

The Council for Excellence in Management and Leadership, chaired by Sir Anthony Cleaver was established in April 2000 by the Secretaries of State for Education and Employment and for Trade and Industry. Its aim is to develop a strategy which will ensure that the UK has the managers and leaders of the future to match the best in the world.

Dr Tony Hayward, a member of the Council, chaired the Working Group which developed this Best Practice Guide. The Group is one of a number of Working and Consultative Groups established by the Council.

Preface

Leadership Development is the result of an investigation of current leadership development practice among blue chip companies with a strong UK base. The guide is compiled from the strategies and stories described by directors with group responsibilities for ensuring their organisations have the leadership talent they need. It also draws on recent literature on world wide leadership development. It is therefore based on the experience of large companies. The intention is to provide a composite framework from the organisations that contributed to the project. None of the cases or practices describes a single organisation.

The guide is intended for middle to large organisations rather than small businesses. However, we hope you will not find the guide too daunting a standard as you become acquainted with it. Feedback from the organisations interviewed and other organisations consulted, suggests that whilst agreeing with the guide, even these organisations see it as enabling them to pin point further development in their practices. Thus the guide is intended to be *aspirational* rather than a simple description of everyday practice.

Our belief is that every organisation has its own unique elements and challenges and that a prescriptive standard would be inappropriate. At the same time there are general principles that apply to many organisations and we focus on these.

The guide has been private sector based. Initial consultation with the public sector suggests that the guide provides useful information for grappling with leadership development issues there too. However, we recognise there are differences in context and constraints, with some issues such as leadership for professionals and succession planning very different than in the private sector. It may also be necessary to develop a guide that reflects the specific contexts e.g. NHS or local government.

Our intention and hope is that you will find the guide

- ¥ developmental for you and your organisation
- ¥ one which will stimulate discussion in your organisation
- ¥ will help you benchmark your leadership development approach
- ¥ one which you can adapt to your context and pick out the key issues for you
- ¥ will enable you to confidently move your leadership development forward.

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Organisations that contributed to this project are listed below.

Working Group, steering project

BP Amoco (chair), IBM, Prudential, BBC, BT, Rolls Royce, John Lewis, BAe, Cabinet Office

Initial Interviews

HSBC, Standard Chartered Bank, Tesco, BAe, John Lewis, Cabinet Office, SmithKline Glaxo Wellcome, Centrica, Logica, BP Amoco, Astra Zeneca, Rolls Royce

Interviewed/consulted on draft

Barclays Bank, Marconi, Sun Microsystems, Oxfordshire CC, Reading BC, King's College NHS Trust, Commission for Health Improvement, qxl.com, Motorola

Contents

Foreword

Main guide

- | | | |
|----------|---|-----------|
| 1 | Why use 'Leadership Development: Best Practice Guide for Organisations'. | <i>1</i> |
| 2 | Philosophy and Structure of The Guide. | <i>5</i> |
| 3 | Principles of The Guide. | <i>6</i> |
| 4 | Five steps to implement a tailored approach to leadership and management development. | <i>15</i> |

Appendices

- | | | |
|----------|--|-----------|
| 1 | Case examples. | <i>21</i> |
| 2 | Tools for using 'Leadership Development: Best Practice Guide for Organisations'. | <i>28</i> |

Foreword

Leadership Development – Best Practice Guide for Organisations

There is widespread recognition of the direct link between leadership capability and sustained high performance in large corporations. Leadership development is acknowledged as one of the key attributes in many high performing corporations.

In the UK the very best organisations are world class in their leadership development practices. There are also substantial numbers of medium and large UK organisations in both the public and private sector where leadership development practice is not delivered at a world class level.

Our approach has been to develop a Best Practice Guide focussed on the development and deployment of leadership talent.

We have established a broadly based Steering Group drawn from corporations in both the private and public sector some of whom are acknowledged for their world class practice in leadership development. Based on input from the Steering Group, an extensive literature survey and significant field testing, we have developed a Leadership Development – Best Practice Guide for Organisations. We have subsequently tested the proposal with a number of organisations from both the public and private sector and met with a very favourable response. We believe the Guide has widespread applicability across a large cross section of the major organisations within the UK.

The Guide is deeply practical and outlines a five-step process to implement a tailored approach to leadership development within any organisation. We hope that senior leaders and those responsible for management and leadership development in all types of organisations will find this a useful benchmark against which to review their current practices and that it will provoke useful ideas for improvement.

It is one of the most important roles of all leaders to develop their successors – we should all be asking the questions “who are we developing and how are we developing them so that they will be better in fulfilling our roles in the future”.



Tony Hayward
Group Treasurer
BP plc

Why use ‘Leadership Development: Best Practice Guide for Organisations’

‘Leadership Development: Best Practice Guide for Organisations’ will help your organisation assess what you are doing to provide and effectively utilise the future talent pool for senior roles in your organisation. The aim is to provide you with a process to reflect on current leadership and management development practices in order to see how you can enhance your organisation’s leadership resources.

Top management talent is one of the most important assets of an organisation. Most organisations agree that their staff are the key to their achievements. Whilst organisations need financial investment, technical knowledge, access to markets, political impetus, professional expertise, quality equipment, convenient locations, and so on, none can create success unless people can utilise these resources creatively and effectively. People need support and development to do this, including senior managers. An organisation with a mediocre top team is unlikely to be able to produce world class results. However, leadership and management do not just exist at the top of an organisation and many organisations consider that leadership qualities are needed at all levels. So whilst those moving into senior roles benefit from training and development, others may require similar opportunities. Additionally, the top executives’ capability is crucial to the development and support of staff throughout the organisation. A recent survey of thousands of managers world-wide indicated that ‘leadership’ was the most important issue for their organisation's future.

Organisations use various labels for those who are authorised to take strategic and executive decisions which affect the direction and operation of the enterprise. For example, senior executive, director (in addition to the legal definition), manager, senior manager. They may be referred to as leaders and their functions are variously described as leadership and management. In this document we wish to avoid lengthy description of the difference between leadership and management, senior and middle managers and so on, in order to concentrate on the development practices organisations use to get the talent they need to meet their challenges. If you don’t like our choice of label we hope you will quickly revert to those used in your own organisation!

Studies of leadership demonstrate the complexities of the roles managers play in the organisation. It is probably true to say that some people can leap to prominence and success without any help from anyone along the way. These charismatic and adventurous souls are sources of endless fascination and interest in the public eye. However, there is also evidence that such people can occasionally be as destructive as they can be creative. Most large enterprises need people with talent and interest in leading and managing, combined with skills, personal insight and corporate responsibility in order to channel the creativity and entrepreneurial ability that they bring. They need to understand leading edge organisational ideas, connect their personal visions and goals to the organisation's agenda and be able to create the conditions for their organisation's achievements.

Recent studies suggested that when an organisation's financial success is considered alongside the investment made in leadership development, a distinct, positive correlation is obtained. In the 'fuzzy' world of development it is not always possible to demonstrate the specific learning from a coaching session or course. However, when the total investment in development is looked at, the more resources invested the better the observed financial status of the organisation. Whilst successful companies have money to invest, investment may also be seen to bring positive return. In our accompanying publication, 'Leadership Development: Best Practice Guide for Organisations; a Review of the Literature', you can find more detailed reference to these and other studies.

Leadership development challenges and dilemmas

There are clearly many challenges for the 21st century leader from globalisation to new technology. One thing these diverse challenges may have in common is that they will place new demands on organisations and that old skills and responses may be insufficient to meet them. Leadership development is geared to creating new capabilities. However, the organisation uses leadership development to drive strategic change and so the current leadership will be involved in specifying their version of the capabilities needed. As you will see below, this is a key to good leadership development practice. However, this means that the organisation is in danger of unintentionally recreating the kind of leaders it already has. Many organisations spoke of this as a 'cloning' problem. Organisations in this study universally considered that diversity of management is a key to unlocking this problem. This could take many forms including diverse personalities amongst senior managers, diverse national representation in global companies at board level to the more familiar gender, ethnic, disability, sexual orientation groupings. Many companies had a strategy for nationality diversity but were vexed by finding ways to get more women and ethnic minorities to board level, for example. Yet a competence or capability framework is assumed to be sex and colour blind.

Organisations contributing to this guide told us that diversity is at the forefront of leadership development issues.

There are three further issues that are important considerations in leadership and management development for the future; ethics and social responsibilities, good employer responsibility and ecology. These may arise from the business vision itself or they may arise from the corporate values that underpin the vision. They may be of particular importance reflecting Chief Executive and Directors' values or be perceived as important in the environment in which the organisation operates.

Although these issues may be important because of changes to the law in some countries, they are considered to be important beyond legal compliance. Therefore, how business is to be done is considered as an integral part of achieving business aims. Consequently, consideration needs to be given in leader recruitment, selection to fast track, leadership development, and leaders' assessment and reward as to how the organisation business is to be done, rather than to achievement of aims alone. This might be reflected in many ways from the type of action learning projects potential top managers would be given to grapple with, to the recruitment and promotion criteria and process. These issues are part of the strategic agenda.

For example, in relation to *diversity*, the organisation might consider the applicability of the leadership concept to ethnic and gender groups currently underrepresented in the top team. It may consider how selection practices impact on different ethnic or other groups, whether fast track development is exclusive to specific groups and ensure that leadership programmes are not skewed to favour specific groups in content or style.

