you could use a Likert-type scale for individuals to use to rate the candidate. For example, you might structure your items like this:

[Name] has the respect of superiors and peers in the organization.

Strongly Agree   Agree   Not Sure   Disagree   Strongly Disagree

The person doing the evaluation would circle the response that he or she saw as most appropriate. For purposes of quantifying the results, you can assign values to each response, such as SA = 5, A = 4, NS = 3, D = 2, and SD = 1.

Another possible format for tracking evaluation is shown in the following form:

Candidate Selection Form

Candidate: ______________________________

Criteria	**Strongly Agree (5)**	**Agree (4)**	**Not Sure (3)**	**Disagree (2)**	**Strongly Disagree (1)**
Is able to achieve concrete results in the completion of tasks					
Is open to new ideas and constructive feedback					
Is innovative					
Is willing to assume new and perhaps difficult responsibilities					
Has a broad understanding of the mission, vision, values, and goals of the organization					
Is a self-managed and lifelong learner					
Is able to be an effective team member					
Is able to lead teams effectively					
Has the respect of superiors and peers in the organization					

(continued)

EXHIBIT 2.2. POSSIBLE SELECTION CRITERIA *(continued)*

Comments: ____

____

____

____

____

Recommend: Yes No

Reviewer: ______________________

Learning Levels

It is important to provide for some degree of individualization regarding participants' learning levels. For example, for a particular competency, one individual may be considered at the "beginner" level, while another may be at the "expert" level. Certainly, the learning needs for these two individuals would be very different. The determination of the number of learning levels is very important. Theoretically, there could be as many learning levels as there are participants. However, that would be very impractical. Our experience has shown that two to three learning levels are the most efficient. One must consider that, for each learning level and each competency, there will have to be provisions for general educational sessions as well as for feedback sessions. Multiply that times the number of competencies you have identified, and take into consideration that sessions will have to be held repeatedly to catch all participants (from shift work or off days), and you could create a monster. Any more than two to three learning levels could become a logistical nightmare. For example, if you decide on two levels, they could be described as "competent" and "expert." If the decision were to go with three levels, they may be described as "beginner," "competent," and "expert." Of course, label the levels in ways that best suit that organization. Once you have identified your learning levels, decisions must be made regarding how to convert the leadership competencies into behaviors for each of those learning levels. Each level of every competency has a set of specific behaviors that provide educational as well as measurement parameters for that competency. Those data are then incorporated into a diagnostic tool for measurement. Individuals may very well be, and most likely are, at different learning levels for different competencies, and their learning plans should reflect that.

Individual Learning Diagnostic Measures

To bring the concept full cycle, it is important to include in your conceptual framework provisions for individual learning diagnostic measures. Beyond the principles and philosophy, your conceptual framework should focus on the key elements to ensure that your program has provisions for individual learning diagnostic measures. Specifically, you should focus on

- Being sure that the diagnostic items are derived directly from the leadership competencies
- Adopting research design principles that will give validity and reliability to your diagnostic tools
- Ensuring that the senior team members as well as the participants are part of the diagnostic process
- Ensuring that, as much as possible, participants engage the leadership development process at their own level of learning need by competency

Individual Learning Plans

The conceptual framework should also include the principles on which individualized learning plans will be designed and implemented. This is especially important to accommodate diversity in the workplace, differences in learning styles, and differences in learning needs. The driving principle is that learning plans should allow for the distinctive differences among learners. For example, some learning plans may be very simple in nature and include a few goals, action steps, and timelines, while others may be much more detailed and reflect learning plans for all of the leadership competencies of the organization. Key factors to consider in the development of learning plans should include

- Assessment of leadership competencies (Where is the learner relative to the expectations of the competency?)
- Identification of learning interventions
- Assessment of learning intervention outcomes
- Revision of the learning plan as necessary

Once the conceptual framework is spelled out, all of the learning plans will be designed based on that framework.

A Learning Organization

The conceptual framework should contain language that links the leadership development program directly to the concepts of a true learning organization. You can use or paraphrase any of the following in your conceptual framework to demonstrate that your organization is truly a learning one:

> Learning organizations [are] organizations [in which] people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together (Senge, 1990, p. 3).

> The learning company is a vision of what might be possible. It is not brought about by simply training individuals; it can only happen as a result of learning at the whole organization level. A learning company is an organization that facilitates the learning of all of its members and continuously transforms itself (Pedler et al., 1994, p. 1).

> Learning organizations are characterized by the total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values or principles (Watkins & Marsick, 1993, p. 118).

You can see that there are many words in each of these statements that can be used in the development of your conceptual framework and linking your leadership development program to that framework.

Tip

Organizational cultures don't just happen; they must be consciously created and sustained through accountability on the part of the leadership team. Cultures are top-down driven. The senior team must engage in a formal process to define the organizational culture and to identify how the organization will sustain that culture. That culture must be reflected in everything the leadership program stands for.

Organizational Support

Finally, it is imperative that the program be fully supportable by the entire organization to sustain it over time. All too often, leadership development programs are offered for the members of the middle-management staff and not for the senior leadership. Regardless of whether or not senior leadership actually participates in the program, one way to engage them is to have them act as coaches and mentors to members of their respective management teams. It is equally important to assure that senior leadership has the skills, abilities, and inclination to act in these capacities. Important characteristics and skills you should look for include, but are not limited to

- The ability to listen actively
- A willingness to remain open to learning for the mentor and the mentee
- Self-acceptance
- Personal integrity
- Kindness
- Patience

- Trust
- A sense of humor
- Humility

In addition, the conceptual framework should reflect the organization's expectations relative to the types, frequency, and reporting of mentoring sessions. It is very important that these expectations on the part of the mentor and the mentee be clear and understandable to enhance the sustainability of the mentoring process.

Tip

Effective mentors are not always skilled in all areas of leadership, but they possess the skill to recognize areas in which others should be brought into the mentoring process. Effective mentors are skilled in identifying options and helping the mentee to select the best options for a situation.

In Exhibit 2.3 you will see a sample of a conceptual framework for leadership development.

EXHIBIT 2.3. SAMPLE CONCEPTUAL FRAMEWORK

The guidelines provided here for organizing your conceptual framework are helpful both in formulating the framework and for preparing to present the framework to key decision makers as you move forward.

Page 1: A Conceptual Framework for Leadership Development

Your company name:

Date:

Prepared by: You

Page 2: What is a Conceptual Framework for Leadership Development?

- A structure for supporting the philosophy for leadership development
- A set of practices to be used to achieve program outcomes
- The specific principles that will guide the design of the leadership development program

EXHIBIT 2.3. SAMPLE CONCEPTUAL FRAMEWORK *(continued)*

Page 3: How does it relate to the mission, vision, values, and goals of the organization?

- All elements of the program will reflect the language and intent of the mission, vision, values, and goals of the organization

Page 4: How will the leadership development program reflect the idea that it is outcome-based and measurable?

- The program will be competency-based.
- The competencies will be outcome-based and measurable.
- The program will contain provisions for a return on investment analysis.

Page 5: How will the leadership development program reflect the commitment of the organization to the long-term success of the program?

- Engagement of the senior team as coaches/mentors
- Requisite budget allocations
- Provision of real-world opportunities for participants

Page 6: How will the leadership development program stress the importance of a competency-based program?

- Competencies will be based on what the organization deems as important for its ongoing success.
- Competencies will be converted to measurable behaviors.
- Competencies will be used to diagnose learning needs.
- Learning needs will be converted to learning plans.

Page 7: How will the leadership development program reflect the principles of self-managed and adult learning?

- Learning will be closely linked to individual learning needs.
- Individuals will take responsibility for their own learning.
- A wide range of learning opportunities will be provided.
- Learning will be focused on long-term, not just short-term goals.
- Interactions with others will be required as part of the program design.
- Participants will support one another's learning.
- Progress on learning plans will be monitored.

Page 8: How will the leadership development program reflect multiple learning levels?

- Learning levels will be limited to two or three for logistic purposes.
- Learning levels will reflect the needs of the participants and will include novice, competent, and expert levels.
- Each learning level of each competency will have its own set of behaviors and measurements.

(continued)

EXHIBIT 2.3. SAMPLE CONCEPTUAL FRAMEWORK *(continued)*

Page 9: How will the leadership development program provide for individual diagnostic measures?

- Diagnostic measures will be derived directly from the leadership competencies.
- Design principles that will give validity and reliability to the diagnostic tools will be used.
- Diagnostic measures will be used to determine individual learning needs and, therefore, the individual learning plans for each competency.

Page 10: How will the leadership development program include provisions for the development and use of individualized learning plans?

- Assessment of leader competencies to determine where the learning needs are
- Identification of the learning interventions
- Assessment of the learning intervention outcomes
- Revision of the learning plans as necessary

Page 11: How will the leadership development program reflect the concept of a learning culture?

- All learning designs and activities will focus on expanding individual capacity for learning.
- All learning will be facilitated learning.
- All participants will be involved in determining their learning needs and activities.
- The program will focus on lifelong learning.

Page 12: How will the leadership development program be fully supported by the entire organization?

- Full engagement of the senior team and the governing board
- Adequate budget support
- Part of the strategic plan of the organization

Page 13: How will you secure support for the conceptual framework?

- If you like what you heard today, we can move to developing the operational strategy.

Securing Approval for Your Conceptual Framework

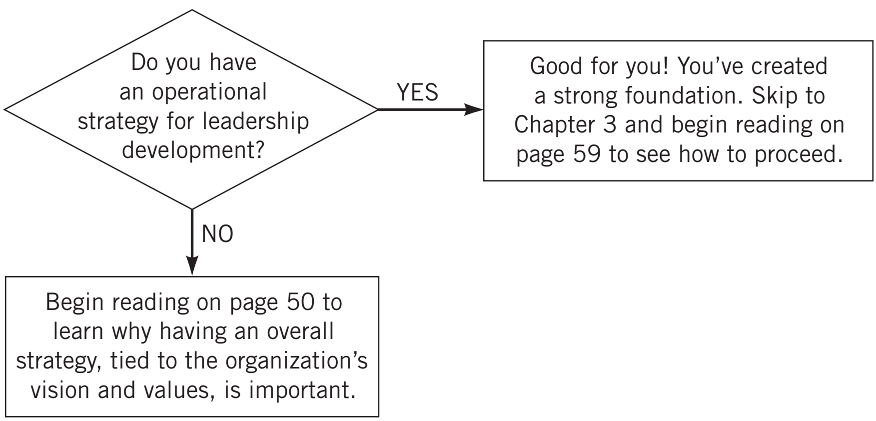
If you have engaged key members of your management team, members of your senior team, and/or members of your governing board, you should be well on your way to having your conceptual framework approved, enabling you to move forward to the operational strategy. You will undoubtedly make adjustments to your program along the way so that the final product will truly reflect the expectations and commitment of your organization.

Well, we had the second piece of our foundation. What we needed next was the operating platform. How does the darn thing work? Not the day-to-day, say-this-here, do-that-there stuff, but the basics of the program. We needed to identify the big pieces that had to be built in order to support the day-to-day logistics. It was also time to figure out who needed to be involved and what we needed from them. We needed to start thinking about (not that we hadn't, but now we should get serious) all the resources that were going to have to come together to make this happen. It was obvious that an operating strategy was next.

We have our idea; we understand it. What needs to be in place to make it real for the organization?

Turning a philosophical and conceptual framework into a viable program will require overarching principles that relate directly to the heart of the organization. Once again, we're going to need to draw from the language of the mission, vision, values, goals, and strategic initiatives of the organization to assure that the importance of such a program is obvious. This is also the time to let the "parts and pieces" of the program start to take shape: What's a diagnostic and how is it used? What are the developmental pieces of the process? How and at what level should the resources be brought to bear? We still had a lot of unanswered questions.

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



Operational Strategy for Leadership Development

Now that you have developed your philosophy of leadership development and the conceptual framework to support it, you are ready to design your operational strategy, which is the final step before actually putting your program together. If all three of these concepts are well thought out, the job of constructing the actual program will be easier.

The operational strategy provides the tactical path on which to develop your program. Following agreement on the elements of the philosophy that will guide the leadership development program, operational strategies should be designed that will be somewhat more concrete than the philosophy and conceptual framework and will begin to put some structure in your program. It is in the operational strategy that you will actually begin the development of the program itself.

A critical piece of the operational strategy is to give the organization a "road map" to follow to achieve success in its leadership development program. First and key to the development of the program is the identification of those behaviors that the executive team would like to see exhibited by all leadership. The next step would be, through the diagnostic process, to identify, based on those behaviors, where the learning needs in the organization exist—and then to develop the overall action plan to address those needs. This will address the question of where the organization wants to be, where it is, what the learning gaps are, and what interventions are necessary to close the gaps.

Once again, it is critical that language regarding the operational strategy for leadership development be included in the organization's overall strategy to ensure long-term success.

To have the operational strategy be consistent with the philosophy and conceptual framework, a plan for measuring outcomes should include a model to measure return on investment and should include the following:

- An approach to developing the diagnostic measures from the leadership competencies
- An approach to measuring the leadership competencies, including the data-collection process

- An approach to analyzing the data from the collection process
- An approach to turning the data analysis into a measurement of productivity gains

One of the key ways to secure the commitment of the decision makers is to have the overall scope of the development activities be defined and understood. That means that specific attention must be given to the following:

- Who will participate?
- What will be the requisite resources?
- Who will monitor the process?
- Who will evaluate the process?
- How will the process be evaluated?
- How will the funding be obtained?

If these factors are clear and acceptable to the decision makers, the chances for acceptance of the program increase. If there is not significant and ongoing support from senior leadership, the chances for getting the program up and running and/or sustaining it over time may be slim to none. These two key groups should show their support by allocating sufficient organizational time, energy, and money. In addition, the more these individuals can be actively engaged in the process, the more the opportunities for success will be enhanced. Examples of this kind of engagement might include mentoring and coaching of participants and periodic outcome reports to the governing board.

To ensure that your leadership development program will be competency-based, you should develop a piece of the operational strategy that defines what competencies are important to your organization and what the organization expects from those competencies. The competencies in the operational strategy may be somewhat general in nature, but should definitely reflect what the organization expects relative to the behaviors of its leadership team. In Chapter 3, you will see examples of specific competencies that will govern the diagnostic approach, the learning plans, and the curriculum of your program.

Tip

Any disconnect between the competencies you use and the ones the organization deems critical would be a serious impediment to the success of your program.

Many leadership development programs rely almost entirely on activities carried out in a classroom setting. Even if those activities include structured experiences, simulations, and case studies, they still may be very sterile in terms of application of principles and processes to the real world of work. It is imperative that provisions be made for the participants to apply their "classroom" learning to a work situation that is important to them. For example, if the topic is communication, the participants may be asked to develop a plan to communicate a new process or product to their staffs and then actually apply those plans and observe their effectiveness. The results of the learning activity can then be presented and discussed in a feedback session for review and evaluation.

The operational strategy must also include language that centers on multiple learning levels for individual learners. The strategy should focus on how many learning levels your program will feature, the definitions of those levels, and how to determine placement of individuals in those levels.

Probably the most important part of this strategy is to logically decide how many learning levels your organization can support. Factors to consider include

- Availability of human resources for development and delivery of the program
- Availability of time and energy of participants
- Availability of classroom and meeting sites
- Financial capabilities (tolerance) of the organization

While the actual construction of diagnostic tools for leadership development will be covered in Chapter 4, it is important that an operational strategy be developed to guide that process. For example, it would be important to state that all diagnostic approaches will be directly linked to the leadership philosophy and will be competency-based. It is also important to consider who will conduct the diagnostic process. In some cases, self-reports might be appropriate, but probably a combination of self-reporting and diagnosis by participants' immediate superiors would be a better approach. The idea is to generate ownership on the part of the person to whom the participants report, as well as for the participants themselves. Also, periodic diagnostic conferences reflecting on the success of the learning plans should be conducted to assure that the expected development is occurring.

Tip

Remember that all quality improvement initiatives are based on the inclusion of data on which effective decisions can be made. The collection and analysis of data regarding your program will be a critical part of its success.

Individuals must be given the opportunity to apply their learning to the actual work that they do for the organization. In this way, there will be a higher degree of ownership in the learning process. Enlist the support of the senior team in encouraging participants to utilize newly acquired skills.

The strategy will include language that stipulates that each participant in the program will have a well-designed individualized learning plan to guide his or her progress through the program.

The operational strategy should reflect the essence of a true learning organization with specific references to how that will play out operationally. For example, as you develop your curriculum, be sure to include learning activities that reflect a learning organization and that are designed to assist participants to grow and develop personally and professionally. The activities should stress how critical learning is to the ongoing success of the organization.

Once the philosophy of leadership development and the overarching strategic and learning objectives are in place, the requisite human, financial, and material resources have to be identified. This is a critical piece of the planning process because, as many project leaders know, the most elaborate and comprehensive plans will fail without supporting resources.

It is important to identify what roles are to be played in the process and who will fill those roles. Keys to success are the roles and level of involvement of the senior leadership team and the roles and commitment of the participants. Who will design, develop, implement, and evaluate the outcomes of the program, and where will those accountabilities lie? The senior team should provide the general direction and oversee the program, but the person or persons who will lead the program should be well-respected within the organization, viewed as objective and unbiased, be staunch advocates of leadership development, and demonstrate the characteristics of "organizational leaders." If this is not the case, the program may be viewed with significantly less enthusiasm than anticipated.

There must be adequate money to provide for design, development, implementation, and evaluation, labor costs to lead the program, labor costs for individuals to participate, and contingency dollars for any outside resources that might become necessary. These costs can be significant, but can be a very real demonstration of how committed the organization is to leadership development. In addition, consideration must be given to ongoing costs, not just the start-up costs. All too often, initial monies dry up, and there is insufficient financial support to sustain the program.

There should be strategic operational plans for how the evaluative measures will be developed and implemented to provide ongoing data that the program is effective.

Examples of program evaluation principles would include measurement activities that demonstrate how the learning outcomes of the program have an effect on changing individual and/or organizational behavior. It is extremely important that you go beyond the "happiness index" and look for concrete measures of performance, such as ROI. Important to the process is to learn to what extent the participants exhibit personal growth, professional growth, and changes in behavior and to what extent they impact organizational change.

Exhibit 2.4 is a sample operational strategy.

EXHIBIT 2.4. SAMPLE OPERATIONAL STRATEGY

The following guidelines can help you to pull your operational strategy together and will also be helpful in presenting the operational strategy to the decision makers for their approval. Once you have received approval, you will be fully ready to begin to develop the rest of your leadership development program.

Page 1: An Operational Strategy for Leadership Development

Your company name:

Date:

Prepared by: You

Page 2: What is an Operational Strategy for Leadership Development?

- It provides the tactical path on which to develop a leadership development program.
- It will add concreteness to the philosophy of leadership development and the conceptual framework for leadership development.
- It will begin the process of development of our leadership development program.

Page 3: What are the first steps in our operational strategy?

- Develop the leadership competencies.
- Do research.
- Compile data.
- Convene focus groups.
- Write the competencies.
- Gain approval for the competencies.

Page 4: Develop the Leadership Learning Diagnostic Tool

- Be sure it is directly related to the competencies.
- Put competencies in behavioral terms for each competency and for each learning level.
- Use a Likert-type scale for measurement.
- Get approval for the diagnostic tool.

Page 5: Build your return on investment model

- Use the model provided in this book for hypothetical ROI.
- Get approval for the ROI model.

(continued)

EXHIBIT 2.4. SAMPLE OPERATIONAL STRATEGY *(continued)*

Page 6: Securing the ongoing commitment of company decision makers

- Who will participate in the program?
- What resources will be necessary?
- Who will monitor the process?
- Who will evaluate the process?
- How will funding be carried out on an ongoing basis?
- What will be the role of the senior team?

Page 7: Ensuring that the program will be competency-based

- Competencies are directly related to the organization's needs.
- Competencies are behaviorally based and measurable.

Page 8: The program will use the fundamentals of self-managed and adult learning

- Use of structured experiences, simulations, and task applications will be emphasized.
- Feedback sessions will be used to augment the general sessions.

Page 9: The program will feature two or three learning levels

- The levels will center on meeting the varied learning needs of the participants.
- Development of learning needs will be a collaborative activity.

Page 10: Each participant will have his or her own individualized learning plan

- Plans will be reviewed periodically for revision.
- Plans will direct the participant to the appropriate learning activities.

