

Leadership by Design

Creating Effective Development Programs

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Why this Study?

To learn how leaders *develop*

Methodology

- Case Studies
- Interviews with Leaders
- Leadership Development Conferences
- Interviews with Development Experts
- Literature Search

Question...

Do we miss something by
focusing so much on the
leader, personally?

The Answer is, Yes!

Most of the time we don't know how they got to be the way they are. Only their stated level of performance.

Focus on the Leader

- Duties
- Roles
- Styles
- Appearances

What is Missing?

Group purpose and context

A Definition...

Leadership development is an intentional effort through guided experience to help individuals learn, grow and change.

Guided Experience

The central idea behind effective
leadership development

Key Findings

- Start with organizational purpose, definition and identity
- Understand the *concept* of the organization
- Enhance skills necessary to function effectively within the organization

Organizational Definition

- Mission
- Values
- Beliefs
- Reward System
- Structure
- Culture

Core Concept

The original idea of the organization is usually very simple and can be described in one or two sentences.

Success Inside

- Learn to function within bounds
- Manage tension between organizational and personal needs
- Relationships built on trust
- Values match (close but not identical)

Findings

- Development is strategy
- Development happens whether planned or not
- Find the need—match the solution to the need

How Leaders Really Develop

Concepts of Learning

Interaction is Essential

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graph TD; A[Interaction is Essential] --- B[Education]; A --- C[Training]; A --- D[Experience];
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Education

Training

Experience

Learning

- Education

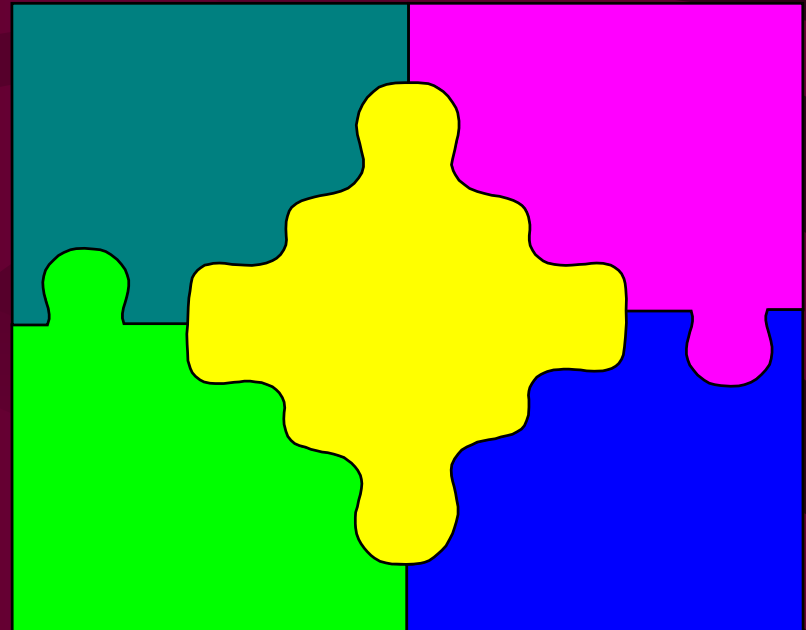
- Individual first, organization second
- To draw out
- To learn to think
- Develop the ability to learn
- Exposed to different points of view

- Training

- Organization first, individual second
- A skill to do a particular job or task
- The end is known
- Assumes a right and wrong way to do something

Learning (continued...)

- Experience
 - Start something from scratch
 - Fix or turnaround something
 - Enlarged responsibility
 - Special projects/tasks
 - Hardships



Take Away

- Experience is the best teacher of all
- Experience alone is not enough
- It's what kind of experience *and* what the leader takes away from it that counts

*“Experience is a hard teacher.
She gives the test first and the
lessons afterwards.”*

--Anonymous

*“Good judgment comes from
experience. And experience
comes from bad judgment.”*

--Will Rogers

The Failure to Learn

- Absence of timely feedback
- Fail to acknowledge mistakes
- Do not experience consequences of decisions
- The deception of our opinions

Improve Learning

- Study recent learning's—determine how to learn more
- Experiment with feedback
- Think about process—not just outcomes

Sources of Insights

- Insights from experience
 - Education & training
 - Mentors & coaches
 - Books & articles
 - Co-workers, spouse & friends

Worth Noting

70% of development is experience—
the rest is spread of over education,
training, reading, mentoring, etc.