In relation to *ethics and social responsibility*, it might consider the degree to which issues of concern to the organisation are included in development programmes and encourage these to be part of mentoring discussions. To achieve this it may create its own case material and encourage the issues they generate to be taken up and acted on. Are managers rewarded in their appraisals, promotions and pay for acting on ethical principles the organisation has specified? What legacy are they leaving for the next generation of employees?

Good employer responsibilities and duty of care to employees operate at a number of levels. Firstly, in terms of the expectations and demands placed on those who seek high positions, how does the organisation ensure it does not burn out the very people it needs as leaders? This also operates at the reward and assessment level for all managers. Are they rewarded for behaving in accordance with good employment practice, not only in terms of legal health and safety requirements, which in many countries includes stress, emotional and mental welfare, but also in accordance with the organisation's espoused values on good employer practice?

In relation to *ecology*, the organisation may consider whether managers are sufficiently exposed to external pressure and political groups and ideas, aware of the specific ways the organisation impacts on the environment globally and exposed to relevant technological possibilities. It might choose to include these in development activities such as future scenario planning, in projects, secondments and in aspects of international development programmes.

These issues are important in all aspects of leadership development, and you will find that they are included in the implementation tools we provide.

Philosophy and structure of 'Leadership Development: Best Practice Guide for Organisations'

The Guide is built on the philosophy that leadership and management excellence needs to be defined and developed in the context of your organisation's requirements. Therefore there is no 'one size fits all' solution. Whilst there are examples of what works for some organisations that can enable you to compare what you do with others or get ideas to include in your plans, what works for one household name may not work in another.

For example, some organisations are creating corporate universities and others do not want to go down this route at all. Some are looking for accredited courses whereas some are looking for on line development such as mentoring and coaching. Some focus on recruiting good people and others are developing new types of reward packages to retain existing talent. Clearly, you may consider that all of these are important-but the exact mix of input and effort you make into each would depend on the outputs you desire. So an important assumption built into this framework is that leadership and management development is integrated with the organisation's aims; it supports what you want to achieve. It is a means to an end not an end in itself.

The assumptions on which this framework is built come from two sources; published articles that describe best practice in leadership and management development and interviews with leading organisations. Talking to corporate leaders about the issues they face in their organisations and how they are dealing with them and the evidence that academics and practitioners provide is a basis for the principles that underpin the Guide.

The structure of this framework enables you to take a step by step approach to reviewing and developing your practices. It takes you through the principles of leadership and management development, with three relating to strategic imperatives, six to strategic choice and one to evaluation practice. It concludes with five implementation steps.

Principles of the 'Leadership Development: Best Practice Guide for Organisations'

There are a number of principles that are either key givens considered essential in order to gain the benefits of investing in leadership and management development, or they are dimensions on which you need to consider your organisation's position. They cover a whole range of practices and are not restricted to those formally labelled 'development'. As you consider each of these and how they 'mix and match' in your organisation you will find that they form the backbone by which activities can be judged. For example, if you plan to have internal development and promotion accounting for 90% of your top appointments but you are recruiting 60%, you will know that you have a discrepancy. Conversely, if you want to bring in fresh ideas and talent from outside but are finding that you cannot recruit, you can see where you need to change.

There are ten principles in total. These are organised under three headings of *strategic imperatives*, *strategic choices*, and *evaluation*. The first three strategic imperatives are the overarching principles that set the scene for integrated management and leadership development that will benefit the organisation as well as individual organisation members.

The next six are strategic choice principles, and are the pivotal issues around which key implementation decisions need to be taken and which will determine the unique approach your organisation adopts.

The last of the principles concerns evaluation, and so in a way encompasses the first nine. Are you achieving the aims you have set yourselves in the way you intended?

The principles are listed in Table 1.

Table 1

'Leadership Development: Best Practice Guide for Organisations' – principles

The strategic imperative principles

- 1: Driven from the top with specialist support
- 2: Leadership development supports and drives the business
- 3: Consideration of the leadership concept, cultural differences and different development approaches

The strategic choice principles

- 1: Articulated framework for career and management development
- 2: Varied degree of formal vs. informal development activity
- 3: Growing your own vs. recruiting senior leadership talent
- 4: Considered use of business schools and other external resources
- 5: Leaders and managers; the value of competency framework, capabilities and performance management
- 6: Retention and reward strategies

The evaluation principle

- An explicit and shared approach to evaluation

Strategic Imperatives

1 Driven from the top with specialist support

- The impetus for corporate executive development must come from the highest level of the boardroom. The future of the organisation and the future talent pool are seen as inextricably linked. This means that those tasked with leadership development need close contact with the Chairman/Chief Executive and key teams. That person needs not only the tacit support of the Chief Executive but their active interest and involvement; leadership development is inextricably linked with the vision, values and behaviours needed in the organisation and cannot be delegated by the Chief Executive. The Chief Executive needs to work closely with a senior executive offering specialist support. This may be a director with HR responsibility or with a learning and development remit. This may need to be a new appointment where in house expertise is lacking, perhaps bringing in a specialist at the appropriate senior level.

2 Leadership development supports and drives the business

- As the development of leadership talent has to be tied in closely to the vision, values and aims of the business and is a driver for the achievement of these, alignment is important. Leadership development activity drives and is in step with the vision and values of the organisation. Where leadership is important, personal development and individual learning/development plans are explicitly encouraged and opportunities to use real strategic issues as a vehicle for learning are found. This may be with other high potential people, for example on action learning projects or through executive mentoring and coaching.

3 Consideration of leadership concept, cultural differences and different development approaches

- Leadership development involving the Chief Executive and the top team may reflect the concept of leadership held by the Chief Executive and often shared amongst the top team. This concept may not be easily articulated but often activated. For example, the Chief Executive may meet someone who he instinctively feels would be of value as a senior manager. The person matches their idea of a leader. This could become reflected in the organisation culture. As a consequence a 'hero' leadership culture develops, for example, or a 'cabinet', team view of good leadership. The leadership concept at corporate level will influence what leader development is appropriate and possible.
- Thus good practices in development can be enumerated, but organisations will not need or subscribe to them all in the same way. The culture makes a difference. Culture can be understood in a variety of interacting ways. Corporate culture and the values and assumptions espoused by the top team to support the business strategy will influence the style and approach to development. For example, this may lead to an emphasis on individual assessment and evaluation of potential, on the one hand, or lean to the view that development should involve collective organisation learning processes.

- The leadership concept needs to be examined carefully in the light of the existing organisation culture that is not always congruent with business aspirations. This may influence the choice of, and subsequent success of, the development process.
- The choice of development activity needs to explicitly reflect this concept and needs to be linked to other organisation practices. Requiring teams to engage in development together, linking development to group experience but rewarding high profile individual activity and leaving an individual incentive plan in place, may be confusing. A programme that encourages managers to engage in behaviour such as risk-taking, may be counterproductive in organisation cultures that punish managers for making mistakes. A culture that encourages the view that 'cream rises' so people should move jobs rapidly, may be incompatible with managed succession and secondments.
- This means that drawing from any checklist of good development tools such as 360° feedback, tailored business school courses, development centres, career placements etc will have to be used specifically according to your organisation culture. Leaning towards a 'select the best' culture or leaning towards a 'learning organisation' culture will mean there are subtle differences in the way assessment and development are carried out. For example, these leanings would influence whether the organisation employs either assessment or development centres at key crossroad points in managerial careers.
- Finally, culture clearly includes issues outside of the organisation boundary such as the nature of running global businesses and running organisations that are strongly influenced by local culture, nationality or international political environments. The issues that might influence development practice include the meaning of international experience in a multi-national organisation or the type or experience that would expose an executive to a high level political environment. This might result in truly international development programmes, placing importance on secondments and international projects in and outside the organisation, or might determine the career management of future top executives. The issues not only include how to do business outside of your cultural background but also how to find and lead local, national expressions of corporate, international values.
- This imperative clearly reflects and has implications for the issues of diversity, ecology, ethics and good employer responsibilities outlined above.

Strategic Choices

1 Articulated framework for career and management development

- Clear development routes for all managers appropriate to their career stage need to be articulated in a framework that is widely shared. A key decision is whether to have a scheme for developing executives with high potential (fast track). Such schemes mark out some individuals for attention to accelerate their career trajectory. These schemes may include regular assessment, developmental assignments, specific projects, international assignments, high flier business school programmes etc not available to others. In other cases the development programmes are not different in nature between fast track and other managers, following a similar path but with an expectation of a quicker trajectory. This enables them to enter top-level programmes and experiences relatively early in their careers. The regular assessment involved, combined with attention to personal choice, makes the fast track one which people can leave as appropriate to their personal circumstances. Conversely, there are points at which recently identified high potential individuals can join the fast track, even if later than their colleagues. Whether or not a fast track scheme is developed, the organisation's clear framework for manager development can be made public and articulated.