Now that you have the fundamental principles of an operational strategy in place, you can begin to actually construct your program. As we noted earlier, this approach to leadership development allows for organizations to "plug in" where it is appropriate. For example, if you do not have any comprehensive approach to leadership development, you could start right from the beginning and work your way through to the end. If you already have pieces of leadership development in place and are happy with them, you can start where you see gaps. The remainder of this book provides you with direction and examples to develop the pieces of your entire leadership development program. It is up to you to determine where your leadership development program is and where you would like it to be, and then to implement those pieces that are missing. You can do this by referencing the algorithm to be sure that you are not missing anything.

This was the toughest step yet, but with that hurdle over, we had a very strong, stable foundation from which to create our program. Over several weeks, we had spent many hours together and in review sessions with members of senior leadership. Our efforts were met with significant positive feedback.

Next, it would be as important that we concentrate our efforts on those competencies most desired by the organization. It was critical that the competencies with which we initiated the program be the ones with significant perceived value.

Summary

After developing your guiding principles, the next logical step is to create the leadership development program's foundation. The three primary components of that foundation are

- *The Philosophy of Leadership Development.* This requires compiling all of the key words, phrases, and so forth that will appear in your philosophy statement, the actual construction of your philosophy, and gaining approval for your philosophy statement.
- *The Conceptual Framework for Leadership Development.* This centers on the specific factors that will guide the design of your leadership development program. It is the beginning of the structure of the program and will define the guiding principles with specific examples, bringing them to life.

- *The Operational Strategy for Leadership Development*. The operational strategy is essentially the tactical portion of your foundation and will provide the "road map" for success, and it is the last step in the foundation before the actual building of your program begins.

The development of each of the foundational elements should follow a logical progression, stemming from the previously determined guiding principles, to enhance the success and sustainability of your program.

3

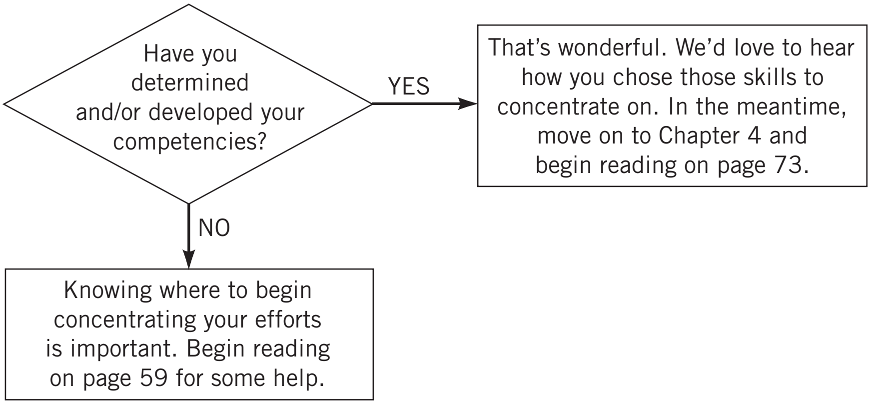
Developing Your Leadership Competencies

We were feeling pretty good. The CEO and Executive Team were very supportive of the direction we were taking and were looking forward to the program. Gaining their support wasn't difficult—after all, the program was tied to the mission, vision, and values of the organization, and it co-incided with one of the current strategic objectives. We knew, from the research we had done to date, that we had probably identified a majority of the competencies we would use moving forward. Now we had to formally involve more players in confirming those and then validate that they were, indeed, the correct competencies for this organization at this point in time.

Where Are You Now?

One of the peripheral advantages to building a leadership development program is that you begin to build a reputation as the leadership "guru" in the organization. This will be most helpful, not only to sell the program, but to sustain it over the long haul. Because you are the leader in the process, you can assist the rest of the executive and management team in becoming very

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



familiar with what leadership development really is and how they can participate in the process. As noted earlier, this will be very important in your engagement of the executive and management team to ensure the success of the program.

What Are Competencies and How Will You Know Them When You See Them?

The cornerstone to developing your leadership learning diagnostic inventory is the identification of the key leadership competencies of the organization. These will also guide the development of individualized learning plans and the leadership curriculum. First, decide what the competencies are, what they are not, and how you can define the initial approach for your organization.

Often competencies are confused with tasks. So for our purposes, we will define competencies as the integration of practical, social, and analytical skills necessary to perform designated job responsibilities according to organizational and individual job performance standards. Specifically, examples of leadership competencies may include the ability to

- Exhibit effective written and verbal communication skills
- Assist others in the development of their personal and professional skills
- Develop themselves personally and professionally
- Problem solve in complex situations
- Exhibit systems and strategic thinking skills

As you can see, these examples are broad in nature and will encompass a wide range of tasks that may show individuals' competence in a particular area. Through these tasks, individuals can show that they meet the expectations of the particular competency. From this point on, we will refer to the behaviors that we will use to measure individual competencies. For example, under "exhibiting effective written and verbal skills," some behaviors might include

- Expressing thoughts clearly and concisely when speaking in individual and group settings
- Expressing thoughts clearly and concisely in a written format such as memos, reports, proposals, and presentations
- Using the appropriate manner of communication for respective audiences
- Being an active and effective listener
- Using appropriate vocal characteristics and tones for given situations
- Establishing rapport when interacting with others, especially in interpersonally sensitive situations

The point is to decide which overall and broad competencies are important to your organization and what tasks you would consider as appropriate measures of whether or not an individual has demonstrated that competency. We have provided numerous other examples of competencies and behaviors on the CD. We will provide some strategies to identify your organizational competencies later in this chapter.

Types of Competencies

The next key step is to determine the types of competencies you want to feature in your program. Good examples are

- *Practical competencies*—focused primarily on the technical aspects of one's leadership responsibilities such as
  - Identifying, ordering, and evaluating the requisite equipment, materials, and resources necessary to the effective functioning of the department
  - Analysis, design, development, and evaluation of the department's operational and personnel budgets
  - Analysis and evaluation of appropriate staffing ratios
- *Social competencies*—focused primarily on the interpersonal aspects of one's leadership responsibilities such as
  - Developing self and others
  - Effective communication skills
  - Effective conflict resolution skills
- *Analytical competencies*—focused primarily on the critical thinking aspects of one's leadership responsibilities such as
  - Systems and strategic thinking
  - Prioritizing
  - Problem solving
  - Setting and achieving goals and objectives

Designing Your Learning Levels

To determine that your program will meet diverse learning needs, we recommend that your program feature at least two or three learning levels. If logistically possible, we recommend three levels of expertise, but if your resources are more limited, perhaps two will do.

Tip

The number of educational levels you choose should be determined by the potential number of participants you expect (large numbers may require more than two levels); by the amount of teaching faculty support you have on hand (few resources may require fewer sessions); and by your perception of the skill levels of your participants.

Using Action Verbs

Another key step is to use action verbs as lead-ins for each competency. This will give you the opportunity to develop measurable, behavioral statements that will become the focus of your diagnostic inventory. Examples of action verbs include: identify, specify, indicate, exhibit, demonstrate, and show. A more complete listing of action verbs is found in Exhibit 3.1.

EXHIBIT 3.1. SAMPLE ACTION VERBS

Administer	Consult	Explain	Outline
Allocate	Cooperate	Express	Perform
Analyze	Correspond	Facilitate	Persuade
Articulate	Counsel	Formulate	Plan
Apply	Create	Generate	Prepare
Arrange	Define	Incorporate	Prioritize
Assess	Delegate	Indicate	Produce
Build	Demonstrate	Influence	Project
Calculate	Design	Initiate	Propose
Clarify	Determine	Install	Provide
Classify	Develop	Integrate	Resolve
Coach	Diagnose	Interact	Select
Collaborate	Direct	Lead	Solve
Communicate	Draft	Manage	Summarize
Compile	Establish	Mentor	Synthesize
Compose	Estimate	Negotiate	Write
Conduct	Evaluate	Organize	

Tip

Always remember that another great resource the majority of us can access is the Internet. Minimal amounts of searching will yield lists and lists of action verbs, as well as examples of competencies and their respective behaviors.

Determining Appropriate Competencies

The next step is to determine what leadership competencies are important to your organization and should be included in your leadership development program. Do some homework. Research what competencies other organizations are using in their leadership programming; it will give you examples as well as a sampling place from which to start. You are now ready to collect your internal data.

Numerous methodologies can be used to determine what competencies are important to your organization. The key is to be sure that you have engaged senior leadership in this process as they, ultimately, are critical to the long-term sustainability of your program. If senior leadership feels it plays a pivotal role not only in the implementation of the program, but in the design and development of it, the probability of their continued support is enhanced. No matter what methodology or combination of methodologies you use, be sure to engage your senior leadership team in the process. It would also be to your advantage to include key members of your management team, as they are likely to be participants and could provide valuable input.

We have found three methodologies to be effective: focus groups, nominal group techniques, and Delphi studies. Whether you wish to bring key senior leaders and members of the management team together to use a given methodology will be a function of your organizational culture. However, the process could be quite powerful if each group would have a diverse representation. That also should be helpful to allow you to clarify views at the time they are expressed.

Focus Groups

To ensure consistency, develop your questions beforehand and use the same ones for each focus group. Convene at least four or five focus groups of five to seven participants each. If you do a good job selecting the participants as true representatives of your executive and management teams, you should acquire accurate information about what is really important to the organization. The advantage of focus groups over individual interviews is that you will be able to leverage the opinions of more than one person. The focus groups should last no more than one hour, and you should be sure that everyone participates in some constructive fashion. Remember, one of the benefits of involving key folks in your organization in determining the competencies is to enhance their engagement in the program. Prior to adjourning the group, be sure to go back over impressions that you have gleaned for accuracy. Exhibit 3.2 provides some suggestions for conducting focus groups.

EXHIBIT 3.2. SUGGESTIONS FOR CONDUCTING FOCUS GROUPS

1. Develop your objectives for the focus group session. For example, your key objective might be to identify the core leadership competencies that will become the cornerstones of your leadership development program.
2. Identify possible participants. The list should include members of your senior leadership team, members of your governing board, and key members of your management team. To give some additional diversity, you may want to identify members of the general staff who are well-respected and would give you good data.
3. Write three to five questions. Some examples could be
    - As you look to the future of this organization, what leadership competencies should be stressed?
    - Why are these competencies important to our organization?
    - What learning opportunities should be made available to leaders?
    - What resources are available in our organization to meet these competencies?
4. Based on the number of individuals you have identified, determine the number of meetings you will need (five to seven persons per meeting).

(continued)

EXHIBIT 3.2. SUGGESTIONS FOR CONDUCTING FOCUS GROUPS *(continued)*

5. Find a comfortable meeting place to conduct the sessions.
6. Invite the persons from your list, giving them a choice of sessions.
7. As you conduct each session, be sure to accurately record the responses. You can ask the participants to review your notes (on flip charts) to be sure of their accuracy.
8. At the close of each session, thank the participants for their contributions and note that they will all receive a recap of the sessions reflecting the collective views of all participants.

Nominal Group Technique

The nominal group technique is another consensus-planning tool designed to help groups prioritize issues and to enhance their decision-making capabilities. See Exhibit 3.3 for more details on using one.

EXHIBIT 3.3. USING THE NOMINAL GROUP TECHNIQUE

To begin, convene a group of key stakeholders, including members of the senior team, members of the governing board, members of the management team, and perhaps well-respected members of the staff at large.

After the topic has been presented, participants should be given ample time for questions and comments so that they understand what the issue is. Then ask the participants to respond to the topic. For example, if the topic were leadership competencies, you would ask the group for their opinions as to what leadership competencies are most important to the organization.

Note the responses on a flip chart and eliminate duplications. Continue this process for one or two additional rounds to be sure that all appropriate ideas have been identified.

Following that, ask the participants to rank order the responses according to which they think are the most important.

The final step is to aggregate all rankings to give you a sense of which of the competencies is most important to the organization. That should help as you put together the learning opportunities that will support those competencies.

The Delphi Technique

This is another widely used approach to allow groups to prioritize and to enhance their decision-making capabilities. It is described in Exhibit 3.4.

EXHIBIT 3.4. USING THE DELPHI TECHNIQUE

Step 1: Identify key stakeholders from your senior team, the governing board, the members of your management team, and perhaps well-respected members of the staff at large.

Step 2: For your purposes, pose the question as to what the members of the group see as the most important leadership competencies as the organization looks to the challenges of the future. Post these on flip charts for easy review by the whole group.

Step 3: After the first round (be sure that everyone participates), ask the members of the group to determine what other competencies could be added for completeness.

Step 4: Once you have a complete list, you may adjourn the group. You now have a nucleus of leadership competencies to use as you move forward to develop your program.

Variation: If it is impossible to convene all participants in one place at one time, you might want to consider teleconferencing or mail. If you use teleconferencing, the process is essentially the same. If you use mail, you would (from your initial research) develop a list of leadership competencies and send them out to respondents, asking them to add to or delete from the list and send their notes back to you. Then compile the results from everyone into a new list that would be sent out again. If, after the second round, you feel that you have adequate responses to move forward, do so. If not, consider a third round. We would not recommend more than three rounds.

There are advantages to each methodology; it is up to you to decide which one is most comfortable for you. Irrespective of the methodology you choose, keep the approach as simple as possible so as not to add any undue complexity.

We rather prefer to use focus groups, as they provide plenty of opportunities for interaction and also allow you to "promote" the program. By the time you launch the program, the key folks in your organization should be well on board and ready to support the effort.

Putting Together Your Competencies

Once you have compiled a list of your general competencies, you are now ready to develop those further. For each competency, you should have a broad statement defining the competency (for all learning levels); a definition of learning level (beginner/apprentice, competent, expert); and a list of behaviors expected of each competency (for each learning level). For example:

Competency: Communications

Learning Level: Beginner/Apprentice

Competency Behaviors: This person knows how to express thoughts clearly and concisely when speaking; how to express thoughts clearly and concisely in a written format; the appropriate manner of communication for respective audiences; what it means to be an effective listener; the importance of how various vocal characteristics and tones impact interpersonal communications; and how to establish rapport when interacting with others, especially in interpersonally sensitive situations.

Please note that the operative word in describing this competency for this level of expertise is "knows." This would signify that, while the individuals might know something, they might not have had the opportunity to *demonstrate* the competency that would put them at the competent level, as shown below.

Competency: Communications

Learning Level: Competent

Competency Behaviors: This person expresses thoughts clearly and concisely when speaking; expresses thoughts clearly and concisely in a written format; uses the appropriate manner of communications for respective audiences; is an effective listener; uses appropriate vocal characteristics and tones for given situations; and establishes rapport when interacting with others, especially in interpersonally sensitive situations.

Please note that the competent level emphasizes that the individual demonstrates the actual use of the competency. A communication competency model for the *expert* level might look like the following.

Competency: Communications

Learning Level: Expert/Coach/Mentor

Competency Behaviors: This person coaches and mentors others regarding how to express thoughts clearly and concisely; express thoughts clearly and concisely in a written format; use the appropriate manner of communication for respective audiences; use effective listening skills; use appropriate vocal characteristics and tones for given situations; and establish rapport when interacting with others in interpersonally sensitive situations.

Note here that the emphasis is not on just the knowledge and the ability to demonstrate the competency, but on the ability to coach and mentor others to enhance organizational effectiveness. These are the true leaders of the organization.

The behaviors that you have identified as measures of each broad competency will now serve as the basis for the development of your diagnostic inventory and for the development of the learning curriculum and activities. You may also download any one of the following examples from the CD that accompanies this book:

Exhibit 4.1, Sample Diagnostic Inventory

Exhibit 7.1, Sample Completed Diagnostic Inventory

Exhibit 7.2, Template for Individual Learning Plans

Exhibit 7.3, Sample Learning Map

Exhibit 10.1, Sample Learning Objectives for Communications Module

Exhibit 10.2, Sample Facilitator's Guide

Exhibit 10.6, Sample Evaluation Form

Checking Your Accuracy

Once you have compiled your competencies and the behaviors that will measure those competencies, it is time to be sure that you have captured the essence of the organizational needs defined by your research. Use whichever of the three methodologies (focus groups, nominal group technique, or Delphi studies) you used originally to check the accuracy of your final product. This not only continues to engage the executive leadership and management teams in your process, but also helps you to validate the data that will become the primary bases for the diagnostic inventory and the curricular design. It is important to take this step before moving forward.

Now that you have completed the validation process and are comfortable with your competencies and their requisite behaviors, you are ready to develop your diagnostic inventory. A completed inventory assists participants to accurately complete their individual learning plans, which allow them to know at what level of expertise they will participate in the leadership program.

With a thorough understanding of the competencies that were important to the organization in our "tool chest," it was now necessary to build a tool that would allow every participant in the program to as accurately as possible determine his or her own level of expertise related to those competencies. We wanted very little wiggle room in the tool and hoped to define each level clearly enough that placing people at the correct level wouldn't be too stressful. We were keeping our fingers crossed. Now on to the diagnostic inventory.

Summary

Developing the competencies that will be the basis of your leadership development program was the sole focus of this chapter.

Initially, it is imperative to understand the difference between competencies and tasks. Competencies are defined as the integration of practical, social, and analytical skills necessary to perform designated job responsibilities.

Each type was discussed. Information on how to use action verbs to construct the competencies was provided.

Another consideration is the determination of learning levels to support the competencies. We suggested that three might be the ideal; however, this needs to be discussed and determined based on your available resources.

Determining which competencies are appropriate for your setting can also be a daunting task. This step is often best accomplished by the use of surveys, focus groups, and so forth. Once you have identified your competencies, it is imperative that you check their accuracy and appropriateness before proceeding with the development process.

4

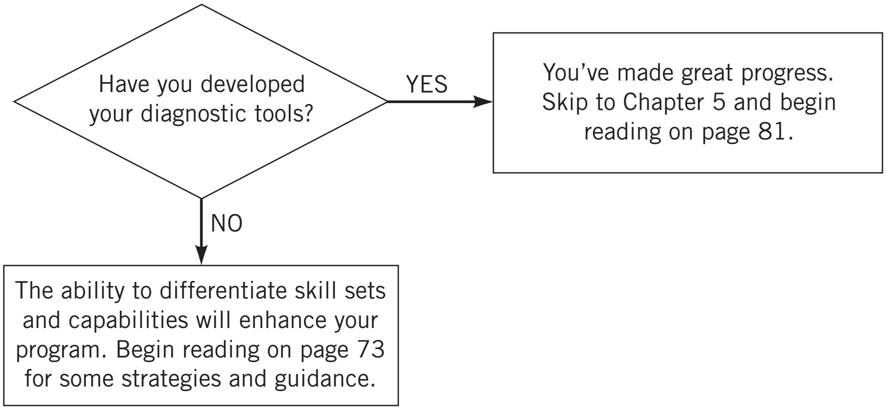
Designing a Diagnostic Inventory for Leadership Competencies

Any tool we built would be scrutinized from every angle. If it were too complicated to use, too time-consuming, had little perceived value, or was just plain confusing, it wasn't going to be received well. We needed an instrument that was meaningful, that when completed gave clear direction and definition to the participant, and that had the flexibility to address each competency at varying levels of performance. It was important to us that when a program participant filled out the inventory that it "speak" to him or her. We wanted the tool to have competency definitions in it that were relevant and measurable at each level—kind of like being all things to all people. Now here was a challenge!

What Is a Diagnostic Inventory and How Do You Use It?

Once you have developed your leadership competencies and identified the behaviors that will measure each competency, it is now time to put that language into a diagnostic inventory so that you can assess each participant's level

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



of competence in a quantifiable fashion. This should be relatively easy to do, since you have already identified the competencies and their accompanying behaviors. Use the following information to develop and use a diagnostic inventory for your organization.

Key Factors to Consider in Developing Your Diagnostic Inventory

The first issue is to decide the kind of measurement responses that will work best. In most cases, a Likert scale (strongly agree = 5; agree = 4; undecided = 3; disagree = 2; strongly disagree = 1) could be used to indicate to what extent the leader in question actually demonstrates the competency. There are always arguments as to whether an even-point or an odd-point scale is more appropriate. Our experience is that an odd-point scale works better (1 to 5, as opposed to 1 to 4). The odd-point scale doesn't necessarily force the respondent into one camp or another. If a respondent is undecided about the level of competency, it might be best to allow for that option. The risk is that a respondent might score someone (or himself or herself) as all "undecided." This rarely happens, but the choice is yours.

Once you have decided on your scoring intervals, it is now time to put the diagnostic inventory together. Using an example cited in Chapter 3, your diagnostic inventory might look something like this.

Competency: Exhibiting Effective Written and Verbal Skills
The leader in question

1. Knows how to express thoughts clearly and concisely when speaking in individual and group settings SA A U D SD
2. Expresses thoughts clearly in a written format such as memos, reports, proposals, and presentations SA A U D SD

Review the example in Exhibit 4.1, as well as more complete examples on the CD. Feel free to download the information on the CD and modify it to use as you see fit. The exact format for your organization depends on your needs.