Things to Consider

- The primary responsibility for leadership development resides with the leader
- Leadership cannot be taught but it can be learned—help people know how to learn
- It takes ten years to become an expert at something (assumes intentional effort)

What to Change?

- Human wiring is (somewhat) fixed
- Individual performance can be improved
- Know the difference between the two

Making New Connections

- **Courage**
- **Future mindedness**
- **Optimism**
- **Interpersonal skills**
- **Work ethic**
- **Hope**
- **Honesty**
- **Perseverance**
- **Capacity for insight**
- **Resiliency**

Time Wasters

- Outdoor activity-based programs at all levels
- Paper-based self-study leadership modules
- Job-shadowing for senior managers
- Web-based self-study for senior managers and high potentials
- Executive MBAs for senior managers

Source: Hay Group

Uniquely Wired

- Must develop our own natural style
- Practices consistent with our personality
- Artificial styles tend to be distrusted and ineffective
- High level of individuality—better at what they do

How fast you can run
(for most) is fixed

How far you can run is not

What Motivates?

Almost no evidence that motivational
spending makes any difference—
what inspires remains elusive

Enhancing Performance

- People upgrade performance when confronted by a leader who expects much of them
- Express confidence in their ability to measure up

Accountability

- Effective communication
- Clear sense of direction
- Defined goals with frequent reviews of performance

Advantages of a Program

- Strengthens motivation to develop capabilities
- Common understanding of organizational vision and culture
- Clarify roles and responsibilities
- Foster community—especially emerging leaders

A Good Program...

- Addresses issues of competing values
- Acknowledges apparent contradictions in value, strategy and objectives
- Resolves them by establishing specific priorities

Appropriate Model

A single, well-defined model or
framework of leadership
improves learning

For Example...

If the role calls for “facilitative”
leadership—teach and train to
this outcome

Be Flexible

A single model does not mean the same aspects of leadership are taught across all levels of the organization

Meet Different Needs

There is a need to offer education,
training and experience for

different groups

(e.g., top management, mid-level,
front line, etc.)

Shortcomings of Programs

- Work is essentially a collaborative experience
- Insufficient time spent on skill areas
- Little or no follow-up (how to is missing)
- Few or no links to assignments

Socialization: A Requirement

- Rules of thumb
- Specific language
- Unwritten norms
- Customs
- Expectations on interaction
- Reward system

Socialization (continued...)

- Subtle differences in interpretation of purpose and mission can slow things down or mix things up
- Differences become apparent only after the fact
- Pitfall—while socializing leaders lose sight of changes in culture

Coursework with Impact

- Deals with relevant issues
- Occurs at a good time for the leader
- Confidence as well as content from classroom
- Content makes a difference
 - Back on the job

Role of the Supervisor

- Immediate supervisor or contact is second most important person in leadership development—individual is first
- Even bad supervisors can have a positive development impact
- Variety of supervisors over time is what matters developmentally

Research shows...

“Talented people need great supervisors.”

--Gallup Study of Management

A Continuous Process

- Rather than a single event
- Socialize the vision and values throughout
- Ownership for leading initiatives

Focus for Results

- Provide structural experiences that focus on priorities and intended results
- Improve understanding of how those priorities can be implemented in day-to-day activities

Practical

- Learning must be oriented toward solving practical challenges and problems
- It needs to be action oriented

Summary

- Define leadership development within your context
- Identify the need and match the solution to the need
- Help individuals to learn, grow and change

For more information, contact:

Russ Bredholt, Jr.

Bredholt & Co.

407.365.4321 voice

rbredholt@aol.com