2 Varied degree of formal vs. informal development activity

- Organisations vary in the extent to which top level executive development is well established. You will need to review regularly organisation approaches to developing high potential people; for example, the organisation may be entering a new phase or no longer be a relatively new enterprise reliant on early flair or lack of market competition.
- As the situation changes it is important to consider the range of development approaches possible and choose according to the organisation context. For example, will business school education be valued or derided when attendees return? Can the senior managers learn to coach or would they need that experience themselves first? Is the culture conducive to constructive 360° feedback? Is internal networking a priority? Are you looking for leading edge ideas just not available internally?
- Whether you have a very formal or informal approach, breadth of experience for potential top executives is almost universally considered essential- in your context would that mean, for example, international or European exposure within the company or a secondment to another organisation? Or perhaps you would look at international high flier programmes.
- Apparently informal development practices such as offering posts as developmental opportunities may need to become formal and institutionalised over time. The organisation may need to build development roles into its structure, for example, by having smaller business units or geographical areas that can be used for career development. This is particularly important now that flatter structures no longer offer gradual advancement towards major

responsibilities. Other routes not only need to be found but intentionally designed.

- In the public sector where all posts are open for competition it has been more difficult to use posts as part of a strategic leadership development plan. However, it has been suggested that this may need to be developed with posts/ person specifications identifying the desire/requirement for development as one of the criteria for acceptance.
- Learning methodologies throughout the organisation are congruent so that taking up a number of learning opportunities provides a coherent rather than confusing picture of the organisation's requirements on the individual and complements the learning of colleagues.

3 Growing your own vs. recruiting senior leadership talent

- The relative importance placed on recruitment into the organisation of global leaders with outstanding track records versus development from within the organisation is a key variation. For some organisations this is due to their own stage of development, for others it is a reflection of the nature of the business or the marketplace. At one extreme are organisations whose current practice is a virtual 100% buy in from outside to senior levels, using search agencies. At the other extreme, are organisations that recruit at graduate level and virtually not thereafter. This is an example of a dilemma which the organisation needs to address rather than assume that past practice is best-an over reliance on internal promotion might lead to a new external recruitment drive for example. Within the policy for internal development the decision to identify a fast track for the higher potential staff to develop and move more quickly, with this higher tier 'belonging' to the corporate group rather than to the local group, is a key choice. Thinking about the international recruitment market is also important. 'The recruit then promote' vs. 'buy-in later' balance may reflect the perceived need to have the organisation values and culture inculcated early vs. a need to bring in fresh thinking at a senior level-as well as pragmatic issues such as market choice.

4 Considered use of business schools and other external resources

- Organisations are moving away from a 'sheep dip' or 'lucky bag' approach to using business schools and are looking for a different relationship with them. Business schools may be part of your high fliers' programme, or you may use tailored business school inputs as courses within your own programmes, or use individual contributors from business schools on your courses. You may choose to use external providers with the capacity in both consultant time as well as expertise to deliver consulting, coaching and training to cadres of potential senior executives as planned development. They may also work closely with you to deliver specific performance capability for top managers rather than programmes of general interest. Choosing a business school or consulting partner needs to be against the business aims of leadership and management development which have been identified. For example, business schools offer the

opportunity for networking across organisations but if it is internal networking that is needed they cannot deliver on that requirement unless you build that into the relationship.

5 Leaders and managers; the value of competency framework, capabilities and performance management

- The idea of needing more leaders in modern organisations rather than managers is an idea that has become important. What would such a statement mean in your organisation? It may mean increasing leadership capacity at all levels in the organisation or you may want to focus on your top cadre or fast track people. Organisation development programmes to develop leadership at all levels and across the whole organisation, for example to drive major organisation change, might involve different programmes than those for high level executives fine tuning leadership skills. Such OD programmes may focus on a changing culture encouraging personal initiative, for example. Generic management competencies, learned out of context may not enhance a person's capacity for leading in the organisation. People need to understand the heart of the organisation and connect their leadership development to the organisation's challenges.
- This will be reflected in the use of development frameworks. Competency frameworks are extensively used, but the relative importance placed on them varies. The notion of capabilities may suit your organisation better. Performance management is given most priority in other organisations. You may focus your development on behaviours not competencies to develop business capability. Competency frameworks are used for a range of assessment and development work such as the basis for course design but the extent to which this is the corporate framework varies. The wording of a competency framework and understanding of its meaning is crucial. At a superficial level yours may not look very specific to your organisation but subtle nuances and an understanding of how the expression of these competencies, values or capabilities are espoused, expressed and delivered, is key to their usefulness.
- You will need to decide what the basis for specifying development needs are for your organisation. These will need to originate in / be agreed by the top team. These then enable the top team's vision for the organisation to be incorporated into different units and across different localities in such a way that the essential corporate values are enacted but they are expressed appropriately to the level and location of the business. The key issue is not what the model is against any external criteria of leadership, but that it is what the top team believe will be crucial in the business. The process for identifying this is an important stage. It is also one in which diversity issues need to be attended to.

6 Retention and reward strategies

- The ability to reward senior executives is important in attracting and retaining the best world class people. Flexible financial reward packages tailored to individual aspirations are important but so is experience. In a world where no cradle to grave employment is expected, one reward is to enhance and develop one's c.v. Thus development opportunity is part of the reward package as well as meeting organisation aims. Performance management on hard and soft criteria, development opportunities and enhanced experience including international exposure are all linked to reward and recognition. The extent to which highly personalised reward packages are negotiated, the ability to attract world class individuals and yet to enable all good organisation contributors to feel valued, are key to this.
- Organisation reward policies vary and yours will reflect both pragmatic and value driven choices. Reward here does not solely relate to financial rewards. For example, secondments, projects and good assignments are rewarding as well as developmental. Making cultural or procedural changes in the organisation may help some groups of staff find their work more rewarding.

Evaluation

Evaluation Principle: An explicit and shared approach to evaluation

- Evaluating your approach to leadership and management development enables the organisation to assess whether it is getting what it needs and has the right resources available. This is a very difficult task –indeed CEML interviewees admitted this was often the least well addressed area. In the leadership and management development arena there are few, tangible, immediate payoffs for a single activity whereas, taken as a whole they should add up to a significant contribution.
- Evaluation as described here relates largely to the processes of leadership development and the value placed on learning by participants and by other managers perceiving that a difference has been made to peoples' capabilities. Some organisations also reported that they used a 'leadership talent stock take'. This meant engaging external consultants to assess and review the leadership talent pool—does the organisation have the desired product of its leadership development practices? In some organisations the value of 360° feedback was seen as partly leadership 'stocktaking' as well as individual development. Were people on the 'receiving end' getting the kind of leadership they felt was needed?
- You may use a variety of methods for evaluation but these should involve regular critical review. Organisations use views of internal stakeholders, external benchmarking, and measuring performance against goals within the organisation. In some organisations best practice is 'delivering what line managers want with line manager involvement', for others it is specific benchmarking against external players in a number of aspects of their business. In all cases the link

to the organisational strategy is the key issue. The system may be formal or include informal discussions – ‘how do we think we are doing?’

- The key to evaluation is linking these questions to the intentions with which activities were undertaken. Traditionally evaluation should take place at a number of levels; immediate feedback on events, learning identified as a result of an event or opportunity, actions and payback in practice and impact on the organisation as a whole. Thus, for example, excellent course feedback is nice but doesn't tell you whether the course led to real learning and change. The imprecise nature of leadership development however, makes this kind of evaluation difficult and the multiple activities that comprise an organisation's leadership and management development practice mean many aspects of practice need to be reviewed
- The evaluation principle can be understood at two levels. Firstly, a review of leadership and management development strategy against the strategic imperative principles and the strategic choice principles is needed. The aim is to check that the approach is right for the organisation and that it is aspirational in intent. Thus the criteria by which the organisation would judge sufficient involvement by the top team, that leadership development drives and supports the business, how to decide whether the position on recruitment still obtains need to be set and the principles reviewed against these criteria. Secondly a commitment to evaluate practice (see step five of the implementation steps) needs to be made. Although more operational it needs to be related to these principles.

Five steps to implement a tailored approach to leadership and management development

There are five steps which need to be covered in order to deliver effective leadership and management development in accordance with the principles outlined earlier and which will enable the organisation to choose from the array of activities and processes available that will suit you best.

The link between the steps and principles is illustrated in Table 2.

Table 2

'Leadership Development: Best Practice Guide for Organisations'-
the link between the implementation steps and principles

Step one:	Current situation: leadership analysis.	Strategic Imperatives 1 and 3
Step two:	Future scenario plan: where you want to be.	Strategic Imperatives 2 and 3
Step three:	Analysing the gap.	Strategic Choices 1,2,3,5,6
Step four:	Closing the gap.	Strategic Imperative 1 and 2, Strategic Choices 1,2,3,4,5,6
Step five:	Evaluate.	Evaluation Principle

Step one: Current situation: leadership analysis

(incorporating strategic imperatives 1 and 3)

Reviewing

- Current leadership styles
- Current HR policies-what they do/don't deliver
- Culture of organisation (corporate, organisational, national/global influences, local)
- Leadership talent audit (what information do you have, how good is it, what do you need)
- Benchmarking current practices against comparable organisations
- Views and 'buy in' of key organisation players and particularly Chief Executive/ Top team

Step two: Future scenario plan: where you want to be

(incorporating strategic imperatives 2 and 3)

- Examining business strategy and vision
- Exploring the style of business needed to meet business vision (culture, philosophy and assumptions)
- Identifying key change issues-such as diversity, globalisation, political pressures, projected technological advances and understanding how these impact on leadership concept
- Establishment of the leadership concept for the future

Step three: Analysing the gap

(incorporating strategic choices 1,2, 3, 5 and 6)