Tip
We recommend that you choose a software package that allows you to give the materials a truly professional and customized look. Remember, we "eat" with our eyes first.

EXHIBIT 4.1. SAMPLE DIAGNOSTIC INVENTORY

Communication

Beginner

1. Knows how to express thoughts clearly and concisely when speaking.	SA	A	U	D	SD
2. Knows how to express thoughts clearly and concisely in a written format.	SA	A	U	D	SD
3. Knows the appropriate type of communication for respective audiences.	SA	A	U	D	SD

(continued)

EXHIBIT 4.1. SAMPLE DIAGNOSTIC INVENTORY *(continued)*

4. Knows what it means to be an effective listener.	SA	A	U	D	SD
5. Knows how various vocal characteristics and tones impact interpersonal communications.	SA	A	U	D	SD
6. Knows how to establish rapport when interacting with others, especially in interpersonally sensitive situations.	SA	A	U	D	SD
Competent					
7. Expresses thoughts clearly and concisely when speaking.	SA	A	U	D	SD
8. Expresses thoughts clearly and concisely in a written format.	SA	A	U	D	SD
9. Uses the appropriate manner of communication for respective audiences.	SA	A	U	D	SD
10. Is an effective listener.	SA	A	U	D	SD
11. Uses appropriate vocal characteristics and tones for given situations.	SA	A	U	D	SD
12. Establishes rapport when interacting with others, especially in interpersonally sensitive situations.	SA	A	U	D	SD

Scoring Your Diagnostic Inventory

To give as much objectivity as possible to your diagnostic inventory, develop a set of instructions for each constituent group that will be responding to the inventory. For example, there should be one set of instructions for an individual who is filling out the inventory about someone else (usually an immediate subordinate) and another for individuals who are completing the inventory with a focus on how they see themselves. Following is an example of how you might construct your instructions. This example can be found on the CD and can be downloaded for reference.

Diagnostic Instructions

Directions: This Leadership Learning Diagnostic Inventory is designed to assess where members of the management team and others who will participate in the leadership development program should be placed for various activities. There are no specific data points for each competency that will indicate which learning activities are most appropriate. For example, if a particular manager scores at the high end on all items for a specific competency, perhaps he or she should participate in the next-highest level of learning. If that manager scores in the mid-level for a particular competency, he or she may be ready for a higher level. Level placement will be discussed collaboratively by the participants and their immediate supervisor. Remember, this diagnostic inventory is only a guide to assist in decision making.

For items that have a five-point Likert scale, the following applies:

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Making the Diagnostic Inventory Work

The challenge now is to turn raw data into decisions regarding the applicants. The process is designed to be participative. You will want to encourage a mentor-mentee relationship between the potential participant and his or her immediate supervisor by building a tool that allows them to reach consensus about the participant's readiness for and level in the program.

As you get to the nuts and bolts of developing this and other tools for your program, it all may seem confusing. We have devoted individual chapters to each tool you will need, but in reality the tools are interrelated. For example, the diagnostic inventory feeds the learning plans, and the number of learning levels you decide to incorporate into your program determines the questions you have to ask about each competency as you develop the diagnostic inventory. Take heart! What may seem complicated now will become clearer as you read on.

Once you have defined the characteristics you are evaluating in the diagnostic inventory, you can focus on the following:

- Determining the number of learning levels you will use in your program
- Constructing individualized learning plans

Tip

Remember, nothing is carved in stone at this point. If you decide during the next phase of development that you want to change the number of learning levels (and you may), or that the scale you've chosen to measure your diagnostics is not appropriate, it's OK. Getting into it will help you decide. Jump in and move on!

Specific instructions and examples of how the participants in the program and their immediate superiors can use the diagnostic inventory in a collaborative fashion will be provided in Chapter 7.

■ ■ ■ ■

We now had a clear idea of what the tool for assessing competence looked like. We had made some significant decisions about who the learners were and what boxes they might fit into. Now was the time to decide how many learning levels were really appropriate AND manageable. Had we made the right choices? Were we up to the challenge of writing a meaningful curriculum for the number of levels we envisioned? Were the learners going to be able to "see" themselves in the diagnostic tool? Lots to do, but next, another critical step—developing the return on investment strategy.

We had managed to take a vision and convert it to an operational strategy, thus proving that we could *make it happen, but now it was time to demonstrate the inherent value to the indi-*

viduals, and the organization, in moving forward. The task, to make a case for why this would be an important and invaluable program for the organization, was better done than left undone. Intuitively we could compile lists of benefits associated with conducting such a program, but governing boards and executive leaders are looking for, and should be looking for, quantifiable results. We needed to prove its value.

Summary

A critical step in the construction of your leadership development program is the translation of your defined competencies and measures into an effective diagnostic inventory. The inventory is then used to evaluate each participant's learning needs, leading to the design of an individualized learning plan for each participant.

Consideration should be given to the scoring process you adopt, as it may influence how you construct and format this and other tools.

5

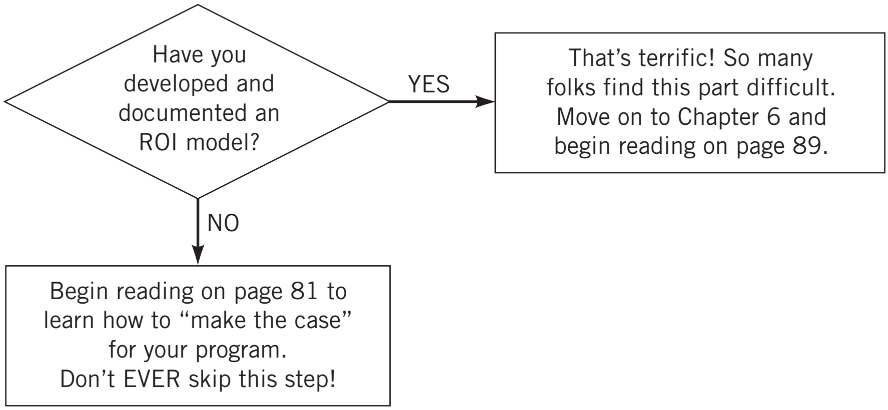
Developing and Using Your Return on Investment Model

In addition to improving the cohesiveness and effectiveness of the management team, one of the most important aspects of our process was to show the organization that investing in this program was worthwhile. Although often difficult with learning activities, we believed that, because this program was based on specific competency development, productivity gains could and would be demonstrated. But creating an ROI model that would convince senior leadership of that would be another issue. We hoped to clearly show the program's potential.

Rationale for Your Return on Investment Model

One of the most important things you can do to sell and sustain your leadership development program, but one that is often ignored, is to develop a strong ROI model. It's imperative that the organization knows what to expect in terms of outcomes from the implementation of a leadership development program. The primary reason why ROI is often ignored is that leadership programs are "soft" initiatives. People assume that it is almost, if not totally,

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



impossible to measure the financial and productivity impact of such programs on the organization. Then, when the program is in competition with other initiatives in the budgeting process, it may very well fall by the wayside because of an inability to validate its contributions to the bottom line. This has been a major downfall for many excellent educational and developmental initiatives.

In short, if you don't spend a significant amount of time developing and using an ROI model, your chances for long-term success are diminished. Organizations watch the bottom line, and your leadership development program must demonstrate its impact on that. The major result you want from your program is enhanced productivity. Therefore, you must be able to measure that productivity to convince those who control the purse strings that your program is as important as any other. It is not quite as easy to measure the results as for some of the "hard" investments, but you can measure them and you must take the initiative to make that happen.

You probably won't be able to show actual dollars-and-cents return for your leadership program, but you can show, in very definitive terms, that because of the implementation of your program, the leadership team is functioning at a higher level and that, therefore, the organization is financially better off. This justifies the existence and sustainability of your program. Some hard-line financial folks may call our approach "smoke and mirrors," but if the members of the leadership team are functioning at a higher level, there is a high degree of probability that they are contributing in very significant ways to the bottom line. The point is not to be put off by detractors; stick to your guns!

A good leadership development program does in fact contribute to the financial health of an organization. Our experience is that, once the executive leadership team has accepted that, it becomes much easier to continue to secure the budgetary and human resources necessary to sustain and grow the program. Moving forward, your program will be viewed with the same importance as other organizational initiatives.

Don't be surprised when the detractors emerge; just be ready for them with valid data. This is not to say that you should be defensive; quite the opposite. We suggest that you develop your ROI model before the challenge comes up. Don't be negative. Show that your program is truly important to the organization and vital to its ongoing success, as opposed to just something "nice" to do. Your objective is to have leadership development in your organization viewed as a "must do." We can't stress enough how important this is to the implementation and sustainability of your program. You can overcome the detractors through a strong positive approach demonstrating how the program relates directly to the mission, vision, and values of the organization and how it improves leadership productivity. "Take the bull by the horns" and be positively aggressive. You won't be sorry that you did.

Tip

Not sure this shouldn't have come sooner, but *relax*—this is not the worst thing you'll ever do, and in fact you're going to find it a fairly simple process. Follow our steps and you'll be finished before you know it.

The Overall Research Design for Your Return on Investment Model

You now have developed your initial leadership competencies, along with your diagnostic inventory, so you can put together your ROI model before you actually have real data. You only need an approach you can use to sell the program to the executive leaders. For the purpose of selling the program, we have found it helpful to design the ROI model with hypothetical data to help the executive leadership team understand how it all works. When you present the program design for approval and financial support, you should have your ROI model in place. Without it, you will be arguing from a strictly theoretical and philosophical perspective, making the going quite tough. If you can't sell it, even the most effectively designed program won't become reality.

Now we will construct a sample ROI model and talk about how it can be used in a presentation to the executive leadership team and how important the data will be in selling and sustaining your program.

The following is a list of data needed and the general process for calculating ROI. A sample calculation is shown in Exhibit 5.1.

- Number of participants
- How much time is spent in leadership activities now (as a percentage)
- How many hours participants will spend preparing for and attending each module
- The mean annual cost to the organization based on
  - Mean annual salary per participant
  - Mean annual benefits per participant (25 percent of salary)
  - Mean annual overhead cost per participant (25 percent of salary)
- Total annual cost to the organization (number of participants times mean annual cost)
- Development costs for the program
- Number of projected modules to be led by internal experts
- Number of sessions per module

- Amount for preparation of modules
- Amount for preparation of feedback sessions
- Cost for participation per module

Based on this information, you can project a return on investment that will demonstrate to the organization that leadership development really pays off in significant ways, among them, the increased productivity of the leadership team compared to the cost of delivering the program, and any ROI ratio over 1.0. For now, you can use hypothetical numbers or best estimates. Later, as you are able to develop real data from actual participants, you'll be able to demonstrate actual ROI.

EXHIBIT 5.1. SAMPLE ROI CALCULATIONS

This ROI model is based on these assumptions:

- Seventy-five managers participating
- Participants spend 100 percent of their time in leadership activities
- Participants spend six hours of preparation and attendance for each module
- $97,500: mean annual cost to the organization per manager based on:
    - $65,000 mean annual salary per manager
    - $16,250 mean annual benefits per manager (25 percent of salary)
    - $16,250 mean annual overhead costs per manager (25 percent of salary)
- $7,312,500: total annual cost to the organization for the management team
- $46,000: development costs for the learning activities (includes leadership of two modules by an additional expert in the field and all travel, preparation, research, and materials)
- Ten modules to be led by internal experts
- Three session offerings for each module (thirty offerings)
- $15,000 for ten hours of preparation, presentation, and evaluation time for each module (300 hours at $50 per hour)
- Five learning sets offered per module (fifty total)
- $10,000 for four hours of preparation, facilitation, and evaluation time for learning sets (200 hours at $50 per hour)

(continued)

EXHIBIT 5.1. SAMPLE ROI CALCULATIONS *(continued)*

- $270,000: cost for participants based on six hours per module, twelve modules, and $50 per hour for seventy-five participants

Total costs to the organization for the first year of the program are projected to be

- $46,000 development costs
- $15,000 for leading the sessions
- $10,000 for facilitating the learning sets
- $270,000 for participants' time
- Total: $341,000

Based on the analysis of the Leadership Learning Diagnostic Inventory, data will be derived for each participant before participating in the program and at selected intervals following participation in the program. Results will be compared to ascertain any gain in productivity while holding organizational costs constant. For example, if the mean gain in productivity based on the analysis of the Leadership Learning Diagnostic Inventory is 20 percent, the organization will have gained 20 percent in leadership productivity. The gain can be displayed as

- Cost to deliver the learning activities: $341,000
- Projected productivity gain times annual cost for the management team to the organization (20% times $7,312,500 = $1,462,500 productivity increase)
- Return on investment: $1,462,500 divided by $341,000 = 4.29

Even if a more modest increase such as 10 percent is projected, the ROI would be $731,250 divided by $341,000 for an ROI of 2.14.

It should be noted that the projected ROI is for the first year only and, assuming that the productivity gains stay constant, the ROI for ensuing years will be even higher, as the development costs will no longer exist.

To determine whether or not your ROI is significant, think about a business owner who would be happy with a 20 percent profit margin. That 20 percent profit margin would equate to a 1.2 ROI, that is, you made 20 percent more than you invested. So an ROI higher than 1.2 would represent a significant return on investment to the organization.

Tip

As you create your ROI model, some of your numbers will be assumptions. Be sure that where real numbers are available (for example, average manager/leader salary, percent of salary in benefits) that you secure and use them.

Presenting Your Projected ROI Data

Once you have compiled all of your data and the ROI model is complete, you will present those data to your executive leadership team and/or the governing board. There are some very important factors to consider as you put together your strategy. They include

- Being able to communicate that your program will benefit the organization far more than just theoretically or philosophically
- Emphasizing that the data are hypothetical, where necessary, but that you will provide real data at regular intervals as the program evolves
- Not getting caught up in trying to defend the numbers as absolute, which they are not. However, you can emphasize that the potential for the participants to be performing at higher levels of productivity *can* be translated into financial value to the organization
- Presenting an image of a strong and defensible program for your organization

Coming up with your data is a fairly simple process. What will matter is how you present it.

This was an extremely important piece of the process. While leadership development in itself makes sense, the ability to demonstrate a sound, program-related ROI was an extra bonus. We believed that we had constructed a model that would demonstrate very clearly that, beyond all the philosophical reasons for embarking on a leadership development program, there were sound *financial ones as well. So much done, so much to do! Now was the time to sell it to administration, finance, and the board.*

Summary

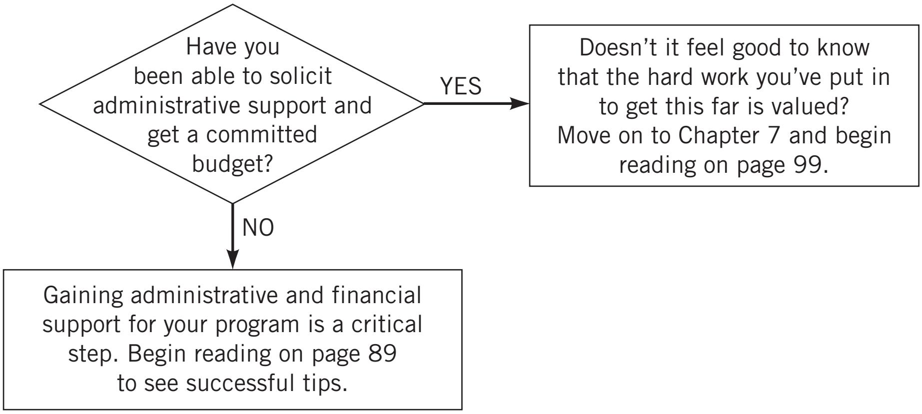
Selling your leadership development program is often directly tied to the strength of your return on investment model. Many program developers dread or ignore this step in the belief that it is impossible to measure the program's financial and productivity impact on an organization. There are, however, some very important ways in which these programs do contribute to the financial health of an organization. You can initially construct your ROI model by using assumptions, but as data are collected and real numbers become available, your ROI model will be complete.

6

Obtaining Administrative and Financial Support

We had now demonstrated very effectively that a leadership development program could have a measurable, positive ROI. That stumbling block was over. With those results in hand and a firm belief that such a program would not only enhance the individuals who participated but also the overall organization, it was time to "wow" the executive team and board. Gaining their support was crucial; when we evaluated the time required to effectively participate in the program, we knew that, without the permission and "blessing" of the executive team, people would find it difficult—if not impossible—to take the time away from their busy days to attend. There would be an overwhelming sense of "I don't have time and my boss doesn't seem to care whether I go or not" or, for some, there would be a welling up of guilt from being away from their desks that long! Either way, we had to avoid this attitude. We knew intuitively that this program would be great. Now we had to sell it!

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



THE CHALLENGE of going before your board and/or executive team to defend a new program or initiative can be a bit intimidating. One of the ways in which you can build your confidence and present a positive image is to have gathered all the necessary facts and figures so that almost no question will throw you. You should prepare the answers to any question you can conceivably think of. That way, when a question is asked, you have an informed and thoughtful answer, and if it is not asked this time, you'll be prepared in the future.

Gaining the support of the organization hinges on the relevance of the program to the organization's mission, vision, values, and goals. As stated previously, it would be extremely naive of you to present a program or initiative that was counter to the inherent beliefs of the organization. As you prepare to present your program, be sure that you are using language consistent with, and in support of, the mission, vision, values, and goals of the organization.

Stress how this program will address the issues that are of most concern for leaders personally and professionally and for the organization at large. As you interviewed senior leaders, mid-level managers, and others to identify those skills that were deemed important and desirable, it became pretty evident where the "hot" buttons were. This not only assisted you when you began the process of identifying competencies, but also gave you fuel for your mission.

Tip

When you encounter a "hot" button, one of those words, phrases, skills, or acts that seem to ooze out of everybody you talk to, write it down. You can be sure that using it in some fashion during your presentation to justify the program will pay off.

As you identify traits and skills that are of concern to the leaders and potential leaders in your organization, you are also developing a list of what will make them a more cohesive team. You can follow the logic; more cohesive team = enhanced communication = stronger leadership culture = stronger organizational culture. It's not a huge leap. Essentially, by doing your homework you establish a greater sense of what's important.

Tip

Remember, if it's important to the leaders, mid-level managers, and potential leaders in the organization, it's important. Leaving out issues because they may be controversial or difficult to get your arms around does your program and the organization an injustice. Face it. Decide whether it's really important, and then decide how to include it.

In an effort to not surprise the president/CEO of your organization with your proposed initiative, it will be important to sit down with him or her and "generically" introduce the program. Give him or her a solid overview of your ideas and potential approach. You have a good idea of what you'd like to accomplish, so speak to those ideas. Solicit his or her feedback. This would be the time to find out whether you're skipping down the right path or just headed to la la land. Once he or she says, "Great idea," you know you're on the right track and can continue. You will want to build into your action plan regular updates to the president/CEO.

You may also want to consider other members of senior leadership who might be extremely influential in the organization. Many times, there is a number two person who might not show up on the organization chart as number two, but who, in fact, has the ear of the president/CEO. You might want to use the same tactics with that person as well. The more support that you have when you make the formal presentation to senior leadership, the better your chances for success will be.

Tip

Do we really have to say this? Keep your CEO informed. As long as he or she is on your side and has a clear idea of where you're going, you will almost always be successful in gleaning the support you need from the rest of the organization.

Schedule your preliminary meeting with the entire executive team at a time convenient for all. If they have a regularly scheduled team meeting, and most executive teams do, call and put yourself on the agenda. This meeting is truly to give them the sales job. You have been updating the president/CEO regularly; nothing he or she hears today will be new information. In conversations you've had with other execs during the course of your development of the program, you have talked about the need for leadership development and have even shared some of your ideas. You have solicited their input in interviews, and they may even have participated in a focus group for you.

Tip

If your supervisor sits at the executive table and attends regularly scheduled executive team meetings, give him or her tidbits of information about what you're doing to "drop" at the table. This keeps the initiative in front of them and may stimulate a call or two, providing helpful feedback.

The tools you must bring to the first meeting with the executive team are the philosophy of leadership, the conceptual framework for the program, your operational strategy, and, of course, your ROI. The ROI may be the issue that will generate the most comments from senior leadership. In fact, if the president/CEO and any other key players on the senior team are already convinced that the ROI model makes sense, you should be in pretty good shape. You are armed with everything you need to sell your program.

Tip

Consolidate all the pieces of your proposal into two or three pages. All you want at this time is to be blessed. Remember, this is the first major public step in the approval process. You want them to be positively inclined so that, when you come to them again with a sample of the entire program, including the logistics for managing it, you will solidify their support.