- Understanding what current HR practices and custom encourage in terms of leadership and management behaviours
- Exploring whether these fall short of aims. For example, you have identified the need for diversity in leadership but presently recruit only from Oxbridge, you need people with emotional intelligence but only test or train for professional and technological capability etc.
- Specifying what future leaders would need to be able to do/experience for top jobs to support business strategy
- Looking at current top team involvement in leadership development and seeing where it can be improved
- Examining what will happen if no changes are made to current activity

Step four: Closing the gap

(incorporating strategic imperatives 1 and 2, strategic choices 1, 2, 3, 4, 5, 6)

- Appointment of key individual at highest level working with Chief Executive/top team
- A senior group appointed to steer this work
- Developing or improving capability/competence/performance management framework
- Decide policy on fast track and regular track development strategies
- Specifying size of and assessment criteria for entering a fast track or corporately managed cadre of senior executives
- Examine current high potential executive stock and create recruitment and development strategy to meet expected shortfalls
- Develop selection and assessment method for identifying potential corporate sponsored secondment/project opportunities/career opportunities
- Designing development trajectory for off the job development that accords with leadership concept and decide on development programmes and events that will be specifically designed or recommended
- Ensuring development incorporates assignments that will enable potential high fliers to engage with identified corporate challenges
- Ensuring learning designs on events, activities and programmes are compatible with the style of leadership you are building
- Reward leadership practices you want (for example, reward managers for development of their staff, ensure that career moves and secondment are not blocked, pay people you want to retain appropriately, reward behaviour compatible with your position on the four issues (Chapter1); diversity, ethics, ecology, good employer responsibility)
- Identify the individual and teams who will steer the process (HR, line executive steering group, secondments into HR for this purpose from non HR areas
- Ensure all development activity is congruent with the leadership concept.

Step five: Evaluate

(incorporating the evaluation principle)

- Establishing your approach to evaluation as part of the feedback loop for learning, rather than to establish whether specific activities have 'passed or failed'. This learning approach to feedback recognises that evaluation is inherently a multi-stakeholder issue with different individuals and groups having different perspectives. Thus it is an inherently political activity requiring sensitive handling not bureaucratic procedures
- Specific events, programmes and activities need evaluating. Decide what the 'unit of evaluation' is (eg your in-house MBA, your women leaders programme, the executive mentoring and coaching activity) and develop criteria for each specifically. These criteria will include whether it is going according to plan, whether the intended achievements are being attained, whether there are better ways of doing it as it stands or whether there are visions for how it can be done differently
- Recognising that the criteria for evaluation will evolve as projects change over time and incorporate the learning from the execution of the activity
- Evaluation criteria will be varied. Is it what line managers want, does it compare with other organisations you regard as comparable, does the steering group approve the approaches and progress made, do people notice learning and change in the organisation as a result of activities, do individuals report progress after events? It will cover varied time spans not just immediate reactions to development opportunities
- Use regular review from formal to informal discussions, including formal research evaluation by those not immediately involved in the development
- Individual events reviewed need to be seen against the criteria set for the strategic principles and choices –for example, is the organisation approach to management and leadership development articulated, known and understood.
- Are the choices for activities/events and how they are carried out appropriate when reviewed against the positions adopted on the strategic and choice principles? When you look at the sum of what you are doing, does this add up to meeting your strategic targets?
- Finally, the strategic targets need to be reviewed. Do the positions you have adopted still meet your aims?
- A key evaluation after an appropriate investment of resources and time is to review whether you have the talent pool that you expected to achieve.

Appendices

Appendix One

Case examples

To help you get started you might like to consider what development for leadership and management excellence looks like in practice. Some of the issues can be illustrated by creating some fictional cases that reflect the practices described at interview and in the literature. These cases show how differently organisations do this work and have been created as composites of organisations interviewed for CEML and from the literature on good practice.

Company A; The 're-inventing' company

Company A is in a fast moving environment with new competitors entering its markets and with new technology changing the way it delivers services to customers. Managers have little experience of running the business in these new ways and the company is in the process of re-inventing itself, with completely fresh images of the organisation in mind. The whole of the top team is new (less than one year in the company).

To achieve its aims the organisation sees the influx of new ideas and people with relevant experience in its new markets as crucial. It has a recruitment target of 70% of new managerial appointments coming from outside the organisation and works closely with executive search companies.

It needs to help its senior executives take up responsibility for the organisation and move away from bureaucratic management. It has therefore designed a strategic business simulation that enables cohorts of managers to work off line on the business future. It involves scenario planning and commercial and financial management as well as softer issues such as cultural alignment and people management. It acts as a catalyst for increased business awareness, confidence building in taking up a leadership role rather than management role, it engages managers in the strategic agenda and gives them a good internal networking experience essential with extensive external recruitment.

Whilst managers may fund out of their own budgets attendance at open programmes outside the organisation, the type of development described above is the preferred corporate route for the next few years. Performance management is tight and managers will be highly rewarded for better than expected performance on a range of 'balanced' targets.

Company B; Consolidating a Global Position

Company B has an excellent position in its sector and is internationally regarded as a leading organisation. It has a very strong corporate culture and practices that are replicated globally. It sees its key to maintaining its position as strengthening its position internationally by increasing its diversity in its leadership. The top leaders need to be drawn from all over the globe, need cross-national, multi-cultural experience but learn to operate at this level within the strong corporate culture that exists.

The top cadre of potential leaders is identified early on at graduate recruitment level or during the first few years of employment as a graduate. All graduates attend an intensive induction programme that ensures the corporate culture is a key part of their work approach.

There is a defined set of competencies and at all times subsequent training and development opportunities and assessment procedures are aligned to these. Key off line development programmes are offered at specific career points and these are delivered in house according to the needs identified from the top and with top executive participation. All in house trainers are line managers on secondment. High potential staff are given international experiences and projects that will engage them in special or high level issues and are regularly assessed. An international programme has recently been inaugurated which takes place in modules at a number of international locations to enable top managers to learn how to do business in a global arena and how to be more creative and entrepreneurial.

Few managers are recruited from outside at any level after graduate entry. Opportunities for advancement, and a good package of reward that is tailored to individual aspirations, ensure good retention.

Company C; Attracting talent from a limited pool

Company C is in a sector in which barriers to entry are high and mergers have recently occurred. Since there are few organisations with similarly skilled staff to draw from, competitive advantage must come from being able to attract the best highly specialised staff, and retaining and utilising this talent to the full. For this it sees leadership at all levels in the organisation a key determinant of success.

It does not believe in selection of a future top cadre for specialised development but has developed a set of capabilities identified by the top team as a basis for individual and collective learning. Development is regarded as both an organisation development activity and an individual development activity. Groups of managers come together to discuss their roles in the development of the business and look at ways of improving contribution. In discussion with their line manager and learning advisor, managers are encouraged to devise a learning plan based on their experience and aspirations and which enables them to enhance their business contribution within specific targets. This is then pursued with individual coaching and attendance at programmes that match the individuals' learning goals. Managers' appraisals include their efforts in developing their staff. Succession management includes emphasis on ensuring that people know what jobs are coming available that fit with their aspirations and people are assessed for the job on merit rather than managed placement for high potentials.

By developing a culture that enables people to enjoy making a clear contribution to the business and meet their personal goals, the Company aims to be the employer of choice in an essentially competitive talent pool.

Company D; Structured management development

Company D has a structured system of leadership development that has stood the test of time; its basic plan has been upgraded and special initiatives incorporated. This company largely recruits at graduate level but lately takes in senior managers with specialist or international experience. Its management development programmes are tiered to encompass key points in an executive career with its top cadre simply expected to attend more rapidly. These include in house and recommended open programmes. At the top level an international business school was used to create an in house tailored programme using top academics and creating a internal networking opportunity by having cohorts of managers attend. This programme was supported with executive mentoring and coaching.

The top cadre could also expect managed career assignments and stretching projects. How to enable senior managers to make the jump to general manager and director level was a key consideration at a recent reorganisation. As layers of management had been shed and as a more empowered culture evolved, it was felt that the gap from senior middle management to director level was too big, resulting in mainly external appointments. The company built in 'starter units': smaller business units or areas of relative regional autonomy that could on occasion be used to develop the careers of high potential executives.

The culture of the organisation is changing and it has recently seen the need to engage in a special series of events designed to encourage managers to take up more of a leadership role. It designed and ran a series of events attended by all its managers to help them re-think their roles and think about what is needed in the changing culture.

The company retains staff because they can expect a varied international portfolio with good professional and managerial development with a household name they can be proud of representing.

Company F; Making development precisely tailored to the business

Company F had very modern development practices but there was general agreement that they were not working. All the directors had had 360° feedback and development opportunities were widespread but many had been upset by the 360° experience and felt they could not usefully use the information. Courses were costly but the learning was never translated back in to the business and people even 'saw the light' and left the organisation with frustration after training. The new HR director identified that these programmes were unconnected to the core business vision and at best were regarded as an interesting 'extra'.

The top team thought development was 'a good thing' but the HR director got them to identify what they wanted in their top managers, what was missing and questioned why they were doing the things they did.

The core business vision was very well articulated and all key decisions taken in the light of the three corporate value statements. The HR director suggested that they move away from generic leadership training to look at what was needed to help managers lead by these values.

Development teams were put together at a senior level consisting of secondees from non HR areas. These teams reported to and worked closely with the top team. They worked to identify the behaviours and skills that were needed in relation to the values of the organisation at different levels. Action learning programmes with external providers, in house workshops and programmes throughout the organisation were developed with the core values in mind. Gradually the 'sheep dip' approach to going on programmes was eliminated. Instead there was a range of events that people could relate to their specific experience of the organisation culture.

Eventually the top team decided to go for 360° feedback again. This time its relevance was clear and how it fitted with the overall business aim was understood. Executive coaching was part of the process. It was sufficiently successful for the rest of the organisation top managers to demand the same experience.

Company G; Taking evaluation seriously

As an established national organisation this organisation had a long history of development programmes designed to meet a variety of staff development needs. An employer of thousands of managers and professional staff, it was concerned that these programmes had developed 'a life of their own', with many having run for a decade or more. Although they were reported as successful it decided to review the most expensive programmes in depth.

Among these was the women leaders' programme run by a university business school. The business school was keen to see this evaluation carried out, as it would provide real feedback on long term learning of participants and not just the 'happy sheets' faculty received at the end of the courses.

A researcher with an interest in women's management development, but not delivering the women's leadership development course, was employed at the university business school for this project. She took a view that learning could not just be evaluated by the participants but by various stakeholder groups including the participants, their staff, their line manager, the corporate management development group and the participant's spouse or partner. This last group was represented because of the very personal and in depth nature of the course that frequently resulted in participants taking personal and career re-decisions. The researcher collected survey and interview data from all groups and demographic data such as job changes. The programme had a significant positive impact on most participants as reported by all stakeholder groups and participants themselves. Many had accelerated career trajectories post programme with one participant reaching Board level. The programme was perceived to support the organisation's equal opportunities efforts and was evaluated as a good ongoing investment.

Around the same time the organisation decided to invest in an in house MBA with another university business school. Given the interest in evaluation it decided that an evaluation strand would be included from the beginning. This was particularly appropriate given that the MBA had an innovative action learning approach rather than traditional classroom teaching. A research team headed by a professor not engaged in delivering the MBA was established to provide a process and structure for evaluation.

The team proposed an approach which applied principles of learning and continuous improvement with a feedback loop model for ongoing evaluation, rather than waiting until the programme had run for years and then taking stock. The programme would have built in processes and review structures to ask key evaluation questions. These were: is it going according to plan? is it achieving the stated outcomes that were proposed for the course? are there better ways of delivering this now we are experiencing the programme in practice? and finally are we evolving a vision and insight in to how the programme could be radically improved and developed? Again a multi-stakeholder approach was adopted with evaluation moving beyond review sheets and involving participants and other key organisation groups. A lot was at stake for the HR people who had initiated this, overcoming the view from some managers that experience and hard work were better teachers than business schools. The whole evaluation exercise had to be handled with extreme sensitivity. The far reaching evaluation indicated that the learning application from the MBA was valuable to the organisation.

The evaluations undertaken were regarded as good investments enabling the organisation to establish the relevance of the events for corporate objectives and to have confidence that resources were well targeted. Of course not all events were evaluated as positively as those reported here and were improved or changed accordingly.

Organisation H; Diversity and leadership

This organisation was worried about meeting its own diversity targets. The organisation decided to track all aspects of representation, particularly women and ethnic minorities, although other social groups were also included. They wanted to know how under-representation at senior levels occurred. Anecdotal evidence suggested that they were not attracting candidates for the posts from ethnic minority groups or from women in sufficient numbers. Comments such as 'we would love to appoint more women/black people, if only they applied more' were taken as truisms. The HR director was puzzled because they had taken a number of steps to redress this problem. They had started advertising jobs on their internet website (a step other organisations had found significantly widened their applications), had developed women manager programmes and had been tackling racism in a variety of ways, hoping to have better retention of ethnic minority staff.

A decision was taken to more closely monitor selection decisions. They found that applicants were indeed coming forward in the predicted proportions from women and ethnic minorities, they were short listed in proportion too but were not appointed in proportion to their white/ male counterparts. The 'truisms' were false.

The organisation decided to raise the profile of diversity issues by setting clear percentage targets for appointments. They found that they did have proportionate representation of women and ethnic minorities at junior management levels and so decided that promotion was a key, not just attraction.

The organisation created an ethnic minorities conference to which a 100 middle managers came and organisational leaders made keynote introductions about its purpose and value to the organisation. The managers heard stories from high achievers from ethnic minority groups both from outside and within the organisation and were encouraged to speak about their own experiences. As a result of this conference, a mentoring programme was initiated, learning sets established and training that helps people to write their c.v. and prepare for interview were established. (This training was subsequently made available to all staff.) As this was happening and was being publicised in in-house and in trade press, women who had previously attended women manager programmes established a Women's Leadership Council with top level support. All this activity encouraged a Gay and Lesbian network group to form. Finally a feedback mechanism was created for managers involved in selection to see updated statistics on promotion and selection of women and ethnic minorities into senior positions, on a regular basis.

Whilst it is too early to see whether the top manager profile has changed, some early appointments suggest that these events have had an impact on the organisation. Diversity is firmly on the organisation's agenda. Also the 'truism' that 'they just don't apply' is no longer voiced very often.

Tools for using ‘Leadership Development: Best Practice Guide for Organisations’

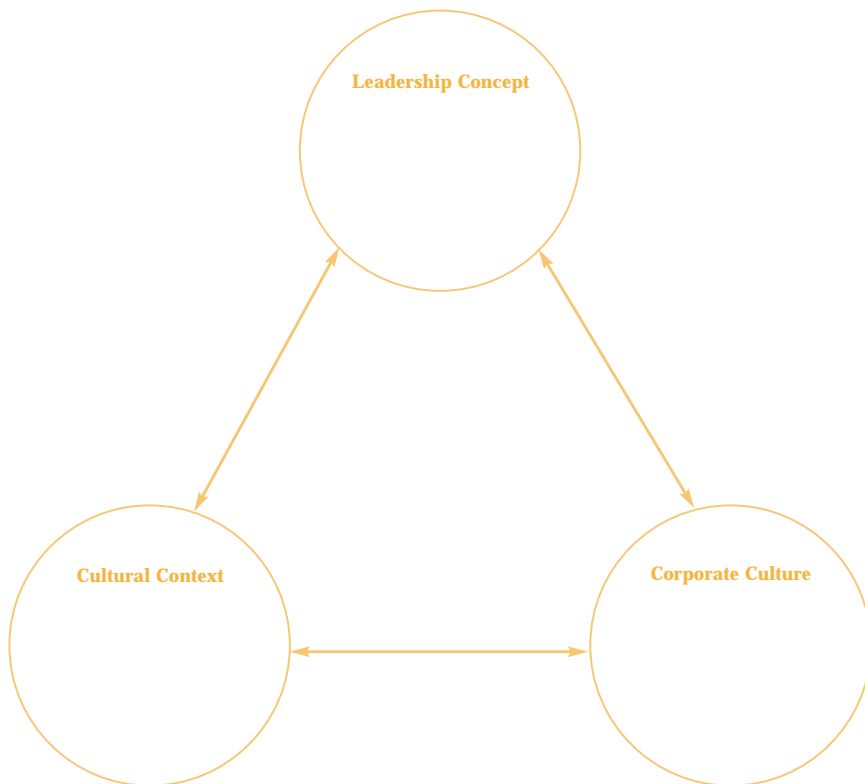
The tools that appear here are intended as an initial set and with the intention that they will be expanded. Expansion is envisaged as organisations use the Guide and offer their own frameworks, checklists etc to the management development community. We would certainly welcome additions from existing material as well as newly developed material. We are also aware that different sectors have already done substantial work in some of these areas and which might be usefully shared, with acknowledgement, through this medium. So these are intended as examples not exemplars.

Step 1: Current Situation: Leadership Analysis

A Leadership concept and context analysis

The framework below shows three key elements of this analysis – the leadership concept and in your organisation, the corporate culture of your organisation and the cultural context in which you operate.

Step 1 Figure 1: Leadership Concept and Context Analysis



You need to examine each of these 3 elements in turn.

Remember:

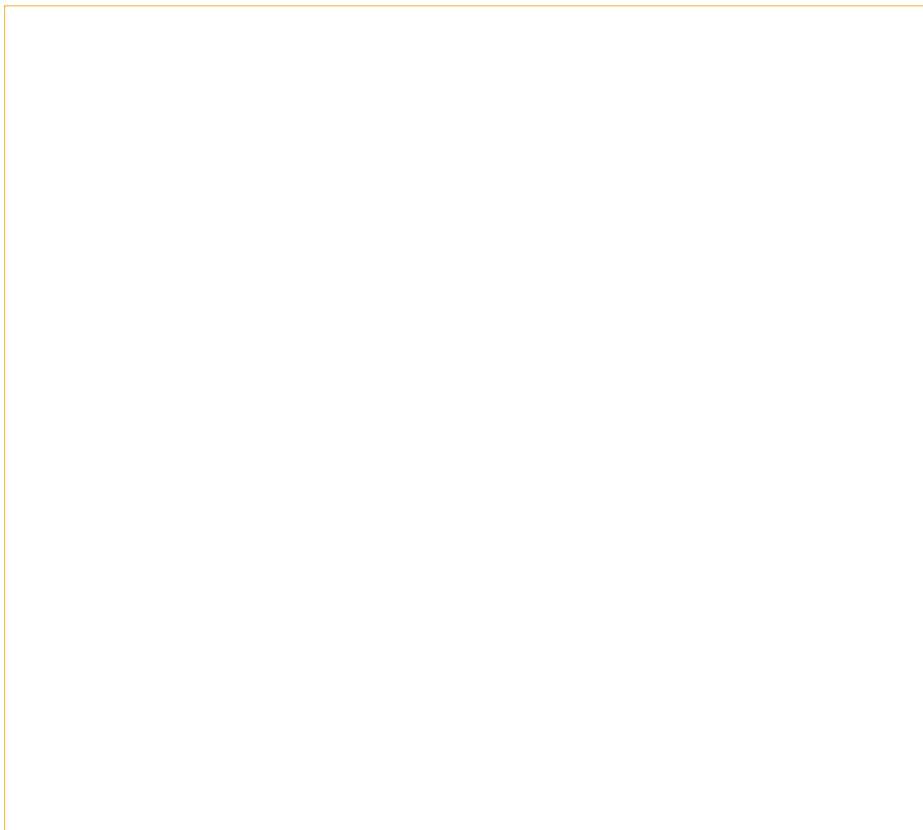
- You are focussing on how it is in step 1, not how you would like it to be.
- Use as many sources of data as you can for each element: the views of the top team, employee survey data, printed documents such as the annual report and marketing brochures.
- Visit, or recall visits, to sites other than your own or to corporate centres to fill out the picture.