Tip

You might consider sending the proposal to members of senior leadership for review prior to the meeting. In that way, you might be able to deal with any issues they have prior to the meeting and make changes that might make the presentation go more smoothly.

A sample proposal can be found in Exhibit 6.1.

EXHIBIT 6.1. SAMPLE PROGRAM PROPOSAL

Forging Our Future: A Strategy for the Development of the Hope Health System Leadership Institute

DRAFT

Introduction and Rationale

It is no secret that hospitals in the United States face ever-increasing pressure with respect to quality and scope of services in a highly competitive environment. These institutions are confronted with the dilemma of being vitally important social agencies for their communities and critical to the quality of life in those communities while, at the same time, having to function as businesses regarding healthcare financing policies and procedures. The ability to adapt to technological and treatment modality changes may be severely hampered by shrinking market size and share. Also, the lack of adequate reimbursement for care may compromise operating margins.

One of the key elements to a hospital's success in this challenging environment is the quality of its leadership team. This would include the senior executives, the mid-level leaders, and the supervisory team. How well these groups function could very easily mean the difference between just surviving or being a successful healthcare leader in the area. The mission and vision statements of the Hope Health System clearly point out the system's commitment to "provide quality comprehensive healthcare services in a cost-effective manner" and "to be recognized as the premier provider of choice for quality care services and the consistent delivery of compassionate and respectful care." Outstanding leadership for the system at all levels is critical to ensure that the meaning and spirit of the mission and vision are not just met, but are exceeded.

Therefore, it is proposed that the Hope Health System develop, implement, and sustain a sophisticated, systemic, and integrated Leadership Institute through which the leadership of the organization will have outstanding opportunities for personal and professional growth. The Leadership Institute will be focused on achieving the organization's mission and vision for the current environment, as well as for the future. The proposed Institute will demonstrate to the members of the leadership team how important their personal and professional development is and how the hospital wishes to support them in that process.

Process

To begin the process, an initial set of leadership competencies and measurements has been developed and offered for approval. The competencies were developed from the principles of transformational leadership and from the concept of emotional intelligence. Both of these concepts are major drivers in the current thought on leadership effectiveness. The design of the measurements is based on the concept of achieving significant behavioral and organizational

EXHIBIT 6.1. SAMPLE PROGRAM PROPOSAL *(continued)*

change. The measurements focus on the extent to which a participant understands the content of the competency (beginner), how effectively the participant actually demonstrates the competency (competent), and how effectively the participant is able to show others how to demonstrate the competency (expert). The goal would be to have as many participants as possible functioning as experts, therefore providing a high level of leadership effectiveness throughout the organization.

The process will initially focus on the senior and mid-level leadership group, but eventually will include supervisors and the development of a succession planning program for individuals not yet in leadership positions.

Following approval of the competencies, each participant would complete the Hope Leader Learning Assessment that will parallel the stated competencies and measurements. In addition, the vice president who supervises each of the participants will complete the Hope Leader Learning Assessment regarding that participant.

The data will be analyzed to determine where each participant stands relative to the eleven competencies. From the analysis, individual learning plans will be developed cooperatively by the vice presidents and the members of their staff. It is strongly recommended that the vice presidents participate in a significant way, not only in the initial development of the plan, but ongoing through regularly scheduled conferences to evaluate progress.

Training in the methodology to complete the Leadership Institute Learning Diagnostic Tool and in development of learning plans and their ongoing effectiveness will be provided to the vice presidents and the participants at the introductory sessions.

The Education Department will develop twelve learning modules, one for each of the eleven competencies and one introductory module. Each module will consist of the following and essentially will be turnkey, allowing for multiple facilitators to deliver the program in the same fashion.

- Three levels (understanding, application, leading others)
- Learning objectives
- Time allocations
- Learning environment specifications (room, setup, and so forth)
- Materials
- Content (handouts, overheads, case studies, and so forth)
- Readings
- Methodology for facilitator and learners

(continued)

EXHIBIT 6.1. SAMPLE PROGRAM PROPOSAL *(continued)*

- Assignments and follow-up activities
- Bibliography
- Additional resources as necessary

The Education Department will develop the master schedule of learning opportunities and allow participants to select the appropriate activities based on their learning assessments. The schedule will be flexible enough to allow the highest level of participation at the general sessions and at the feedback sessions as well.

The feedback sessions are designed to provide support for the individual learning plans, as well as support for the assignments from the general session. It is anticipated that one complete module per month will be offered.

At the beginning of the process, each participant will be given a set of preselected books/materials that will guide his or her general reading and provide support for his or her learning plans.

The Education Department will provide the mechanism for doing a return on investment analysis for the Institute. This will include pre-tests, post-tests (at agreed-on intervals), and statistical data to indicate the ROI for the hospital as it relates to improved leadership effectiveness and productivity in the organization. This will provide information for the organization to amortize its cost over time.

It is anticipated that the Institute will be sufficiently rigorous to allow for the potential of cooperating with a local institution of higher learning to provide some level of graduate credit.

The Institute will be designed to qualify for continuing education credits for all appropriate professional groups.

It is anticipated that the entire curriculum will be complete by December 1, 2006, with the project launch set for January 2007. During the implementation phase, the Institute and its curriculum will be subject to ongoing evaluation for potential revision and/or redirection. In that competency development is a dynamic process, the organizational needs may change and so, too, may the competencies.

Finally, if financial resources allow, a renowned expert(s) in the field of leadership will be invited to speak to the participants. Examples may include Daniel Goleman, the expert on emotional intelligence, or Bruce Avolio and Bernard Bass of transformational leadership fame. To defray costs, consideration might be given to inviting leaders from other institutions and the general healthcare arena, as well as local businesses.

Well, we'd struggled through the philosophy, concepts, and strategies needed to create the program. We'd developed an outstanding ROI model that would demonstrate the benefits of the program, and we had our competencies. With the majority of those pieces in hand, we made a formal presentation to the senior leadership team. After some good discussion and detailed questions, they expressed support and encouraged further development. Now it was time to pin down learning levels and finalize our learning plans.

Summary

At this point, gathering all of the materials that have been developed so far and presenting them to the administration is imperative. Without strong administrative and financial support, moving forward could be difficult, and the success of your program could be compromised.

Use appropriate language that relates to the organization's mission, vision, values, goals, and strategic initiatives; identify leadership traits and skills that are of particular concern to your organization; and even include potentially controversial issues. In order to increase the likelihood of your program's being approved, meet with the executive team, present your return on investment model, and give them an outline of your proposal.

7

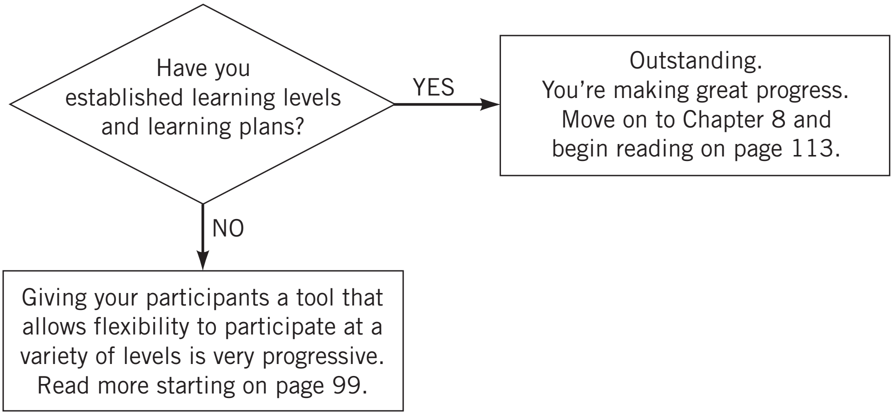
Developing Individual Learning Plans

The plan was starting to come together. Better than that, it really had meat and character. It was time to be sure it was user-friendly and that it pointed people in the right direction. Developing a tool to document the participants' perceived learning levels was next. Our hope was that the learning plan itself would be only one page and that it would be the guide for their participation over the next year. The tool necessary to get to that point we knew would be more cumbersome. Once our number of learning levels was carved in stone, developing a learning plan and tool shouldn't be that difficult.

What Are Learning Levels?

For our purposes, learning levels can be defined as where the participants are relative to any individual competency. That is to say, if a given participant has demonstrated that he or she "knows" something about a particular competency, that person would be at the beginner/apprentice level. If a person has demonstrated that he or she can actually "do" something relative to a particular

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



competency, he or she would be at the competent level. If a person has demonstrated that he or she not only "knows" something and can actually "do" it, but is also able to coach and mentor other leaders relative to the competency, then he or she is an expert.

How Many Learning Levels Should You Have?

How many learning levels would work is truly an organizational choice. For us, three has worked well, but not without some difficulties at the beginning. Remember that you will need learning objectives at each level of each competency. The issue is further compounded by the fact that you will need to provide sessions for each competency and each learning level of that competency. For example, three learning levels mean a minimum of three general sessions, and in all probability six, so that participants have a choice of more than just one day and time to attend. Each general session then requires a learning and feedback session for follow-up. This could become a logistics nightmare if you don't have the organizational resources to support the process. So it is imperative that you examine what you have in terms of human, material, and facilities resources so that you can decide how many learning levels would be appropriate for your organization and your program. Certainly, the objective would be to have more than one learning level, as is often the case, but whether two or three would be suitable for you would depend on your analysis of available resources. Just be sure that your program does not have that "one size fits all" look and does in fact recognize that individuals are at different learning levels by competence. This is perfectly legitimate and, in fact, adds credence to the program.

Tip

None of us do all things at the same level of competence. This is a good thing to point out to help participants feel comfortable with the fact that they will not be a beginner or an expert in all things. This will probably lead them to be more honest in their self-assessments on the diagnostic tool.

How Should You Define Your Learning Levels?

The definition for each learning level is up to you, but here are some thoughts.

If you prefer three learning levels, you might want to use the following:

- Level I: Beginner, novice, or apprentice
- Level II: Competent, skilled, proficient, or experienced
- Level III: Expert, leader, coach, mentor, specialist, or authority

If you prefer two learning levels, you might want to combine the adjectives used to describe the three levels. Our recommendation is to not have more than three levels, as that would become extremely cumbersome and you might very well spend more time organizing the program than delivering it!

How Will You Measure Each Learning Level?

In Chapter 4 we discussed the diagnostic inventory, which it is now time to score. In Exhibit 7.1, we show a sample scored inventory to show how yours might look after it is completed.

EXHIBIT 7.1. SAMPLE COMPLETED DIAGNOSTIC INVENTORY

Communication

Beginner

1. Knows how to express thoughts clearly and concisely when speaking.	SA	A	U	D	SD
2. Knows how to express thoughts clearly and concisely in a written format.	SA	A	U	D	SD
3. Knows the appropriate type of communication for respective audiences.	SA	A	U	D	SD
4. Knows what it means to be an effective listener.	SA	A	U	D	SD
5. Knows how various vocal characteristics and tones impact interpersonal communications.	SA	A	U	D	SD
6. Knows how to establish rapport when interacting with others, especially in interpersonally sensitive situations.	SA	A	U	D	SD

Competent

7. Expresses thoughts clearly and concisely when speaking.	SA	A	U	D	SD
8. Expresses thoughts clearly and concisely in a written format.	SA	A	U	D	SD
9. Uses the appropriate manner of communication for respective audiences.	SA	A	U	D	SD
10. Is an effective listener.	SA	A	U	D	SD
11. Uses appropriate vocal characteristics and tones for given situations.	SA	A	U	D	SD
12. Establishes rapport when interacting with others, especially in interpersonally sensitive situations.	SA	A	U	D	SD

As you can see, each item has its own score, but they can be rolled up into a mean score for each competency for each learning level. In the Beginner section, the mean score for the participant is 4.8 out of a possible 5. This was calculated by totaling the scores for that section and dividing by the number of statements. In the Competent section, the respondent's mean score is 3.2. If a participant scores very high in the Beginner section, he or she might be determined to be Competent for the purposes of developing an individual learning plan. If scores are high in both the Beginner and Competent sections, then the learner might be ready to address the Expert level.

Once you have determined the mean score for each participant on each level of each competency, you can decide where to place each of them. For Competency 1, the participant may be at the Beginner level. For Competency 2, the participant may be at the Competent level, and so on. Figuring this out will tell you what the resource needs (human, material, and facility) will be for the learning sessions for each competency.

How Can You Use Learning Plans?

After you have placed each participant by level, you will have them create individualized learning plans before going forward. Those planning the program can then review all the plans and create/produce an appropriate amount of materials for the delivery of all competency sessions.

Many different types of learning plans can be utilized. We recommend that you avoid any that are too complicated. Remember, the learning plan is just a guide to focus on the appropriate learning activities for each participant, a tool for the learner to know what sessions are necessary, and a tool for you to know what materials must be available. Sometimes, the complexity of the learning plan can detract from what you are attempting to accomplish. Select the format that works best for your organization.

Develop Personal and Professional Individual Learning Plans

Leaders enrolled in your program wouldn't walk into the office without an idea of what they wanted to accomplish. Why should you treat their learning any differently? You will want to provide a way for them to plan by using explicit goals to give structure to their learning. The following components and the planning template shown in Exhibit 7.2 can be given to leaders so that they can construct cooperatively with their supervisor their personal and professional development plans.

Components of a Good Personal and Professional Development Plan

- Addresses individual needs to improve practice, but balances those needs with the needs of the department and the organization
- Focuses on improving learning as the overall goal of professional development and connects individual goals to demonstrated departmental and organizational needs
- Reflects personal, professional, and organizational initiatives
- Includes reflection as a part of the individual's learning and growth
- Includes documentation of the expected and subsequent outcomes of the professional development activities

Questions to Clarify Your Goals and Begin Planning

- How will I judge the quality of my work?
- How does my practice impact others?
- How do the organization's mission, vision, and goals impact my plan?
- How can I improve or strengthen my practices?
- How can I work with others to achieve my goals?
- How will I know I have accomplished my goals?
- How can I embed the professional development strategies I choose into my work day?

Decide Which Activities or Strategies You Will Include

Bear in mind that your plan should not be built around attending one-hour sessions with little or no follow-up. According to research, your professional development should be focused on job-embedded, continuous, and ongoing learning and should include evaluation.

In addition, research indicates that working with others will enhance your learning and promote lasting improvement and change in your department and organization. Activities you might choose include the following:

- Find a coach or be a coach
- Do professional reading
- Keep a log or journal
- Join a professional organization
- Learn to use technology

Questions to Ask Yourself

- Do the goals and the plan reflect my needs as well as departmental and organizational needs?
- Does my plan reflect new learning and growth, not just time and effort?
- Are my goals clear?
- Have I used data to determine my goals?
- Does my plan reflect how work will be enhanced?
- Did I include collaborative activities in my plan?
- Does my plan include reflection on the outcomes and appropriate adjustments?

Don't wait until you're finished with the activities included in your plan to reflect on how you are doing. To document your learning, consider keeping a log or journal.

Use a Log or a Journal

Whether a log or journal is required or not, you will personally benefit from collecting evidence of the activities that you've undertaken. Your log or journal should be organized, clearly connected to your plan, include your best materials, and include a reflective piece that articulates your learning. It could include the following:

- Samples of your work
- Data and data analyses
- Certificates of attendance
- Published articles
- PowerPoint® presentations
- Videotapes
- Photographs

Exhibit 7.2 can be used as a template for participants; however, any plan that is suitable for your organization will work just fine. As we have said, just don't make it too complicated so that the plan becomes the end in itself and not the means to the end.

EXHIBIT 7.2. TEMPLATE FOR INDIVIDUAL LEARNING PLANS

(Please use one template for each goal.)

Competency:

Learning Objective:

Relevance:

EXHIBIT 7.2. TEMPLATE FOR INDIVIDUAL LEARNING PLANS *(continued)*

Steps/Strategies

1. ______________________________

2. ______________________________

Time Frame for Each Step

1. ______________________________

2. ______________________________

Evaluation for Each Step

1. ______________________________

2. ______________________________

Documentation for Each Step

1. ______________________________

2. ______________________________

Learning maps or summary sheets of the individual plans can be used as an adjunct to the more detailed plan illustrated in Exhibit 7.2 or can be used on their own. An individual learning plan simply documents the learning levels for a given individual and can be easily shared with the program coordinator. It becomes the scheduling "tickler" for each participant, allowing him or her to see which sessions he or she should attend, and a prep tool for the program coordinator. A sample learning map is shown in Exhibit 7.3.

EXHIBIT 7.3. SAMPLE LEARNING MAP

Name of Participant: ______________________________

Date: ____________

Based on the collaborative findings on the Leadership Learning Diagnostic Inventory, please circle the level of learning activities that would best suit the individual. He or she may very well be at different levels for different competencies, depending on his or her individual strengths and learning needs. For example, a participant may be best suited for the Beginner level for Communication, while at the same time being best suited as Competent for Teamwork. This decision should be based solely on the collaborative responses from the Learning Diagnostic Inventory.

Please circle the most appropriate level for the individual regarding each competency. When complete, please sign and forward a copy to Education to ensure appropriate learning opportunities.

Communication	Beginner	Competent	Expert
Teamwork	Beginner	Competent	Expert
Developing Others	Beginner	Competent	Expert
Developing Self	Beginner	Competent	Expert
Systems Thinking	Beginner	Competent	Expert
Planning	Beginner	Competent	Expert
Quality Service	Beginner	Competent	Expert
Innovation	Beginner	Competent	Expert
Problem Solving	Beginner	Competent	Expert
Prioritizing	Beginner	Competent	Expert
Implementing	Beginner	Competent	Expert

We agree that this Learning Map represents an accurate diagnosis of the learning needs and appropriate learning activities for this individual.

Signed ______________________________
Participant

Signed ______________________________
Supervisor

Date ____________

Tip

In order to track growth and development of leaders, be sure that the original diagnostic tool is kept so that, at the completion of the program (or at intervals determined by you), the participants can reevaluate themselves and compare those results to the original findings. This is also a way you can document results for your ROI.

How Will You Implement the Learning Plans?

It is now time to develop a strategy for implementing the individual plans. Provide training for participants and the persons to whom they report on how to complete an effective learning plan. The approach is rather simple, but should emphasize that this is truly a collaborative effort and that learning plans should be completed jointly. Particular attention should be paid to ongoing monitoring of participants by the persons to whom they report. Without this step, the process is likely to be very ineffective and, in fact, may be viewed as just something else participants have to do. Monitoring, revising, and refining the learning plans is a crucial part of the process and one to which the senior team must commit time and energy. The training session should emphasize not only the "technical" aspects of completing the learning plans, but the "interpersonal" aspects of the process and the resultant learning activities in which the participant will engage. Stress how important it is that both parties be willing and able to participate and support the learning initiatives of the participant. If participants sense no collaborative engagement in the process, their success just might be left to chance. Experience has taught us that, without collaborative engagement, not only might individuals not realize success, but the program itself might be in jeopardy, as its importance may wane in the eyes of the participants.

How Can You Monitor the Success of the Program?

As we have noted, collaboration is key to making the learning process a success. You could have the most well-designed and developed learning initiatives in place, but without significant commitment from the senior team (coaches and mentors) and the participants, the program may be doomed. Consider building a feedback form of some sort that will be submitted to the overall program leader documenting the feedback sessions between the participants and the persons to whom they report. It need not be complex (in fact, it shouldn't be) or lengthy and should be easy to complete. The idea is not to "snoop" on participants' learning needs, but rather to be sure that the learning activities are meeting individual needs and that revisions to the program are being made as needed. So this piece is crucial to the participants, to the persons to whom they report, and to the program leader.

This was quite exciting, but admittedly difficult to work through. We now had a way of allowing participants to assess their current levels of competence and reflect that assessment in a consolidated learning plan. Next we needed to define the roles of both senior leadership and the participants. What would be the most effective and efficient use of their time?

Summary

The ability to assess and document the level at which an individual participant is functioning and therefore would enter the program is the essence of an individualized learning plan.

How many learning levels you should have, the ramifications of that decision, and what you label those levels are unique to each organization. You don't want to spend more time defining/naming your learning levels than you do organizing the program. What works for one may not, due to logistics, climate, or other issues, work for another.

Measurement of each person's starting learning level provides the data to assist participants in creating their own learning plans. Don't make it so complicated as to create undue drama around the process.

There are many different types of learning plans. Keep in mind that a learning plan is a guide to assist each participant to focus on the learning appropriate for him or her. Emphasis should be placed not only on the "technical" aspects of completing a plan, but on the learning activities in which the participant will engage. The implementation and monitoring processes you choose will be key drivers in the successful utilization of the tool.