Leadership Concept

- You may already have competency or capability frameworks.
- Talk to senior managers about their ideas.
- Think about myths and stories that are often told which inform the ideas held in this organisation about good leadership.
- Examine appraisal systems and existing training and development programmes – against what criteria are people assessed? – what are people being told about successful leadership behaviours?
- Examine any inconsistencies between explicit success criteria (eg. in formal systems) and implicit messages (e.g. who actually gets promoted).
- Look at biographic data on your senior managers – what is the age profile, gender, ethnicity profile, nationalities and so on?

From this data how would you describe the concept of leadership that people currently have in your organisation? You are not describing any one individual but trying to identify how people think about leadership.

Our Concept of Leadership



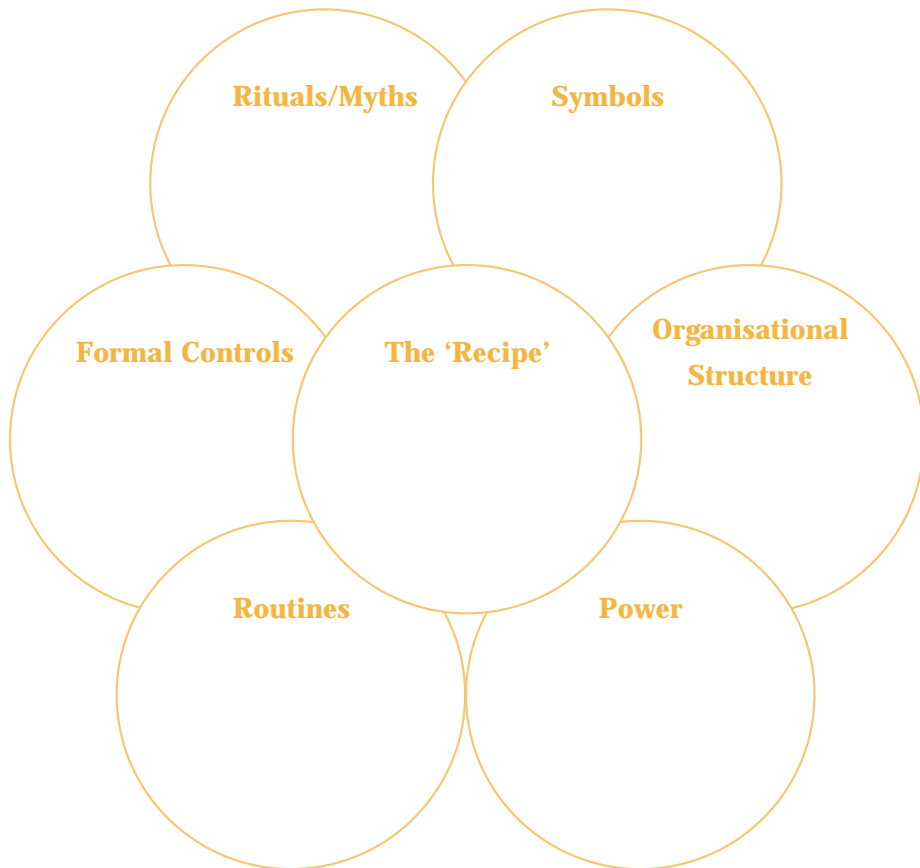
Corporate Culture:

- You are looking for evidence of the shared values and assumptions that underpin how people actually behave in the organisation.
- You may already have some formal statements about the culture of your organisation.
- You may examine rituals, stories and myths that are told about the organisation, the organisation's history.
- You may look at symbolic information about the organisation – such as your logo, reception, how the offices look as you wander round, dress code, the comparison of head office and local office, the kind of job titles that are used.
- You may look at the structure of the organisation, the control systems and power distribution in the organisation.
- You may examine rituals and routines, promotion practices, communication styles, paperwork/email procedures and style.

From this you may ask what this all "adds up to" – the culture, of the organisation as it is actually lived. This has been described as the "cultural web". (see next page)

Step 1 Figure 2: Our Cultural Web

Into each circle put words and phrases that capture your organisational culture.



(After Johnson G. and Scholes K. Exploring Corporate Strategy, Prentice Hall, Hemel Hempstead, UK 1989.)

Cultural Context

You are exploring how the location/s of your organisation affects your operation:

What are the local sensibilities you need to take into account?

What national issues (government, legal framework) affect you?

What restrictions and opportunities do these give rise to?

What are the specific issues for your organisation working cross nationally? For example, working with global clients but having a regional divisional structure?

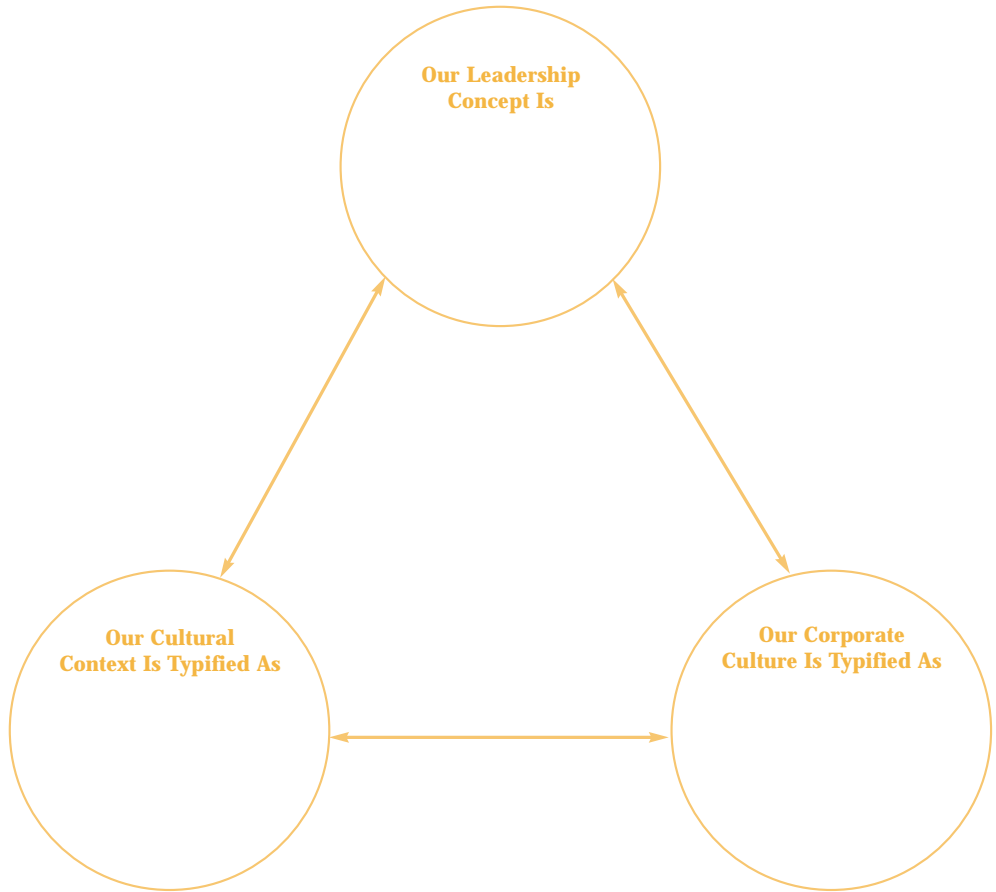
What are the issues in bringing cross national teams together?

What are the challenges associated with different geographical regions, or of working across regions?

What are the key challenges of the cultural context that you operate in?

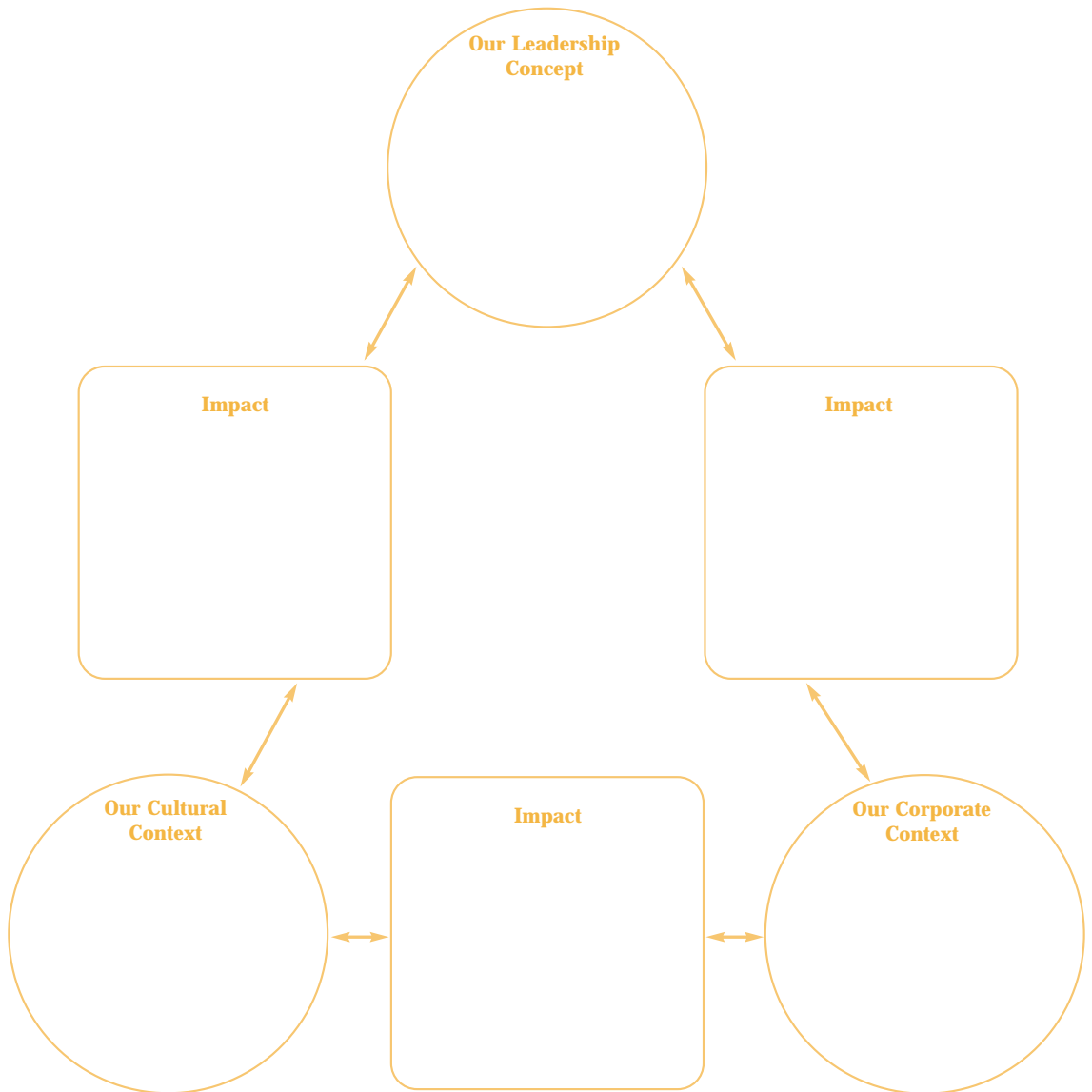
Now revisit the framework we started with and fill in the circles with summary phrases and words in Figure 3.

Step 1 Figure 3 Leadership concept and context analysis



In the next version of this below (figure 4), you will notice that boxes between the circles have appeared. These are for you to record how you think these 3 elements impact on each other. (For example, our leadership concept is about entrepreneurial capability, innovation and personal initiative, our corporate culture is bureaucratic and typified by silo thinking, our cultural context is typified by new government legislation and local high employment levels. How do these elements fit/clash for us?)

Step 1 Figure 4 Impacts of Leadership Concept and context analysis



B The current involvement of the Chief Executive Top Team

How much time do members of the top team and the Chief Executive spend

- Discussing formally the development of the next generation of senior managers?
- As figure head/ speaker for key training and development programmes?
- Coaching/mentoring in the organisation?
- On their own development?

Can these executives articulate their principles and philosophy for leadership development in the organisation?

You might like to use a simple device for exploring their views. Get each to place themselves on the line below, and then to explore why they have taken the position they have.

0-----100%
commitment to leadership development (principles and practice)

C What is already being done in the organisation

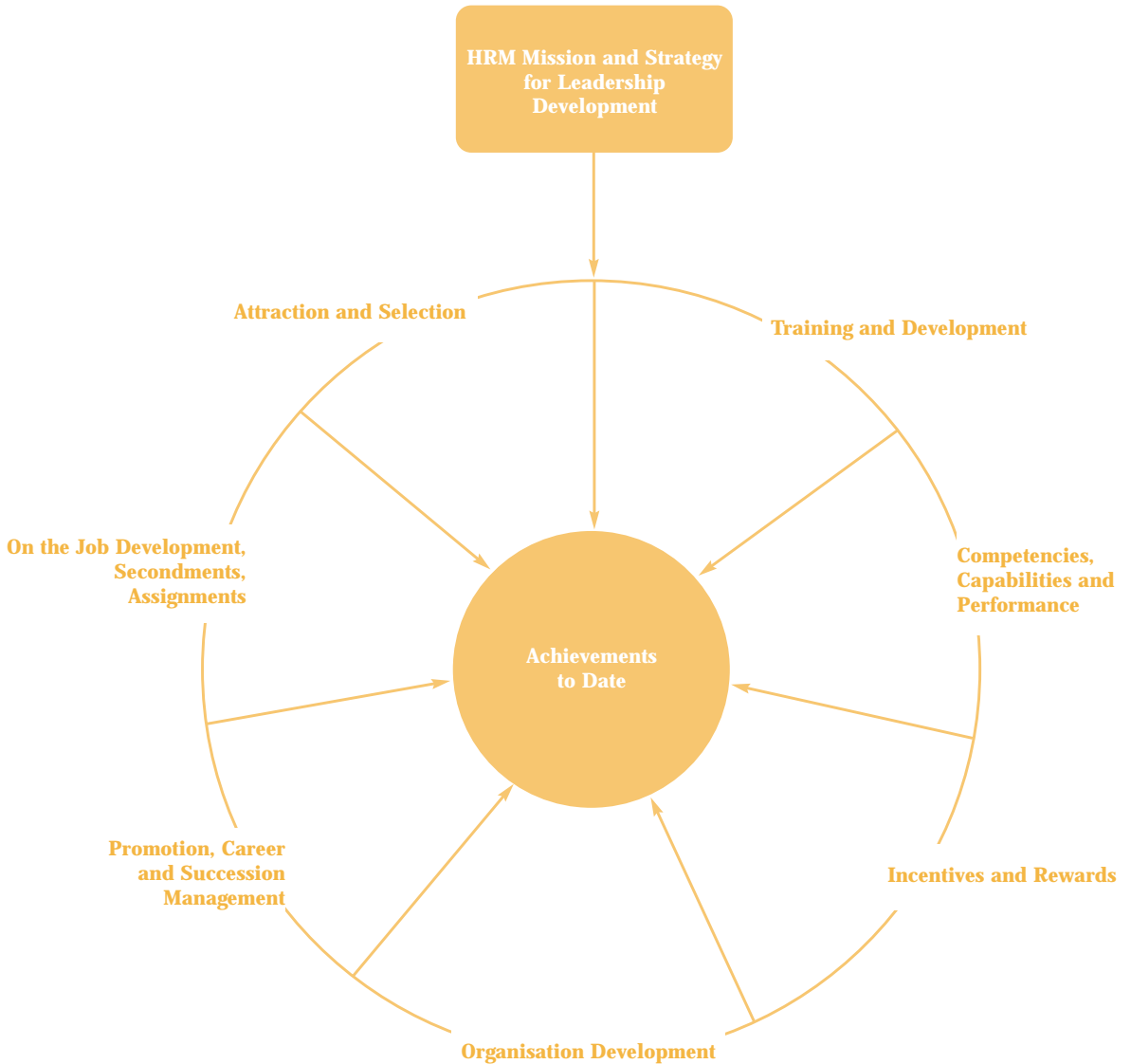
This is an opportunity to collect information from regions/divisions or departments as well as from the Corporate Centre.

- What practices do you have that generate data about the leadership talent available to the organisation? How are these recorded and used when jobs need to be filled?
- What information can you collect about the changing profile of the talent pool in terms of diversity profiles?
- What patterns of training and development exist in the organisation? How consistent are these across different locations?
- What competency/capability frameworks exist? How recent are they? How are they used for development and assessment? How consistently are they employed? Do people find them helpful/restrictive?
- What organisations do you benchmark your development activities against?
- What proportion of senior jobs are recruited externally/promoted from within? How does this affect diversity in your organisation?

What do your current HR practices deliver for the organisation?