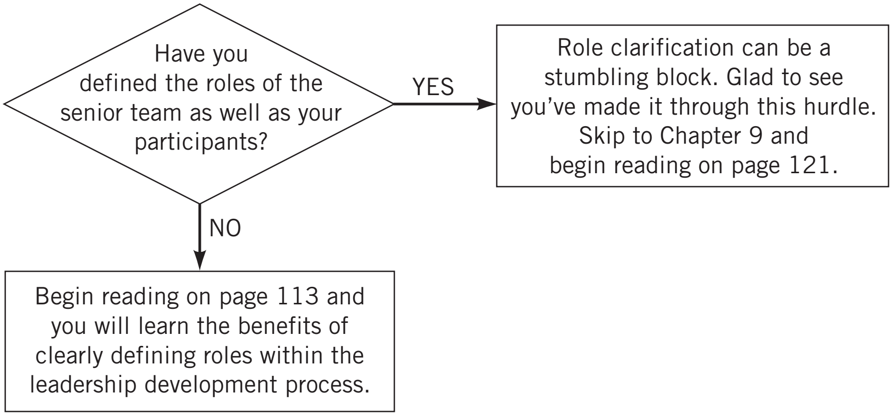
8

Defining the Roles of the Senior Team and the Participants

So who would play what parts? It was a bit like choreographing a play. Defining the roles folks would play in the process became critical. There were those who wanted to be cheerleaders with no real involvement and those who wished to be deeply embedded in the program. The very real dilemma was to determine the skill sets of the senior leaders in the organization and fit them into the right roles. Nothing frustrates a person more than being "out of place" or assigned a task for which others think he or she is not suited and that he or she feels inadequate to perform. Everyone needed to feel a sense of contribution and comfort; the trick was to develop materials and processes to ensure that comfort.

WE NOTED in earlier chapters that it is important to engage the members of the executive leadership team from the beginning of the process. Conducting interviews, using focus groups, and developing competency and

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



feedback tools are just some of the activities in which they should be involved. Additionally, regular update sessions for the executive team keep your program in the forefront of their minds. In this chapter we cover how to ensure the highest level of interactivity between the participants and their mentors and coaches.

As we have said, some crucial links in the success of your leadership development program are the relationships between the participants and those to whom they report. Theoretically, the members of the senior team will act as mentors and coaches to the participants. This may require additional training for the senior team in that they may not possess the requisite skills. Even if the members of the team feel that they would make effective mentors and coaches, it might be wise to have at least a brief orientation session covering your expectations for good mentors and good mentees. This helps to ensure that everyone will be on the same page. If this part of the process breaks down, your chances for overall success may be significantly diminished. Many resources outline what good mentors and good mentees should do. There are also many survey tools that can assess the readiness of all persons in the process to participate. If your culture allows, survey tools may very well give you some important input in how to design and implement the orientation program. If not, at least holding an orientation session will give you the opportunity to emphasize how important these relationships are to the success of the program.

Tip

Regardless of your comfort level in terms of senior leadership's ability to support the program, scheduling an orientation session for this group is a must. That way, everyone hears the same information at the same time, and expectations are clarified.

Completing the Diagnostic Inventory

We recommend that the diagnostic inventory be completed in a collaborative and collegial manner. You may elect to have the mentors and the participants complete the inventory separately and then come together to share perceptions prior to scoring. Or you may wish to have the participants complete the inventory alone and then share their perceptions with their mentors. Another option is to have them complete it together, addressing the competencies one at a time and reaching consensus through discussion and examples. In any case, it is imperative that the process be done interactively so that the views of each party can be examined and so that the final document will be useful in developing the learning plan.

Developing and Implementing the Learning Plan

Once the diagnostic inventory is finalized, both parties should participate in the development and implementation of the learning plan. Learning plans were covered in the previous chapter. The key point here is that the learning plan be developed in a collaborative and collegial manner. Both parties should agree on dates and times in the future when they will meet to discuss progress on meeting goals. In addition, it would be advisable to have some sort of recap form completed at each feedback session to document not only the session, but also the progress toward, and any revisions to, the learning plan.

It is just as important, if not more so, to have ongoing professional interaction as it is to address the program issues themselves. This sets the stage to enhance the organizational culture and to provide for a high level of participatory leadership and fellowship. The advantages go well beyond the leadership development program and become part of the very fabric of the organization.

Time Commitment

One of the areas often not stressed adequately is the commitment of time necessary from mentors and participants alike. The mentors will have to make significant commitments of time to

- Help to develop and implement leadership competencies
- Participate in any orientation and training sessions that are necessary
- Complete the diagnostic inventory
- Collaborate in the design, development, and implementation of learning plans
- Carry out the mentoring and coaching process
- Assure that the learning plan feedback process is effective

In addition, the participants themselves must make a personal and professional commitment to attend the learning activities, complete any outside assignments, and actively participate in the group feedback sessions. All too often, if there is not collaborative commitment from all concerned, you might start to hear, “I can’t make it today,” “My budget is due and I have to work on it,” “My boss has something else for me to do,” “My dog needs me,” and the like. All of these are serious indications that commitment might be waning. It is here (or before, actually) that the senior team must intervene to ensure that the participants are accountable for making the program a success and, thus, contributing to their own personal and professional development.

Explaining Expectations

Some examples of how you might construct the expectations for the mentors and for the participants so that it is clear what is to be accomplished follow.

General Instructions for Members of the Senior Team

The members of the senior leadership team in your organization play a critically important role in the success of the leadership development program. Consistent with the extent of their background, experience, and expertise, senior leadership will act as mentors to participants progressing through the leadership development program.

Specifically, the members of the senior leadership team will be encouraged to serve as mentors by

- Collaboratively completing the diagnostic inventory
- Developing, implementing, and monitoring individual learning plans
- Focusing on the ongoing personal and professional growth and development needs of participants
- Ensuring that participants' learning continues at the appropriate level
- Meeting with participants on a regular basis to assess progress in meeting the expectations of the learning plans
- Assuring, to the extent possible, that participants have a positive experience

In addition, if there are comments or suggestions that will strengthen the program, senior leadership should communicate those to the program director. The willingness of senior leadership to participate in a meaningful way is critically important to the success of this strategic initiative. Their support is invaluable.

General Instructions for Participants

As do members of the senior leadership team, participants play a significant role in the success of your leadership development program. The time, energy, and commitment they give to the program will benefit everyone in the process. As participants in the learning activities of the leadership development program, it will be critical for them to

- Provide a fair and candid assessment of their leadership competencies so that the appropriate learning activities can be assigned
- Collaboratively develop their own learning plans
- Follow up with their supervisors on a regular basis to monitor progress
- Actively participate in the learning sessions and the learning sets
- Commit to completing assignments and tasks
- Complete and review, with their mentors, the diagnostic inventory at the completion of the program and six months following the program

If, during the course of the program, management team members and participants have comments and suggestions that they believe will enhance the program, those should be communicated to the program director.

Not surprisingly (after all, we are optimists), everyone was very excited with the concepts that had been presented to date. The support was infectious. There was global agreement on the importance of mentors in the program as well. Now, with everyone agreeing that we had defined the roles effectively, it was time to cross the last major hurdle—getting the go-ahead to move forward with the program.

Summary

The importance of senior team and potential participants' involvement in the design of your leadership development program cannot be overstated. Activities to solicit and encourage their support thus far have included interviews, surveys, focus groups, and so on. At this point, we stressed the roles each will play in the process. One of the roles that should be highlighted is the mentor-mentee relationship, especially as it relates to the interaction of participants with their supervisors.

Assigning specific areas of responsibility to the senior team, participants, and others involved in the program provides clear direction and accountability. Additional training may be required if the expected behaviors are not currently part of the skill sets of the assigned individuals, such as, how to complete a diagnostic inventory.

As you build and define the areas of responsibility, always remember to stress the significant time commitment necessary to be effective in any assigned role.

9

Getting Clearance to Move Forward

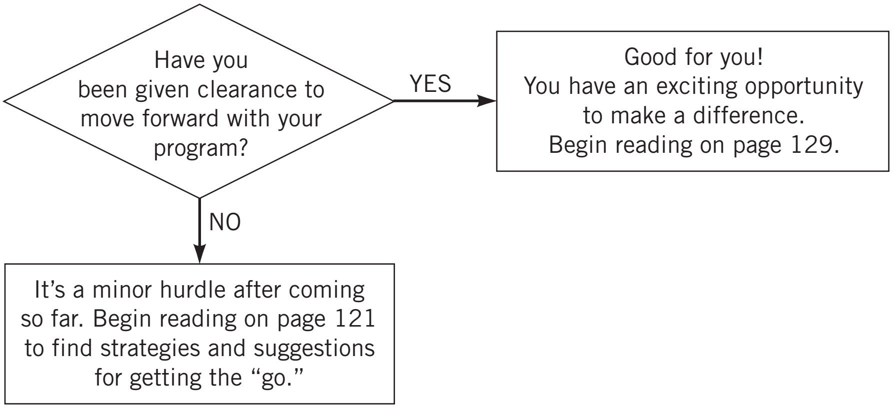
We started worrying about this quite a while ago. If you remember, we talked at length about how to present the concepts to senior leadership in a way that garnered their support to continue. Now the task was to show them the fruits of our labor and gain their blessing to implement. We were confident that this was a small, but necessary step. There was so much to show them now. We had every significant piece in place to demonstrate the program's capabilities and potential long-term impact. If we have effectively done our "homework," this step should go very well.

What Should Be Your Strategy Going Forward?

Throughout this book, we have described ways in which to gain the attention of influential members of your leadership team and engage them in the process in meaningful ways. These included

- Involvement in the development of leadership competencies
- Discussions at meetings of the senior leadership team

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



- Individual discussions about the progress of the program
- Activities such as interviews, focus groups, and Delphi studies
- Presentation of the initial ROI projections

In this chapter we expand on these ideas to ensure that you have support for your program as you continue on the journey.

You have already identified the individuals in your organization who should formally approve the steps of the program as they evolve. Remember that, in addition to the formal supporters, you should continue to pay attention to those in the organization who are more informal leaders. Even though they might not be the official persons to sign off, they can often be key in whether or not your program is successful. So don't forget them.

Tip

Any program, well constructed or not, can be undermined. Identify both the formal and informal leaders in your organization who can assist in strengthening your position. Keep them abreast of your progress and solicit their input and support every step of the way.

Identify those influential persons in your organization you will ask to sign off at strategic intervals in the development of the program. Certainly, these should include

- Your supervisor
- The CEO/president of the organization
- Key members of the CEO's inner circle
- Key members of the governing board, if that is pertinent to your organization
- Others who are unique to your organization

Be sure to think long and hard about who to include as formal supporters of your program. Obviously, the list can't be overly extensive, but should represent the key influential people in your organization.

How Will You Gain Their Support?

This is not new, as you have been paying attention to key supporters all along the way. But you want to be sure that their support is ongoing. It is often fairly easy to get initial support when there is a great deal of enthusiasm for a new initiative, but sustaining the program so that it becomes an integral part of how your organization functions may be a more difficult challenge. Your supporters will have many other issues on their plates, and unless you keep your program right in front of them and focus on its continued value to the organization, you may find that support waning over time. In essence, you will have to market your program for as long as it is in existence.

The probability is that budgeting occurs on an annual basis, meaning that each year your leadership program must compete for organizational resources. It can't be stressed enough that your efforts along these lines must happen continuously, not just at budget time. When it comes time for the organization to make its financial decisions, you will want the leadership development program to be "part of the woodwork," leaving little question as to whether or not it will continue to be funded. So how will you go about ensuring that your program continues to receive organizational blessing and the concomitant resources necessary?

How Will You Get the Ongoing Support That You Need?

The following ideas are not in order of importance, so you may choose to use them as your organizational issues dictate. Consider these your arsenal of ammunition to be drawn on as the need arises.

Ongoing Return on Investment Data

The development of the initial ROI data was important to selling your program at the outset. But don't be satisfied with that. Using the same formula, you should develop ROI data on an ongoing basis to demonstrate how the program is a benefit to the organization.

Use caution with the data so that the results do not appear inflated or tainted. Data on increases in productivity should not be collected until at least six months into the program. In fact, a year is probably a better bet, to allow for the effects of the program to be demonstrated. Allowing ample time for behaviors to change and for increased productivity to be documented will be important to the validity of your ROI data.

Ask the persons (senior team) to whom the program participants report to complete another diagnostic inventory about a year into the program. You should also do the same a year after completion of the program. This will give you comparative data and, using the formula from Chapter 5, you can generate productivity improvement data that can be converted into the financial benefit to the organization. Even though these strategies are not listed in any order of preference, ROI is a very significant variable to demonstrate that your leadership development program is not only a success, but also a true benefit to your organization. It goes far beyond any evaluations that come from the participants regarding how effective they think the program was.

Participant Data

Even though participants' opinions about the program are not as powerful as the ROI data, they are still important. These data can be collected with much more frequency than the ROI data and can give you ongoing information to communicate to the decision makers. For example, at the conclusion of each module, you could compile the evaluative data to present. This will keep the program in front of them so that it doesn't become an "out of sight, out of mind" issue.

Communication Strategies

Whatever evaluative strategy you use, it is important that you continually communicate to the key decision makers the progress of the program, how it is successful, how participants see it, what effect it is having on leadership productivity, and what revisions you are making to make the program even more effective and vital to the organization. Remember, and we can't say it enough, it is imperative that the decision makers see your program as an important initiative that is directly linked to the organization's mission, vision, values, and goals. If they don't, the program may fall victim to the vagaries of the resource allocation process, and you might have to fight for its existence at every turn. This will take valuable energy away from the program itself. This is not the position you want to be in.

Having many strategies in your arsenal affords you the opportunity to use whichever one is pertinent at the moment. This is not to say this is an unorganized process, but rather that you must be ready to use a particular strategy when the need arises without having to scurry around to develop a new one.

It is key that you be continually on the offensive regarding what the decision makers should know about the progress and effectiveness of your program. Developing databases of ROI data, participant responses, and refinements to the program will allow you to respond to questions and comments as they arise. And, believe us, they will arise. If you operate under the assumption that you want to answer any questions or concerns about the program before they are asked, you should be in a good negotiating position.

Also, the ongoing communication links with key decision makers will keep you in the spotlight as the leadership guru for the organization. This will also lend a great deal of credence not only to you personally, but to the program as well. It is really a win-win situation. Consider the following:

- Regular strategic reports to key decision makers
- Periodic reports detailing some particular important development in the program
- Testimonials from participants or their direct reports on the effectiveness of the program in general or on a particular aspect of the program
- Regular presentations by you and/or participants in front of the senior team and/or the governing board
- Periodic presentations by you and/or participants on key developments in the program
- Going in front of the governing board on a semiannual or an annual basis

Don't be afraid to always be selling your program. You will find that, over time, it is much more accepted as an important ongoing initiative and not a one-time or short-term proposition.

Formal Commitment

While it may seem cumbersome at times, we believe that it is important that key decision makers formally maintain their commitment to the program and its progress at strategic intervals. This process could include

- Regular documented responses from the senior team regarding the progress of the program
- Annual commitment to budgetary allocations for the program
- Inclusion of language regarding leadership development in the organization's mission, vision, values, and goals

Tip

Any one of these strategies to maintain the organizational commitment to your program can be important in a given situation. It is imperative to engage in ongoing selling of your program so that you don't suddenly find the organizational support waning or disappearing entirely and wonder what happened. The old saying that some people make things happen, some people watch things happen, and some people wonder what happened seems pertinent here. Don't be the one who wonders what happened as the program goes away.

We had done such a good job on the front end in terms of developing our strategy, constructing the ROI model, and building "constant awareness" opportunities into our process that this truly was not a difficult step. We hesitate to think how difficult it might have been had we not truly prepared. Senior leaders in the organization were very pleased with the process, expressed their desire to be continually updated and involved (we had certainly built and created that expectation as a selling tool), and encouraged us as we moved forward. The next step would be the actual design of the modules. It was at this point that we wondered whether three learning levels might be too much to tackle as we now had three sets of curricula to construct for each competency.

Summary

Before beginning to develop your modules, you want to receive "official" clearance to move forward. A well-built strategy for going forward, including tips to expand your support base and the further use of ROI data to promote and strengthen your initiative, are vital to gaining final clearance.

The ongoing collection of evaluative data and key communication strategies can provide continual feedback and involvement of higher-ups past implementation.

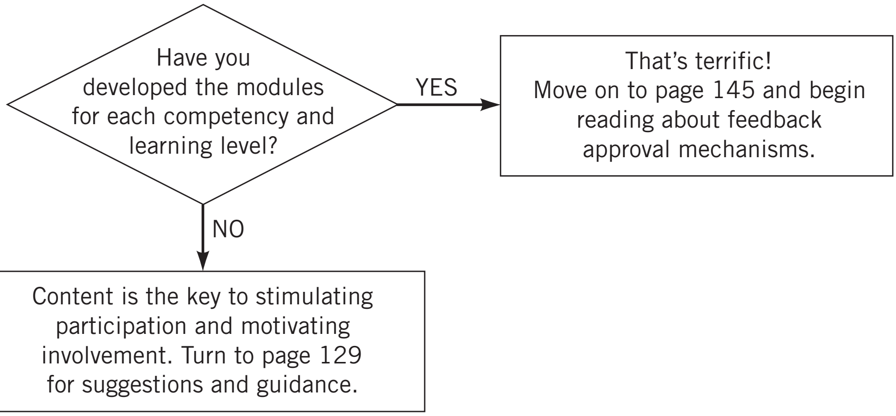
10

Developing Learning Modules

We knew having multiple learning levels was the right thing to do. We also knew that developing a curriculum for multiple levels for each competency would be time-consuming. It was, however, very important to us to hold true to our "one size does not fit all" philosophy. The materials for each module would have to be researched and then organized in terms of relevance for each learning level. Now there was a task! The next step would be to determine what training materials already existed and what would need to be created to meet our specific goals. We had visions of many sleepless nights. . . .

NOW THAT YOU HAVE much of the infrastructure in place for your program, it is time to actually develop the learning modules that will become the heart of the program. Learning modules pique the interest of the participants, keep them coming back for more, and, we hope, stimulate the desire in folks

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



to know more. In this chapter we're going to focus on many of the key issues related to

- Learning objectives
- Requisite human resources
- Learning environments
- Learning materials
- Learning activities
- Feedback sessions
- Readings
- Competency application activities
- Customizing each competency to the learning level
- Providing feedback from participants
- Developing an approval mechanism

Remember, as you move forward in the development of your learning modules, some basic principles should govern that development. The learning activities

- Should be based on adult learning principles
- Must be highly interactive
- Must be focused on real-life work situations
- Have to provide for a high level of participant feedback
- Must be designed to assist participants to move to the next level of competence

With that in mind, let's get to work structuring the framework that will guide the development of your learning activities.

Tip

As you decide how you are going to put your modules together, be sure that you don't allow the process to become lecture-dominated. Remember that these are adult learners who value interaction and direct involvement in the learning process. They can hear lectures anywhere. Your program should be stimulating and invigorating.

Learning Objectives

To begin, you will need to develop learning objectives for each competency and for each learning level of that competency. The most important aspect of this work will be to use action verbs that reflect behaviors, rather than processes. A list of action verbs is provided in Exhibit 3.1 in Chapter 3.

Note that, for each learning level, the types of verbs used changes. For the beginner/apprentice, the focus is on *knowing;* for the competent level, the focus is on *doing;* and for the expert level, the focus is on *coaching/mentoring*. Exhibit 10.1 provides a set of learning objectives for the communications competency.

EXHIBIT 10.1. SAMPLE LEARNING OBJECTIVES FOR COMMUNICATIONS MODULE

Beginner

At the conclusion of the Communications Module, participants will

- Know how to express thoughts clearly and concisely when speaking
- Know how to express thoughts clearly and concisely in a written format
- Know the appropriate manner of communication for respective audiences
- Know what it means to be an effective listener
- Know how various vocal characteristics and tones impact interpersonal communication
- Know how to establish rapport when interacting with others, especially in interpersonally sensitive situations

Competent

At the conclusion of the Communications Module, participants will be able to

- Express thoughts clearly and concisely when speaking
- Express thoughts clearly and concisely in a written format
- Use the appropriate manner of communication for respective audiences
- Be effective listeners
- Use appropriate vocal characteristics and tones for given situations
- Establish rapport when interacting with others, especially in interpersonally sensitive situations

Expert

At the conclusion of the Communications Module, participants will be able to

- Coach and mentor others on how to express thoughts clearly and concisely when speaking
- Coach and mentor others regarding how to express thoughts clearly and concisely in a written format
- Coach and mentor others regarding how to use the appropriate manner of communication for respective audiences
- Coach and mentor others on using effective listening skills
- Coach and mentor others on how to use appropriate vocal characteristics and tones for given situations
- Coach and mentor others regarding how to establish rapport when interacting with others, especially in interpersonally sensitive situations

You can see how the learning outcomes will differ for each learning level in each competency. Several examples of other competencies are on the CD.

Tip

Be sure that your action verbs are outcome-oriented and not process-oriented. It is very difficult to measure processes, whereas outcomes give you data on which to evaluate your success.

Human Resources

Another key component of module design is determining the right mix of presenters/facilitators to participate in the process. You may be the one who provides much of the delivery. That will not only keep you in front of the participants, but will also provide the opportunity for you to solidify your position as the organizational guru for leadership. That is an important aspect to consider. However, you probably will want to look for other human resources to assist you. If there are internal resources who could deliver content, lead discussions, or facilitate feedback sessions, they may be valuable assets, not only to the program, but also as ongoing allies. But be careful whom you ask to participate in the process, as individuals who achieve higher levels in the organization may not necessarily possess the requisite communications skills you need. Spend some time with prospective presenters, discussion leaders, or facilitators to be sure that they will be productive partners in the process.

Finally, you would be well advised to bring in some outside experts if you have the budget to do that. Outside experts can bring a high level of credence to your program and suggest that individuals beyond your organization are interested in what you are doing. Plus, it gives you the opportunity for exposure to other ideas, concepts, and approaches.

Tip

In that any individuals you ask to participate in the program will, in fact, stand in for you in the facilitator role, be sure that they truly meet the standards you expect. Do not be afraid to say "no" to someone who may want to lead a session, but who may not possess the necessary skills to do the job.

Learning Environment

As you put your program together, it is very important to consider the environment in which the learning is to occur. We all know that the best-designed program delivered in an inappropriate environment can be doomed before it starts. Too many times, program evaluations fall on the negative side, not because of the program, but rather because of the environment. Don't fall into that trap! Here are some questions to consider as you look at the learning environment in which your program will be presented:

- Are the chairs comfortable for extended periods of time?
- Is the lighting appropriate?
- Are the heating and cooling adequate?
- Do the participants have appropriate writing surfaces?
- Does the environment allow for various kinds of group activities?
- Is the space convenient to the participants?

Give plenty of consideration to the environment in which you will deliver your program because, as we said, it may make or break your program.

Tip

Be sure to fight for your program, and do not let the environment in which it operates suggest that it is low on the organization's priority list. This could be a killer for your program.

Learning Support Resources

Numerous issues must be considered when you are putting together the learning resources for your participants. Specifically, consider the following:

- Do you have adequate writing surfaces for the participants?
- Do you have a means to post information?
- Do participants have writing materials, such as pencils, pens, and paper?
- Do you have adequate audiovisual resources, such as overhead projectors, video projectors, laptops, whiteboards, and the like?

Having all of these resources and any others you can think of in place will be important to your program. You might want to develop a checklist for each module to be sure that you have all the bases covered and that you don't show up to a session empty-handed and red-faced.

Time Allotment

Probably, the more time you have to deliver your program, the better. But the realities of everyday work demands suggest that taking away large blocks of work time would not be well-received. We can argue this point from strictly educational and learning points of view, but we should just take what we can get and focus on that.

We have found that a four-hour learning session followed in two weeks or so by a two-hour feedback session is a workable model. We felt that, with readings and general session discussions, we could tap key issues regarding each competence. We designed "competency application tasks" (we'll discuss these shortly) that were not overwhelming but reinforced the learning in each module. They also lent themselves to an analysis of the competency that could be discussed at the feedback sessions.

So, while we always want more time for our leadership development activities, the four-hour, two-hour format seems to work well. If you can get more time from your organization, by all means go for it.

Tip

It is very easy to let other organizational pressures erode the time you need for your program. Stand up for what you need because once you back away, the time commitment may erode even further.

Learning Activities

Now you are ready to design and develop the specific learning activities for each module. Learning activities are those initiatives in which the participants will engage as they focus on accomplishing the learning outcomes. Remember that you want your learning activities to be based on adult learning principles, be highly interactive, and be centered on applications to the real world of work. These are the things that will make your program effective.

Once again, using our previous example of the communications module, Exhibit 10.2 is an example of a facilitator's guide/learning activities for the competent level. (By the way, every leadership program we have seen has a communications module. Apparently all organizations see the importance of communication.)

Each module will focus on mastering a skill outlined for that particular level.

EXHIBIT 10.2. SAMPLE FACILITATOR'S GUIDE

Process

1. The facilitator will have participants introduce themselves. (10 minutes)
2. The facilitator will introduce the topic of communications, using the following questions, and will review the learning objectives for the session. The responses from the learners will be recorded on flip charts and posted for reference. (30 minutes)
   - What have you learned from experience to be the most important considerations regarding effective communication in the workplace? How did you learn that?
   - What advice would you give to a new leader regarding effective communication in the workplace?

EXHIBIT 10.2. SAMPLE FACILITATOR'S GUIDE *(continued)*

3. The facilitator will lead a discussion of the questions from the readings. This can be done in a large group or in small groups (four or five persons) with time for reporting and recording key points from each group. Responses will be recorded on flip charts for reference. (30 minutes)
4. The facilitator will divide the group into groups of four or five people to develop a case example of (1) an effective communication event and (2) an ineffective communication event. The cases will be drawn from real-life experiences in the workplace. (45 minutes)

   The following should be answered for each example:

   - What was the setting?
   - Describe the participants.
   - What did the participants do or not do that contributed to or detracted from effective communications?
   - What were the outcomes?
   - Was there any follow-up?
5. Break (15 minutes)
6. The facilitator will set the stage for the participants to role play the communications situations, followed by discussion from each group to be recorded and posted on flip charts. (50 minutes)
7. The facilitator will lead a discussion of the Johari window model and its implications in the workplace. (30 minutes)
8. The facilitator will lead a discussion of the competency application task. (20 minutes)
9. Wrap-up and evaluations. (10 minutes)

   The facilitator will lead the whole group in a discussion of the following questions:

   - What have we learned today?
   - What have we re-learned today?

Session Pre-Readings

We felt that one of the most important aspects of the learning process was to engage the participants ahead of time so it was not just a case of showing up for the session. We wanted them to be prepared to engage in analysis and discussion of issues related to the topic. However, a word of caution. Be careful not to have the readings appear overwhelming, given how much modern leaders have to do on a day-to-day basis. But the readings should not be so easy as not to be a challenge. Keep a balance between the two. We don't have any silver bullet, but take this into consideration when you are selecting readings.

You can select readings from existing literature, the Internet, or other key sources at your disposal. We recommend that you also develop discussion questions that the participants can think about as they prepare for the learning session. The questions should evoke thoughts about the importance of the topic to the real world of work that the participants experience each day and help them to see how important the topic is to them as they evolve as leaders.

Competency Application Tasks

In our program, we used competency application tasks that entailed the participants applying the concepts that they learned to the workplace. They would then bring their observations to the feedback sessions to discuss with other participants. This discussion was facilitated by a trained facilitator using the guidelines for self-managed learning. (This will be discussed in a later section of this chapter.)

An example of a competency application task for the beginner level of communications is shown in Exhibit 10.3.

EXHIBIT 10.3. SAMPLE BEGINNER LEVEL APPLICATION TASK

Between now and the first feedback session, observe at least three communication activities between other persons. Using the observation form attached, bring your observations to the feedback session that you plan to attend. At that session, we will discuss your observations along with the observations of others.

Thank you.

Competency Application Task Observation Sheet
Communication—Beginner

Setting:

EXHIBIT 10.3. SAMPLE BEGINNER LEVEL APPLICATION TASK *(continued)*

Participants (descriptions of individuals, not names):

Topic of discussion:

Primary communication styles used:

Were they effective?

Why or why not?

Did any body language contribute to or detract from the communications?

What was it?

How did it contribute or detract?

Was either of the parties exhibiting poor listening habits?

Was either of the parties exhibiting effective listening habits?

Was the communication successful?

Resources

The final piece of the module design is the provision of a resource list. This is important not only for participant reference, but also for any mandates for continuing education credits. The list need not be too long, but include articles and books that would be accessible by the participants and that they could read in a relatively short period of time. We are still dealing with how much time folks can give to the leadership development activities. As always, there will be those who will go well beyond the expectations, and there will be those who will have to be dragged along.

To bring closure to this section, we remind you that, when you put each module together, these should be the primary components:

- Learning outcomes
- Human resources
- Learning environment
- Learning support resources
- Time allotment
- Learning activities
- Pre-readings
- Competency application tasks
- Resources

In addition, following the four-hour main session, schedule each participant for a two-hour feedback session. Try to have the groups for feedback sessions much smaller (five to seven) than the group for the general session. This will provide a more appropriate environment for analysis and discussion of the homework assignments.

As you might imagine, it took a great deal of time to research and develop three “skill” levels for each competency module. The very exciting part was that we now had a program that spoke to more than one level of expertise and recognized that we are all at different places when it comes to our capabilities. This really fired us up. No longer would participants have to sit in a class listening to the same old stuff. They could now be challenged and encouraged by the opportunity to choose a higher level of growth and development. Exhibits 10.4 and 10.5 are examples of the facilitator's guide and learner's guide for one level of one competency.

EXHIBIT 10.4. SAMPLE PEOPLE ORIENTATION CLUSTER

Learning Objectives

At the conclusion of the Communications Module/Beginner, participants will be able to

- Express thoughts clearly and concisely when speaking
- Express thoughts clearly and concisely in a written format
- Know the appropriate manner of communication for respective audiences
- Know what it means to be an effective listener
- Know how various vocal characteristics and tones impact interpersonal communication
- Establish rapport when interacting with others, especially in interpersonally sensitive situations

Time Allocation

- Four hours

Learning Environment

- Room large enough for twenty to twenty-five participants
- U-shaped tables with chairs
- Name cards
- Flip charts with markers and masking tape
- Overhead projector (if necessary)

Materials

- Identifying Communication Styles for Business Success
- Effective Listening: A Fundamental Skill
- Beware of Nonverbal Communications

(continued)

EXHIBIT 10.4. SAMPLE PEOPLE ORIENTATION CLUSTER *(continued)*

- Levels of Dialogue: Analyzing Communications in Conflict
- Poor Listening Habits: Theory Sheet
- Poor Listening Habits: Effective Listening Sheet
- Competency Application Task
- Resource List

Process

1. The facilitator will conduct participant introductions. (10 minutes)
2. The facilitator will introduce the topic of communications and review the learning objectives. (30 minutes) The following leading questions may be used:
   - Why is the subject of communications so critical to leadership success in today's environment?
   - What examples have you experienced in your work life regarding effective and ineffective communication skills?
   - If you think of a person whom you consider a very effective communicator, what would be some of his or her characteristics?
3. The facilitator will record learners' comments on flip charts to be posted around the room for reference during the session.
4. The facilitator will ask for any questions about the readings. (10 minutes)
5. The facilitator will lead a discussion of the assigned readings. (60 minutes)

Break (15 minutes)

6. The facilitator will resume discussion of the assigned readings. (75 minutes)
7. The facilitator will lead a discussion of the competency application task. (30 minutes) The facilitator may use either of the two structured experiences.
8. Wrap-up and evaluation. (10 minutes)

   The facilitator will ask the following questions:
   - What have we learned today?
   - What have we re-learned today?

The responses will be recorded on flip charts for reference.

EXHIBIT 10.5. SAMPLE LEARNER'S GUIDE

Learning Objectives

At the conclusion of the Communications Module/Beginner, participants will be able to

- Express thoughts clearly and concisely when speaking
- Express thoughts clearly and concisely in a written format
- Know the appropriate manner of communication for respective audiences
- Know what it means to be an effective listener
- Know how various vocal characteristics and tones impact interpersonal communication
- Establish rapport when interacting with others, especially in interpersonally sensitive situations

Time Allocation

- Four hours

Materials

- Identifying Communication Styles for Business Success
- Effective Listening: A Fundamental Skill
- Beware of Nonverbal Communications
- Levels of Dialogue: Analyzing Communications in Conflict
- Poor Listening Habits: Theory Sheet
- Poor Listening Habits: Effective Listening Sheet
- Resource List

Process

Prior to the session, please complete the readings regarding communications. At the end of each reading, there are discussion questions with ample writing space for your comments before and during the session. Your comments will be the main source of information for discussion during the session. You will be asked to offer your thoughts about the questions as they apply to you and your workplace. Your preparation and participation are critical to the success of the learning session. Thank you very much.

1. The facilitator will conduct participant introductions. (10 minutes)
2. The facilitator will introduce the topic of communications and review the learning objectives. (30 minutes)

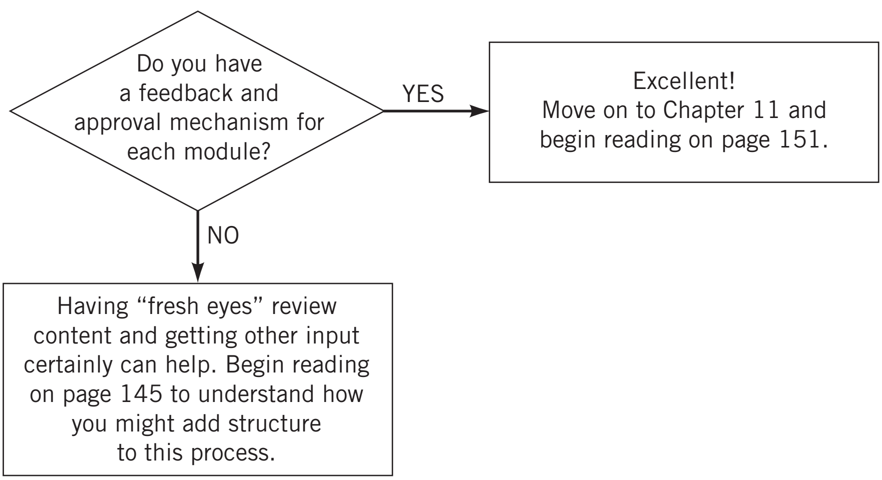
(continued)

EXHIBIT 10.5. SAMPLE LEARNER'S GUIDE *(continued)*

3. The facilitator will ask for any desired clarification of the assigned readings. (10 minutes)
4. The facilitator will lead a discussion of the assigned readings. (60 minutes)
5. Break (15 minutes)
6. The facilitator will resume the discussion of the readings. (75 minutes)
7. The facilitator will lead a discussion of the competency application task. (30 minutes)
8. Wrap-up and evaluation. (10 minutes)

Boy, what a job! The sense of accomplishment we felt when these first modules were done was indescribable. The exciting part was doing the research—making sure that we had the most current articles, theories, and/or examples of each competency available and that the materials were relevant for each learning level. Our intent was to be sure the materials were challenging at each level without being overwhelming. This was definitely not your average leadership development program. We could smell the finish line. Feedback mechanisms were next.

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



Designing a Feedback Approval Mechanism for Each Module

As with any instructional material, it's important that another person who doesn't have as much invested as you take a look at the materials and provide you with some honest and constructive criticism. It's always a bit nerve-wracking to hand your "baby" off to someone else, but an effectively designed tool would give us the feedback we need, and thus improve the product in the long run.

Throughout the book, we have stressed the importance of engaging key members of your leadership team in the process and keeping them apprised of developments. The focus has not just been on keeping them informed, but on encouraging their feedback to strengthen the program and to keep them involved in a meaningful way. The next step in the development of your leadership development program is just an extension of those activities.

Specifically, at this point, you should design a feedback mechanism to be used as you produce each program module, allowing you to revise and refine the modules as you receive input from decision makers and participants.

The first step will be to design a feedback form that will give you information regarding how the program is perceived and what can be done to strengthen it. The tool should be relatively simple and easy to use so that the process doesn't become a chore for the folks you ask to participate. Many feedback forms have been produced, and you may already have a favorite one in place in your organization. If so, and if it meets the criteria we will set forward, you may want to use it as is or tailor it especially for this program. In any case, the feedback form should have the following elements:

- Name of the reviewer and telephone number where he or she may be contacted
- Name of the module
- Directions on how to complete the evaluation form

A sample evaluation form is shown in Exhibit 10.6.

EXHIBIT 10.6. SAMPLE EVALUATION FORM

Thank you very much for your willingness to provide feedback and support for our leadership development program. Creating the best possible program for our organization is dependent on your constructive comments about the materials. We are committed to the ongoing growth and development of our leadership team and are happy that you are part of that process.

To help us evaluate each module in our leadership development program, we have designed a fifteen-item evaluation tool. Please review the module that accompanies this tool and complete the questions regarding the module. Circle “Yes” or “No” in response to each question. If your response is Yes, you may go on to the next question. If your response is No, please record your thoughts about how to improve that particular variable in the Notes section. Once you have completed the form, please return it to the Leadership Development Program Director. All of the comments from our panel will be recorded, and every effort will be taken to include them in the revision and refinement of our program.

Once again, thank you very much.

1. Are the learning objectives clear and appropriate to the topic? Yes No

   If they are, go to Item 2. If not, what should be done to fix them?

   Notes:

2. Do the presenters/facilitators possess the requisite credentials and experience to undertake that role? Yes No

   If they do, go to Item 3. If not, what suggestions would you make to resolve the issue?

   Notes:

3. Is the learning environment appropriate for the learners and the learning activities? Yes No

   If it is, please go to Item 4. If not, what do you suggest should be changed?

   Notes:

4. Are the learning materials appropriate to the learners and the learning objectives? Yes No

   If they are, please go to Item 5. If not, what suggestions can you make to resolve the issue?

   Notes:

EXHIBIT 10.6. SAMPLE EVALUATION FORM *(continued)*

5. Are the learning activities appropriate to the learners and the learning objectives? Yes No

   If they are, please go to Item 6. If not, what do you suggest could be changed?

   Notes:

6. Are the feedback sessions appropriately scheduled for the learners and the learning activities? Yes No

   If they are, please go to Item 7. If not, what do you suggest?

   Notes:

7. Are the assigned readings appropriate for the learners and the learning objectives? Yes No

   If they are, please go to Item 8. If not, do you have readings to suggest that would be more appropriate?

   Notes:

8. Are the competency application tasks clear, understandable, and appropriate for the learners, the learning objectives, and the program expectations? Yes No

   If they are, please go to Item 9. If not, what do you suggest as an alternative?

   Notes:

9. Has each competency been appropriately customized to each of the learning levels in the program? Yes No

   If they have been, please go to Item 10. If not, what suggestions do you have to make them more customized?

   Notes:

10. Are the feedback opportunities for the participants appropriate? Yes No

    If they are, please go to Item 11. If not, what suggestions do you have to make them more appropriate?

    Notes:

(continued)

EXHIBIT 10.6. SAMPLE EVALUATION FORM *(continued)*

11. Are the learning activities based on the principles of adult learning? Yes No

    If they are, please go to Item 12. If they are not, what should be changed?

    Notes:

12. Are the learning activities appropriately interactive? Yes No

    If they are, please go to Item 13. If not, what do you suggest could be done to make them more interactive?

    Notes:

13. Are the learning activities (general session and competency application tasks) focused on real-life work situations? Yes No

    If they are, please go to Item 14. If they are not, what could be done to make them more focused on real-life work situations?

    Notes:

14. Do the learning activities provide for a high level of participant interaction and feedback? Yes No

    If they do, please go to Item 15. If not, what could be done to provide for a higher level of interaction and feedback?

    Notes:

15. Are the learning activities designed to help move participants to the next level of leadership competence? Yes No

    If they are, this form is complete and we thank you very much. If not, what suggestions might you make that would be more beneficial to the participants as they move to the next level of competence?

    Notes:

The next step will be to determine who will act as your feedback forum for the modules as you produce them. We suggest that the group be relatively small (five to seven) so the process does not become too cumbersome. The individuals you ask to participate should be

- Knowledgeable in leadership literature and research
- Comfortable with leadership principles and processes
- Competent in human learning principles and learning design
- Eager to help you in a positive way
- Willing to give the requisite time and expertise to review your materials

Once you have identified the persons you would like to participate in the process, schedule a meeting with each person to ascertain his or her interest and level of commitment. During this meeting, present the essence of what you are trying to accomplish, discuss a sample module, and answer any questions the person has. Be sure to emphasize how important this process is and that his or her contribution to the organization is significant. Also, stress that you will provide feedback regarding any suggestions he or she might make for improvement. The worst thing you could do is to solicit feedback and then let a vacuum develop. Be sure to close the communication loop by meeting once again with these folks to share with them how their feedback has been incorporated into the final product.

This process may seem time-consuming, and perhaps even tedious, but just think of the allies you will develop for ongoing support of your program.

Now that you have an evaluation form and the participant forum has been identified, you are ready to have each of the leadership development modules evaluated and to revise them as appropriate.

Tip

We can't stress enough that the individuals you engage in the feedback process not only will provide you with valuable information, but they will become "owners" of the process and will be excellent assets as you move toward implementation and sustaining the program.

As each module was completed, content "experts" were identified who could give us the kind of constructive and developmental feedback we sought. This process was time-consuming, but well worth the time. Not only did we receive some excellent feedback that helped to elevate the quality of the modules, but we created a significant amount of goodwill and support for the program in the process. The time to begin the sessions was rapidly approaching, which meant it was also time to begin our concentration on implementation.

Summary

Now that you have formal clearance to move forward with your program, developing well-designed modules will be critical to your success.

Developing learning objectives using action verbs, identifying the necessary human resources, and deciding on the requirements of an effective learning environment will be part of a successful rollout. Finding additional learning support resources and the time necessary for the learning activities come next as you outline your modules.

When designing the learning activities, which could include pre-readings, competency application tasks, resources, and the development of learner and facilitator guides, be sure they are based on adult learning principles, are highly interactive, and are based on real-world applications.

Last, solicit feedback on your modules to assure their validity.

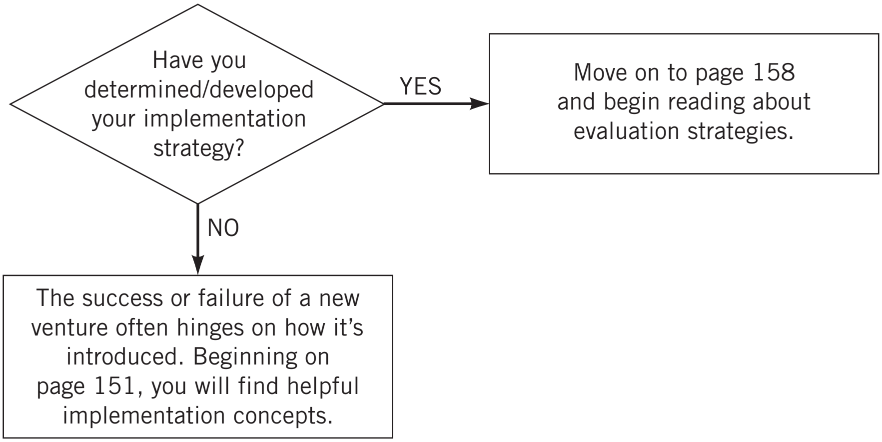
11

Developing an Implementation Strategy

It was exciting. We were now at the implementation stage. Getting there had been quite a task, but we had a superb (if I do say so myself) product and an organization looking forward to its delivery. With the big pieces out of the way, it was now important to be sure we had the right facilitators in place and the "crowd" (those folks who would be participating) breathless with anticipation.

NOW THAT YOU HAVE put your program together, complete with all of the details, it is time to give serious consideration to delivery. You've been thinking about this all along, and now it's time to finalize the process and move to the implementation stage. This is a very exciting time. Your organization is on the verge of an extremely important phase in the development of its leadership team. All of the work that has been accomplished to date is now coming to fruition.

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



Who Will Deliver the Program?

Decisions about who will deliver the program are probably as important as the program itself, as these are the folks who will represent the leadership expertise to the participants. Initially, we recommend that the program developer (you) deliver at least a significant part of the program to demonstrate that you are the leadership expert in the organization. The ramifications of this go far beyond the presentation of materials and should pay off as you participate in many other activities within the organization. For example, if you are seen as the leadership guru, you could be asked to lead other significant leadership efforts that relate to organization development and reach far beyond the leadership development program itself. You may be asked to lead focus groups dealing with significant organizational issues or invited to lead project teams that are focused on issues important to the organization. This will further strengthen the leadership development program.

Our recommendation is that you select those elements of the curricula that are best suited to your expertise and presentation style. If you are more comfortable with topics that deal with relationship issues, that is where your focus should be. If your expertise and interest are more on the task-oriented issues, that is where your focus should be. In any case, put your best foot forward.

That said, it is also important to involve others in the delivery. This can provide variety of style and approach, differing expertise, and a freshness in the program. However, as you probably know, not just anyone can fill the role of program deliverer in an effective manner. You might feel that it is important to engage individuals who are members of the senior team to deliver some elements of the program. While this makes sense in general, the selection of a "dud" could be disastrous to the success of your program. So any advantage you might gain in asking a particular member of the senior team to participate might be negated by that person's lack of effective presentation skills. That individual might very well be an expert in the subject matter but, as we have seen so many times, he or she may not be the best facilitator. Remember that the essence of your program is that it is oriented to the adult learner, is highly interactive, and requires a skilled facilitator; anything less than this, even if the presenter has high status in the organization, would not be a strength in the program.

Therein lies the political dilemma for you. As much as you might be inclined to ask one or more of the more "powerful" leaders in your organization to lead sessions on certain topics, be very careful. There may be some key political issues for you to deal with but, whenever possible, avoid using individuals whose delivery and interpersonal styles are not conducive to your program. Therefore, it is important for you to have a good sense of others within the organization whose style and expertise meet the requirements of the modules. These are the ones you should focus on and invite to participate.

Once you have determined who those individuals might be and what topics may be most suitable for them, speak with them individually to go over the program and its intentions. Emphasize the aspects of adult learning and interactivity, as opposed to lecturing. It is important for the presenters to be comfortable with the essence of the program. Remember, all of your excellent design and planning can go down the drain if you don't have the right people delivering the program. It is often the case that participants will remember not "what" was delivered but "how" the content was delivered. If the participants are "turned off" by the presentation, your chances of the program delivering the level of learning required for organizational change will be diminished significantly. The selection of the persons who will be your teammates in the process is critical. If, at any point, you or the potential presenters are uncomfortable with expectations or the process, it will be significantly better to look for other resources to avoid potential bad feelings and, most importantly, to avoid negative responses to your program. You have come too far to jeopardize the program now.

Inasmuch as your budget allows, consider a few outside presenters. Many outside resources are very expensive, which might preclude you from using them, but perhaps you could call on your professional network and even barter with others to present at their facilities if they present at yours. In any case, we don't recommend spending large amounts of money for outside speakers, but rather use that money for internal resource development. If you can access outside resources without breaking the bank, consider it. While bringing in someone of great stature might be a very interesting approach, carefully analyze how you are using your resources. Ask yourself: "Would an outside speaker be a value-added element to this program?" If so, then by all means, try to bring in that individual. Splurging for a speaker you feel will significantly enhance your program can be justified; however, if you could accomplish the same results with an internal resource who might need a wee bit of development, think how far that will go to build relationships in your organization. The key is that you have limited financial resources, so using them efficiently and effectively is crucial to your success.

Where Will the Program Be Delivered?

Once you have decided who, in addition to you, will deliver the program and you are comfortable with those decisions, it's now time to decide where the program will be delivered. You have been thinking about this all along and have been surveying your options, although they may be limited, as many organizations do not have an abundance of appropriate learning (as opposed to meeting) places, and those places may be in high demand for other organizational needs. Focus on a learning environment that features the following:

- Flexible, moveable seating for various activities
- Adequate lighting
- Internal control for heating and air conditioning
- Comfortable chairs
- Tables conducive to various configurations
- Ample space for various table and chair configurations
- Easy accessibility for participants (including disabled)
- Appropriate writing surfaces for activities such as brainstorming
- Display areas for items such as flip-chart pages
- Provisions for appropriate audiovisual equipment

The learning environment is extremely important. All too often, poor evaluations from participants have nothing to do with the content or delivery but rather with the learning environment. However, poor evaluations might not be your worst-case scenario; the participants may not be learning at their highest level if the environment is not conducive to learning. That could spell disaster for your program.

When Will the Program Be Delivered?

The timing of program delivery is another one of those thorny issues that might get in the way of a successful program. You might not have a wide array of options for scheduling available learning spaces, and the work demands of the participants may make it difficult, but you should do your absolute best to accommodate the learners. Once the learners have been identified, conduct a brief survey to ascertain when the best days and times would be to offer the general learning and the feedback sessions. While you certainly will not satisfy everyone, at least you will have taken the needs of the learners into consideration. It may not be the best possible timing, but it certainly won't be the worst.

The length of time allotted for the program will obviously be an internal issue, but we recommend that ample time be given to the learning activities or you certainly will not achieve your expected outcomes. You'll probably wind up with a compromise between what you prefer (in an ideal world) and what is practically possible. (Don't you wish we all lived in Perfect?) Our experience is that at least four hours for the general sessions and two hours for the feedback sessions should be the minimum. Anything less than that might mean taking shortcuts. Also, a fairly significant amount of time devoted to the program will communicate that it is important to the organization, as opposed to "just something we have to do."

What Human, Material, and Financial Resources Will You Need?

As with the other topics in this chapter, this is not the first time you have thought about the resources you will need. In the previous chapter, we identified the types of human, material, and financial resources required. These will include the following:

Human Resources

- Program presenters
- Facilitators
- Participants

Material Resources

- Learner's guides
- Facilitator's guides
- Readings
- Handouts
- Resource lists

Financial Resources

- Program development dollars
- Personnel dollars (participant and presenter time)
- Materials (notebooks, copies of handouts, texts, and articles)

If you planned for these as you were developing the program, you're ahead of the game. If, however, some of these have been forgotten, now is the time to generate them.

Tip

All through the process of developing your implementation strategy, don't lose sight of the fact that you want a five-star operation that smacks of importance and success.

Introducing the Program to Participants

How you introduce the program and welcome participants is every bit as important as how you develop the program. An extremely well-developed program is only effective if people attend, learn, and promote its principles. We suggest that the candidates for the first year of the program be nominated by the executive leadership team. These potential participants should be people the executive team believe have leadership potential and growth opportunity in the organization. It may be folks they have personally mentored, worked with, or observed. However they have identified them, the executives believe they have the potential to be future leaders. The number of people you admit to the initial offering will be dependent on the space you have available for training.

Everyone enjoys getting a letter of praise and appreciation. Work with your CEO to design such a letter to send to all the participants, from both the CEO and you, that tells the person he or she has been selected for the program. This letter should not only say the person has been selected, but that he or she is a valued and appreciated member of the organization.

Numerous introductory sessions can be scheduled. We have found that between sixty and ninety minutes is sufficient to explain the program, to familiarize participants with the program's logistics, and for them to receive their initial materials. Typically, these materials consist of the binder that will eventually contain all their modules, but for the introductory session includes only the program logistics, diagnostic materials, learning plan, and program schedule. For ease in organization, tabs can be included in the notebook or binder for each future module.

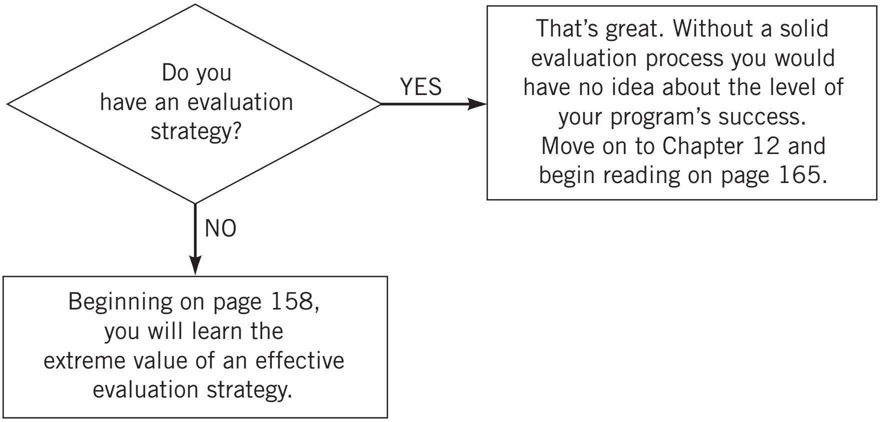
It's important that participants understand the time and energy that have gone into the development of this program. Understanding the significant financial commitment the organization has made is also relevant. These should be pointed out during the introductory session. Samples of all the materials typically housed in the leadership notebook are included on the CD for your use. Feel free to modify these to meet the needs of your organization.

One important feature of the program was yet to be developed. It was imperative that we be able to evaluate the learning that was taking place or, heaven forbid, not taking place. Several levels of evaluation were important to us. The typical "smiley face" evaluation (I liked it or I didn't), while it's nice to know, wasn't going to give us the most significant data. Looking for ways to dig deeper and get more meaningful data was next on our agenda.

Developing the Evaluation Strategy

As you move closer to actual implementation, it is critical that your evaluation strategy be clear and ready to go. You actually have been developing the pieces of your evaluation strategy all through the processes outlined previ-

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



ously. It is now time to pull all of those pieces together into a cohesive strategy that will allow you to

- Measure the success of your program
- Identify possibilities for refinement and revisions going forward
- Report your successes to the senior leadership team and/or the governing board
- Give feedback to presenters and participants
- Generate hard data for future budget allocations

Revisiting and Affirming Your Learning Objectives

Before putting your final evaluative strategy in place, go back and review all of the learning objectives that you put forward in the design of your learning diagnostic measures and the development of the curricula. Have you learned anything else that would cause you to change any of the learning objectives? Have you learned anything that would cause you to add new learning objectives? If you change or add learning objectives, be sure to go back and change the diagnostic measures and the curriculum learning objectives so that you have consistency all through the process. As you check your learning objectives, also be sure that they all have measurable action verbs and that each learning objective is directly related to the competency of which it should be a part. This is a perfect time to do some close proofreading before you wrap up your development activities and move to implementation.

Affirming and Measuring Your Success Factors

As with the learning objectives, this is not the first time that you have thought about the factors that will determine whether or not your program is a success. You actually have been building these factors throughout the process. At this point, you want to affirm these to be sure that they are truly measurable, that they can be converted into objective data, and that you can demonstrate that the program actually has an impact on the organization in a significant way.

Following are the key factors with which you will measure the success of your leadership development program. These factors are in ascending order of importance. That is, the first ones are certainly measures, but they are nowhere near as important to the success of your program as the ones that follow.

Individual Program Evaluations

As with all learning programs, there should be an opportunity for participants to evaluate their experience. You probably already have an evaluative form that you use for other learning activities that you can use verbatim or just make some minor changes to fit the language of your program. While this is important, it only measures how the participants view the program at the point at which they first experience it. It will give you valuable information about the program that you will be able to use to make any adjustments, but it is not the key measure of the success of your program. Data for this type of measurement should be collected immediately following the presentation of a particular module.

Competency Measures

If you elect to use some sort of cognitive measure as part of your program evaluation, you will also gain some valuable information regarding the extent to which the participants understood the content. At the completion of an individual module, you will not be ready to evaluate any behavioral changes in the participants, as they will not have had time to demonstrate that they are more competent than before they started the program. But cognitive measures will give you information that might help you to revise the content, to emphasize particular aspects, to delete portions, and to add elements. There certainly is value in the cognitive measures, but here again, these are not the true measures of the impact of your program. They will only give you tips to refine elements of your program as they relate to the participants' understanding of the content. Data for this measurement should be collected immediately following the presentation of a module of the program, but data could be collected again some time out (six months) to determine retention of information, if that would be important to your evaluative process.

Behavioral Change in Participants

Here you are getting very close to the most effective measure of the success of your leadership program. If you refer to Chapter 5 on developing a return on investment model, you will have all of the information you need to measure behavioral changes as they relate to the competencies that the organization has identified as important. As you review your approach to ROI, please note that ROI measures program success relative to the financial benefit to the organization as the leaders become more productive, but it also measures individual success, as you can demonstrate how individuals have improved on specific leadership competencies. These data will also give you information about possible program changes if you find that certain behaviors don't seem to improve as much as you had expected. So not only can you measure organizational success, but you can also measure individual success and make changes that will make your program even stronger.

Data to support behavioral change should not be collected until at least six months after participants attend a module so there is ample time for the participants to demonstrate that they not only understand the content of the program, but that they also are able to change their leadership behaviors.

Organizational Change

As you might expect, this level of success is the most important of all. If you can demonstrate that your leadership development program has had a positive impact on the organization as a whole and that organizational behavior is changed positively, you truly have a highly successful leadership development program. Of course, while this measure will be the most important, it is also the most difficult to get your arms around for the following reasons:

- It takes time to demonstrate organizational change
- It is somewhat difficult to measure organizational change

Here are some measures you might take to determine the impact of your leadership program on the organization as a whole:

- Increase in the number of participants who are now able to act as presenters in the program
- Increase in the number of participants who are now able to act as coaches and mentors to others in the organization
- Increase in the number of participants who are now able to act as project leaders in key organizational initiatives that have significant benefit to the organization
- Increase in the number of participants who are now able to be promoted to higher levels of leadership in the organization
- Increases in individual departmental productivity measures by individuals who have participated in the leadership development program

While it is true that other variables might contribute to organizational success, you can demonstrate that a consistent variable is participation in the leadership development program and that the program plays an important role in the success of the organization. This will go a long way to helping you sustain it.

Tip

An important issue to remember is that any quality improvement initiative is driven by solid data. Even though you have spent large amounts of time and energy putting your program together, it can always be better. As you make it better, be sure to communicate with the decision makers and the participants in the program. This is especially important if the data you use to make improvements have come from them.

Making Revisions and Refinements to the Program

An important part of any evaluative process is to use the data you have collected to make revisions and refinements in the program. Without this aspect, the program could easily become very stale and you could make the same mistakes over and over again. Of course, this would reflect very badly on the program and probably reduce its ongoing sustainability. Making revisions and refinements will serve to close the evaluation loop, as you originally designed the program to meet specified organizational needs. You designed the program to meet those organizational needs and to close the gap between what the organization wanted to be and what it actually was relative to leadership competencies and expectations. Finally, you have generated data to indicate the extent to which the gap has been closed. This is critical to the ongoing success of your program and to your efforts to make it an integral part of what the organization does to develop the skills of its leaders.

With a process for immediate feedback in place and targets for interim evaluation, we were ready and able to assess the effectiveness of the program. Soliciting the support of direct supervisors (usually vice presidents) was also productive. It is very important for participants to sit down with their supervisors and have "mentoring sessions" to discuss progress toward the goals they had jointly identified on the diagnostic tool at the outset. It was refreshing to know that participants and their supervisors were happy to be involved.

Summary

Your implementation strategy can make or break your program. Steps include deciding who will deliver the program and how to select them, where the program will be delivered, when the program will be delivered, and what human, material, and financial resources you will need.

After you've made those decisions, it's important that the sessions you hold to introduce the program to potential participants be upbeat and engaging.

The final elements of your implementation strategy include affirming and measuring your success, measuring organizational change, and making revisions and refinements to your program as necessary.

12

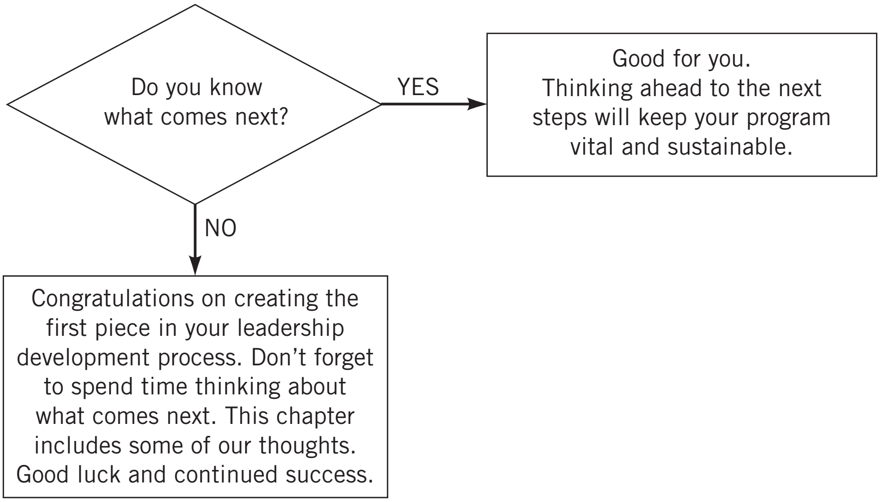
What's Next?

Developing this program was an exciting journey. There were times when it was frustrating and times when it was, quite frankly, a little scary. But, WOW, how beautifully it turned out and how wonderfully it was received.

Over eighty people participated in the introductory sessions for the first version of the leadership development program and, with very few exceptions (there will always be a few), folks were very excited. Each participant was invited to the introductory session with a personal letter. The program was introduced with enthusiasm, a little playfulness, and a great deal of flair. Participants were educated in the processes and events that had occurred to get this far and given a preview of things to come. Not only were they going to get to know each other better, but they were going to be better equipped to do their jobs. It was an overwhelming success.

Each participant received a notebook containing all the preliminary materials necessary to begin: background information about the program, a diagnostic inventory, a learning plan, a schedule of classes, and a sign-up sheet. They had one month to complete the diagnostic inventory, meet with their direct supervisors, and generate learning plans. Class sessions would start the next month.

NEXT STEP IN THE LEADERSHIP DEVELOPMENT PROGRAM ALGORITHM



What fun those classes were, and what a great sense of camaraderie developed among the participants. They were really able to open up with one another, share successes and failures, and assist each other in learning from everyone's examples. Many of those folks from year one are now teaching modules in the most recent program.

NOW THAT YOU ARE READY to implement your program, it might seem unusual to talk about sustaining the program. But this is a critical phase of your planning and development. As difficult as it was to get the program going, you might find that sustaining it over time is every bit as difficult. There is often a great deal of excitement at the beginning of any major organizational initiative, but as time goes on, that excitement may wane as other issues come to the forefront that demand time, energy, and money. So it's your job to ensure that all of this work doesn't result in a "one shot" event, and that it does become an integral part of the organization's ongoing mission and strategic initiative. This takes quite a bit of work, but it must be done if you don't want to see your program disappear.

You must consider several things during the initial planning for your program, as well as while sustaining it.

Time

Are you able to initially devote and maintain the time commitment necessary for the ongoing success of the program? Members of the senior team and the participants are bombarded every day with demands on their time. Participation may dwindle as other issues take center stage. You must constantly keep in front of the entire organization the benefits that the program brings. Effective communication with key members of the senior team and the governing board, success stories regarding the program and the participants, and constant reminders to everyone that the leadership development program is an integral part of the organization's success become very important.

Budget

Let's talk a bit about budget. Obtaining the money to start the program was the easy part; keeping those resources in the future will be a constant battle. Be sure that your ROI data are current at any given time so that you can demonstrate that your program really pays off. This, of course, is in addition to the success stories that you convey on an ongoing basis. When "soft" programs such as leadership development are competing with hard or tangible resources, those "soft" programs may be at a disadvantage.

Materials

It's also important to keep the materials for your leadership development program fresh and current. So much energy is put into the initial development of the program that there may be a tendency to assume that these materials will be fine for several years. You should be in a continual research mode, updating materials and approaches to be current with existing research and literature. Assuming that you have all of your program materials in an electronic format, it is not overly difficult to switch out and add in as necessary. You will want to update materials annually at a minimum. Depending on the number of new folks welcomed into your program and the number of learning levels you've chosen, competencies will need to be added and/or deleted as well.

Human Resources

One of the best things about this type of program is the excitement created by energetic and effective presenters and/or facilitators. Pay attention to the effectiveness of the people you invite to present and facilitate. While it might be somewhat painful on occasion, do not invite poor performers to be part of the program even if "politically" it may appear to be the right choice. They certainly will tarnish the image of the program and, therefore, its long-term success. Play an active role in ensuring that the presenters and/or facilitators are of the highest quality. Don't be afraid to use the same person multiple times. If he or she is an interesting, knowledgeable, and energetic speaker, the participants won't mind.

Facilities

The appearance of the facilities in which any program is held suggests the importance of the program to the organization. This may not always be accurate in terms of its real importance, but remember that perception is reality. Be very aggressive to ensure that your program is not shoved in the back room somewhere and that it is housed in the best facilities that can be offered. Let's face it, we all know tricks to dress up a room, so keep it happy and fresh for each session. Posters of success stories are one great idea for wall coverings. Past or current participants who have been honored by the organization make great advertisements for the walls of a leadership development classroom.

Organizational Support

You want your program to become part of the culture—something everyone is expected to do. Communications, reminders, ROI reports, and success stories should inundate the organization to keep your program in the forefront. A leadership column in your organization's newsletter is one great way to put the word out.

Another critical strategy will be to ensure that your program and references to leadership development are kept very visible in the organization's mission, vision, values, goals, and strategic initiatives. Consistent language that speaks to the relevance of leadership development should appear in any and all documents that focus on issues that are important to the organization.

Sustainability

Each of those factors should be represented in a comprehensive, sustainability strategy, the goal of which is to remind you of the program's importance and to guide you to pay attention to those things that contribute to its ongoing success. You would like to be in the leadership development business for a long time, so be sure to pay attention to those things that will keep you there.

Finally, to help you track your progress through the process of creating or updating your leadership development program, we provide the template shown in Exhibit 12.1 (a copy of which can also be found on the accompanying CD-ROM). This sheet contains a series of questions to help prompt your activity and provides writing room to record how each item should be attended to, by whom, and by when.

EXHIBIT 12.1. PROGRESS CHECK TEMPLATE

Instructions

The intent of this template is to provide you with a guide to monitor and track the progress of your program development. All columns may not apply for every question.

Our definitions for each column heading follow.

- Analysis: This is the beginning of your effort, the point at which you will be conducting research, identifying issues, asking questions, and so on.
- Design: Once you've decided where you want to go or what you want to do, you begin to determine the direction to take and start to create a blueprint for your program.
- Development: This is the stage at which you will actually put your program together to include learning objectives, competencies, learning activities, curriculum design, and so forth.
- Evaluation: This is the measure of how successful you are for that particular question.
- Comments: Put anything here that will help to jog your memory or remind you to do something at a later date.
- Approval: Does this question need approval? From whom and when did you receive it?

Question	**Analysis**	**Design**	**Development**	**Evaluation**	**Comments**	**Approval**
Do the principles as presented meet your organization's expectations?						
Does anything need to be added or deleted from the principles?						
Have you compiled the language you need to develop your philosophy statement?						
Have you received approval for your philosophy statement?						

Have you constructed your conceptual framework?						
Have you received approval for your conceptual framework?						
Have you constructed your operational strategy?						
Have you received approval for your operational strategy?						
Have you determined your learning levels?						
Have you defined competencies and related behaviors?						
Have you checked the accuracy of the competencies?						
Have you constructed a diagnostic inventory?						
Have you developed an ROI model?						
Have you made a presentation to the senior team?						
Have you developed your strategy for gaining administrative and financial support?						
Have you developed a proposal?						
Have you determined learning levels?						
Have you developed scoring guidelines?						
Have you defined the roles and expectations of the senior team?						
Have you defined the roles and expectations of the participants?						
Have you obtained clearance to move forward?						
Have you developed learning objectives?						

(continued)

EXHIBIT 12.1. PROGRESS CHECK TEMPLATE *(continued)*

Question	**Analysis**	**Design**	**Development**	**Evaluation**	**Comments**	**Approval**
Have you identified human resources available to assist you?						
Have you designed a learning environment?						
Have you identified your learning support resources?						
Have your determined a time allotment?						
Have you designed the learning activities?						
Have you selected pre-readings?						
Have you developed competency application tasks?						
Have you created a resource list?						
Have you constructed a feedback mechanism?						
Who will deliver the program?						
When will the program be delivered?						
What human, material, and financial resources will you need?						
How will you introduce the program to the organization?						
Have you revisited and affirmed your learning objectives?						
Have you confirmed your success factors?						
How will you make revisions and refinements to the program?						

Summary

So they came initially—will they keep on coming?

"If you build it they will come." If only it were that easy. You have built it, and they will come, but to ensure the longevity of the process takes much work and determination. Never forget that you have an outstanding program and market it, market it, market it. Keep it fresh and interesting; keep it current for your industry; and, most of all, continue to demonstrate its value to your organization. Good luck.

Bibliography

Bennis, Warren. *On Becoming a Leader.* Reading, MA: Addison-Wesley, 1989.

Blank, William E. *Handbook for Developing Competency-Based Training Programs.* Upper Saddle River, NJ: Prentice-Hall, 1990.

Block, Peter. *Stewardship.* San Francisco: Berrett-Koehler, 1993.

Boyatzis, Richard E. *The Competent Manager: A Model for Effective Performance.* Hoboken, NJ: John Wiley & Sons, 1982.

Brookfield, Stephen D. *Developing Critical Thinkers: Challenging Adults to Explore Alternate Ways of Thinking and Acting.* San Francisco: Jossey-Bass, 1989.

Candy, Philip L. *Self-Direction in Lifelong Learning: A Comprehensive Guide to Theory and Practice.* San Francisco: Jossey-Bass, 1991.

Green, Paul C. *Building Robust Competencies: Linking Human Resources Systems to Organizational Strategies.* San Francisco: Jossey-Bass, 1999.

Hersey, Paul, & Blanchard, Kenneth. *Management of Organizational Behavior: Utilizing Human Resources.* Upper Saddle River, NJ: Prentice-Hall, 1988.

Hiemstra, Roger, & Sisco, Burton. *Individualizing Instruction for Adult Learners: Making Learning Personal, Powerful, and Successful.* San Francisco: Jossey-Bass, 1990.

Knowles, Malcolm S., et al. *Andragogy in Action: Applying Modern Principles of Adult Education.* San Francisco: Jossey-Bass, 1984.

Kotter, John P. *A Force for Change.* New York: The Free Press, 1990.

Kouzes, James, & Posner, Barry. *The Leadership Challenge* (3rd ed.). San Francisco: Jossey-Bass, 2005.

Pedler, Mike, et al. *The Learning Company: A Strategy for Sustainable Development.* New York: McGraw-Hill, 1994.

Quinn, Robert E., et al. *Becoming a Master Manager: A Competency Framework.* Hoboken, NJ: John Wiley & Sons, 2002.

Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Doubleday Currency, 1990.

Vella, Jane. *Taking Learning to Task: Creative Strategies for Teaching Adults.* San Francisco: Jossey-Bass, 2000.

Watkins, Karen, & Marsick, Victoria. *Overcoming Barriers to Change in Sculpting the Learning.* San Francisco: Jossey-Bass, 1993.

Index

D

E

F

G

H

I

J

L

About the Authors

Jo-Ann C. Byrne, R.N., B.S., M.H.S.A., is a registered nurse with over thirty-five years of experience in consulting, hospital, and military arenas. Ms. Byrne is adept at project management, organizational and process re-engineering, program development, training and education, and change management. She is an effective communicator, skilled facilitator, and gifted educator who is talented at consulting with executive management and physician audiences to transform concepts into effective, measurable processes that address organizational change.

She has a diploma in nursing from Lawrence General Hospital School of Nursing in Massachusetts, a bachelor's degree from the University of St. Francis in Illinois, and a master's degree from the Medical University of South Carolina in Charleston.

Ms. Byrne became interested in leadership development while serving in the U.S. Navy Nurse Corps. She continued to gather and design leadership development tools throughout her many years of consulting. Her tools and techniques have been used in multiple facilities. She has spoken on topics related to leadership and management development at national as well as international conferences. She lives in Florida, where she is currently the director of education at a healthcare facility.

Richard T. Rees, Ed.D., holds a bachelor of science degree from Wilkes University, Wilkes-Barre, Pennsylvania, with a major in history and a minor in English. He also holds a master's degree and doctorate in educational administration from Rutgers University, New Brunswick, New Jersey. Following a career as a high school teacher, coach, and administrator, he spent ten years as a professor at Montclair State University and Wilkes University.

Since 1980, Dr. Rees has been involved in healthcare education and training. He currently is president of Rees and Associates, Inc., a private consulting firm centering on learning technology, leadership development, team development, and educational efficiencies, especially in small to mid-sized organizations. The website is www.reesassociates.net.

In addition, Dr. Rees has led over three hundred seminars centering on management and organizational issues and has been a presenter at numerous national and regional meetings. As an adjunct professor, Dr. Rees has taught doctoral level courses in organizational theory and behavior and human resource development and has published numerous articles in leading research and professional journals. Further, Dr. Rees has served as an organization development and restructuring consultant to several major healthcare organizations across the country.

How to Use the CD-ROM

System Requirements

PC with Microsoft Windows 98SE or later

Mac with Apple OS version 8.6 or later

Using the CD With Windows

To view the items located on the CD, follow these steps:

1. Insert the CD into your computer's CD-ROM drive.
2. A window appears with the following options:

   Contents: Allows you to view the files included on the CD-ROM.

   Software: Allows you to install useful software from the CD-ROM.

   Links: Displays a hyperlinked page of websites.

   Author: Displays a page with information about the author(s).

Contact Us: Displays a page with information on contacting the publisher or author.

Help: Displays a page with information on using the CD.

Exit: Closes the interface window.

If you do not have autorun enabled, or if the autorun window does not appear, follow these steps to access the CD:

1. Click Start -› Run.
2. In the dialog box that appears, type d:‹<\\><\\>›start.exe, where d is the letter of your CD-ROM drive. This brings up the autorun window described in the preceding set of steps.
3. Choose the desired option from the menu. (See Step 2 in the preceding list for a description of these options.)

In Case of Trouble

If you experience difficulty using the CD-ROM, please follow these steps:

1. Make sure your hardware and systems configurations conform to the systems requirements noted under “System Requirements” above.
2. Review the installation procedure for your type of hardware and operating system. It is possible to reinstall the software if necessary.

To speak with someone in Product Technical Support, call 800-762-2974 or 317-572-3994 Monday through Friday from 8:30 a.m. to 5:00 p.m. EST. You can also contact Product Technical Support and get support information through our website at www.wiley.com/techsupport.

Before calling or writing, please have the following information available:

- Type of computer and operating system.
- Any error messages displayed.
- Complete description of the problem.

It is best if you are sitting at your computer when making the call.

Pfeiffer Publications Guide

This guide is designed to familiarize you with the various types of Pfeiffer publications. The formats section describes the various types of products that we publish; the methodologies section describes the many different ways that content might be provided within a product. We also provide a list of the topic areas in which we publish.

FORMATS

In addition to its extensive book-publishing program, Pfeiffer offers content in an array of formats, from fieldbooks for the practitioner to complete, ready-to-use training packages that support group learning.

FIELDBOOK Designed to provide information and guidance to practitioners in the midst of action. Most fieldbooks are companions to another, sometimes earlier, work, from which its ideas are derived; the fieldbook makes practical what was theoretical in the original text. Fieldbooks can certainly be read from cover to cover. More likely, though, you'll find yourself bouncing around following a particular theme, or dipping in as the mood, and the situation, dictate.

HANDBOOK A contributed volume of work on a single topic, comprising an eclectic mix of ideas, case studies, and best practices sourced by practitioners and experts in the field.

An editor or team of editors usually is appointed to seek out contributors and to evaluate content for relevance to the topic. Think of a handbook not as a ready-to-eat meal, but as a cookbook of ingredients that enables you to create the most fitting experience for the occasion.

RESOURCE Materials designed to support group learning. They come in many forms: a complete, ready-to-use exercise (such as a game); a comprehensive resource on one topic (such as conflict management) containing a variety of methods and approaches; or a collection of like-minded activities (such as icebreakers) on multiple subjects and situations.

TRAINING PACKAGE An entire, ready-to-use learning program that focuses on a particular topic or skill. All packages comprise a guide for the facilitator/trainer and a workbook for the participants. Some packages are supported with additional media—such as video—or learning aids, instruments, or other devices to help participants understand concepts or practice and develop skills.

- *Facilitator/trainer's guide* Contains an introduction to the program, advice on how to organize and facilitate the learning event, and step-by-step instructor notes. The guide also contains copies of presentation materials—handouts, presentations, and overhead designs, for example—used in the program.

- *Participant's workbook* Contains exercises and reading materials that support the learning goal and serves as a valuable reference and support guide for participants in the weeks and months that follow the learning event. Typically, each participant will require his or her own workbook.

ELECTRONIC CD-ROMs and Web-based products transform static Pfeiffer content into dynamic, interactive experiences. Designed to take advantage of the searchability, automation, and ease-of-use that technology provides, our e-products bring convenience and immediate accessibility to your workspace.

METHODOLOGIES

CASE STUDY A presentation, in narrative form, of an actual event that has occurred inside an organization. Case studies are not prescriptive, nor are they used to prove a point; they are designed to develop critical analysis and decision-making skills. A case study has a specific time frame, specifies a sequence of events, is narrative in structure, and contains a plot structure—an issue (what should be/have been done?). Use case studies when the goal is to enable participants to apply previously learned theories to the circumstances in the case, decide what is pertinent, identify the real issues, decide what should have been done, and develop a plan of action.

ENERGIZER A short activity that develops readiness for the next session or learning event. Energizers are most commonly used after a break or lunch to stimulate or refocus the group. Many involve some form of physical activity, so they are a useful way to counter post-lunch lethargy. Other uses include transitioning from one topic to another, where "mental" distancing is important.

EXPERIENTIAL LEARNING ACTIVITY (ELA) A facilitator-led intervention that moves participants through the learning cycle from experience to application (also known as a Structured Experience). ELAs are carefully thought-out designs in which there is a definite learning purpose and intended outcome. Each step—everything that participants do during the activity—facilitates the accomplishment of the stated goal. Each ELA includes complete instructions for facilitating the intervention and a clear statement of goals, suggested group size and timing, materials required, an explanation of the process, and, where appropriate, possible variations to the activity. (For more detail on Experiential Learning Activities, see the Introduction to the *Reference Guide to Handbooks and Annuals*, 1999 edition, Pfeiffer, San Francisco.)

GAME A group activity that has the purpose of fostering team spirit and togetherness in addition to the achievement of a pre-stated goal. Usually contrived—undertaking a desert expedition, for example—this type of learning method offers an engaging means for participants to demonstrate and practice business and interpersonal skills. Games are effective for team building and personal development mainly because the goal is subordinate to the process—the means through which participants reach decisions, collaborate, communicate, and generate trust and understanding. Games often engage teams in "friendly" competition.

ICEBREAKER A (usually) short activity designed to help participants overcome initial anxiety in a training session and/or to acquaint the participants with one another. An icebreaker can be a fun activity or can be tied to specific topics or training goals. While a useful tool in itself, the icebreaker comes into its own in situations where tension or resistance exists within a group.

INSTRUMENT A device used to assess, appraise, evaluate, describe, classify, and summarize various aspects of human behavior. The term used to describe an instrument depends primarily on its format and purpose. These terms include survey, questionnaire, inventory, diagnostic, survey, and poll. Some uses of instruments include providing instrumental feedback to group members, studying here-and-now processes or functioning within a group, manipulating group composition, and evaluating outcomes of training and other interventions.

Instruments are popular in the training and HR field because, in general, more growth can occur if an individual is provided with a method for focusing specifically on his or her own behavior. Instruments also are used to obtain information that will serve as a basis for change and to assist in workforce planning efforts.

Paper-and-pencil tests still dominate the instrument landscape with a typical package comprising a facilitator's guide, which offers advice on administering the instrument and interpreting the collected data, and an initial set of instruments. Additional instruments are available separately. Pfeiffer, though, is investing heavily in e-instruments. Electronic instrumentation provides effortless distribution and, for larger groups particularly, offers advantages over paper-and-pencil tests in the time it takes to analyze data and provide feedback.

LECTURETTE A short talk that provides an explanation of a principle, model, or process that is pertinent to the participants' current learning needs. A lecturette is intended to establish a common language bond between the trainer and the participants by providing a mutual frame of reference. Use a lecturette as an introduction to a group activity or event, as an interjection during an event, or as a handout.

MODEL A graphic depiction of a system or process and the relationship among its elements. Models provide a frame of reference and something more tangible, and more easily remembered, than a verbal explanation. They also give participants something to "go on," enabling them to track their own progress as they experience the dynamics, processes, and relationships being depicted in the model.

ROLE PLAY A technique in which people assume a role in a situation/scenario: a customer service rep in an angry-customer exchange, for example. The way in which the role is approached is then discussed and feedback is offered. The role play is often repeated using a different approach and/or incorporating changes made based on feedback received. In other words, role playing is a spontaneous interaction involving realistic behavior under artificial (and safe) conditions.

SIMULATION A methodology for understanding the interrelationships among components of a system or process. Simulations differ from games in that they test or use a model that depicts or mirrors some aspect of reality in form, if not necessarily in content. Learning occurs by studying the effects of change on one or more factors of the model. Simulations are commonly used to test hypotheses about what happens in a system—often referred to as "what if?" analysis—or to examine best-case/worst-case scenarios.

THEORY A presentation of an idea from a conjectural perspective. Theories are useful because they encourage us to examine behavior and phenomena through a different lens.

TOPICS

The twin goals of providing effective and practical solutions for workforce training and organization development and meeting the educational needs of training and human resource professionals shape Pfeiffer's publishing program. Core topics include the following:

Leadership & Management
Communication & Presentation
Coaching & Mentoring
Training & Development
e-Learning
Teams & Collaboration
OD & Strategic Planning
Human Resources
Consulting