Step 1 Figure 5 The HRM Wheel

Complete each section of the HRM Wheel and the centre-piece for your organisation



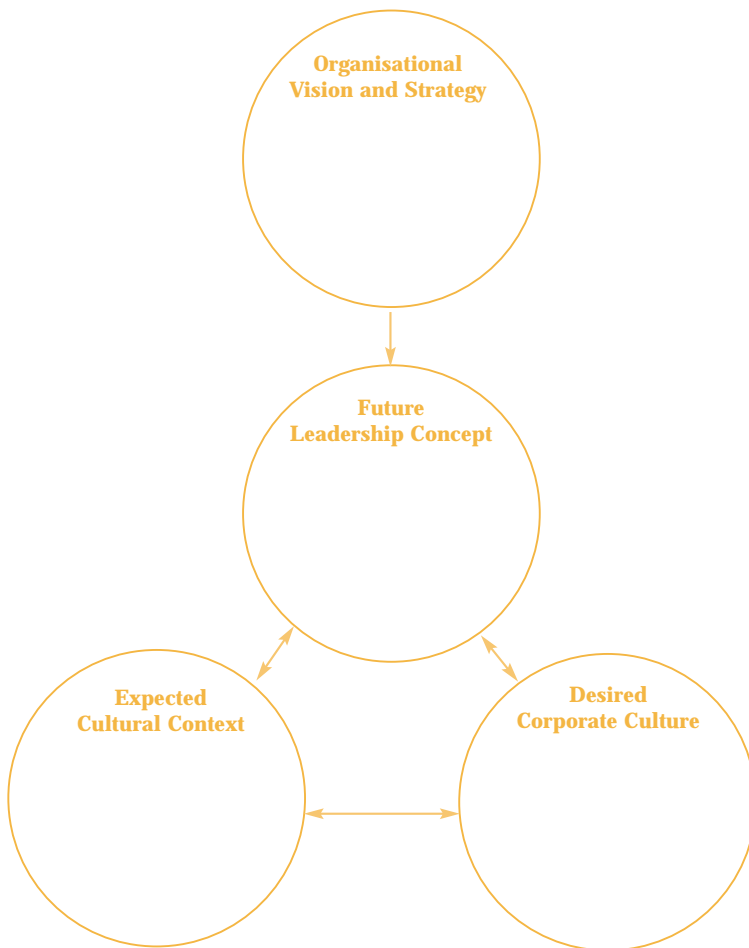
(Adapted from Harrison R., Human Resource Management: Issues and Strategies, Addison-Wesley 1993, Wokingham, UK)

Step 2: Future Scenario Plan: Where you want to be

This step begins to focus your thinking on what *might* be instead of what *is*. It is therefore both tied to existing *plans* for the future and to ideas that people hold about the imagined future, which may be an extrapolate from those plans.

You will revisit the framework for Step 1, but now add into that a new circle, the Organisational Vision and Strategy. This incorporates the long-term vision for the organisation as leadership development is geared to the next decade rather than next year, but it also incorporates more specific existing plans that have implications for the leadership and style of the organisation.

Step 2 Figure 1: Organisational Strategy and Leadership Analysis



Remember you are focussing on *how it may* be in Step 2. Try to set aside, for the moment, your responses to Step 1.

You will see that the 3 original elements are now future oriented. You will not have the same data to collect but the same type of analysis is required.

Leadership Concept:

- What might the capabilities of leadership need to be in this organisation?
- What might the future stories of success be like? (Look at your vision and strategy and imagine a success story that would have made a significant impact on achieving these).
- What do senior managers imagine leadership in the future to be about? Perhaps take them through an historical trajectory – in the 1980s it was this, the 1990s that, the next decade?
- What promotion criteria might there be in the next few years?
- What would the biographic profiles of the senior management cadre look like (gender, ethnicity, nationality etc)?
- Without describing a paragon of all virtue, what leadership concept will assist the organisation moving forward within its context and towards its vision? How consistently shared is this concept in your organisation?

Corporate Culture:

- What does the vision and strategy call for? What descriptions are already in circulation?
- What different behaviour patterns will be needed to meet planned changes?
- What new rituals might support the new organisation?
- What might one see when walking around your organisation 5-10 years from now?

Cultural Context:

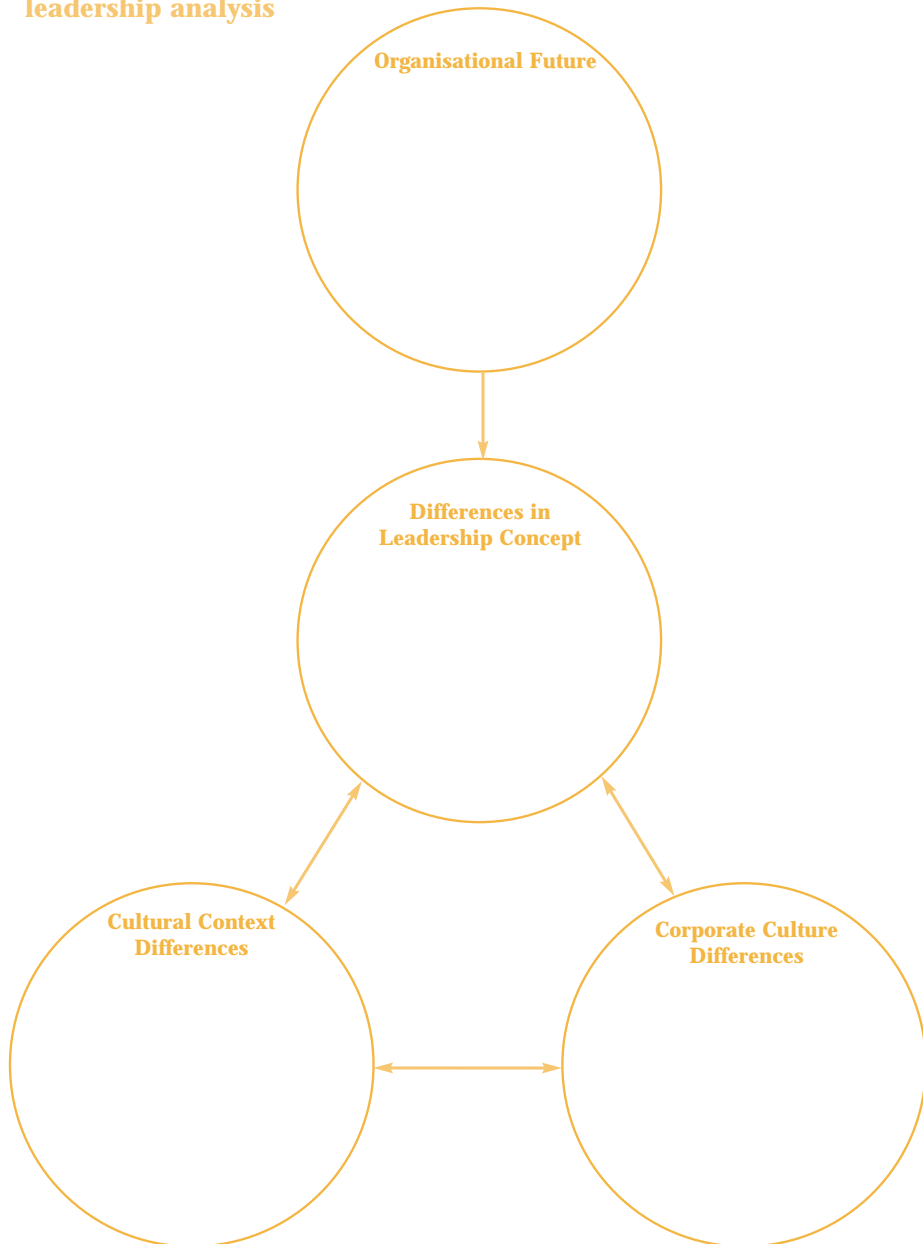
- What does the organisational vision and strategy demand (such as moving into new regions etc.)?
- What changes are predicted in the industry/sector that will impact on you?
- What local/government regulations are likely to affect your organisation?
- What social trends such as ecological pressure groups are predicted to impact on you?

Complete the circles in the diagram at the beginning of this section. Are all the elements congruent in the view of the future that you have taken?

Step 3: Analysing the Gap

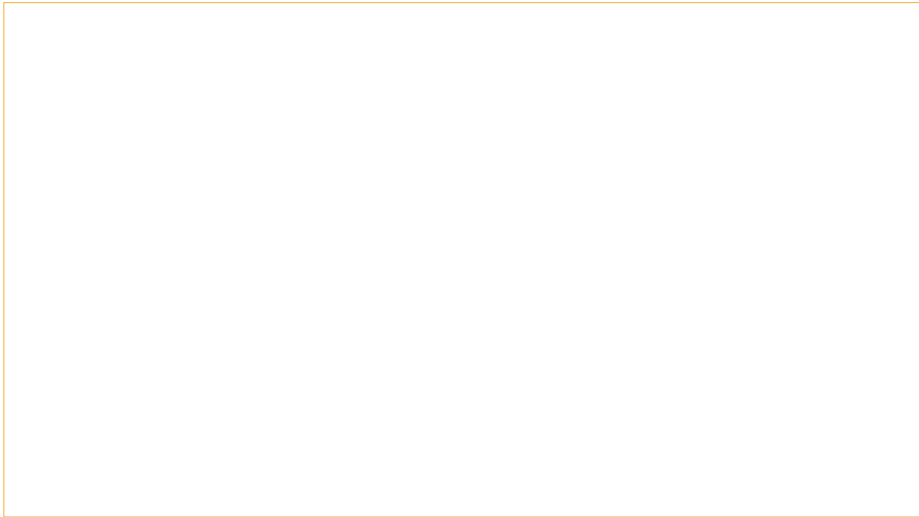
A In this step you are looking at the differences between the data collected from Step 1 and the projected/imagined future in Step 2.

Step 3 Figure 1: Differences between current and future leadership analysis



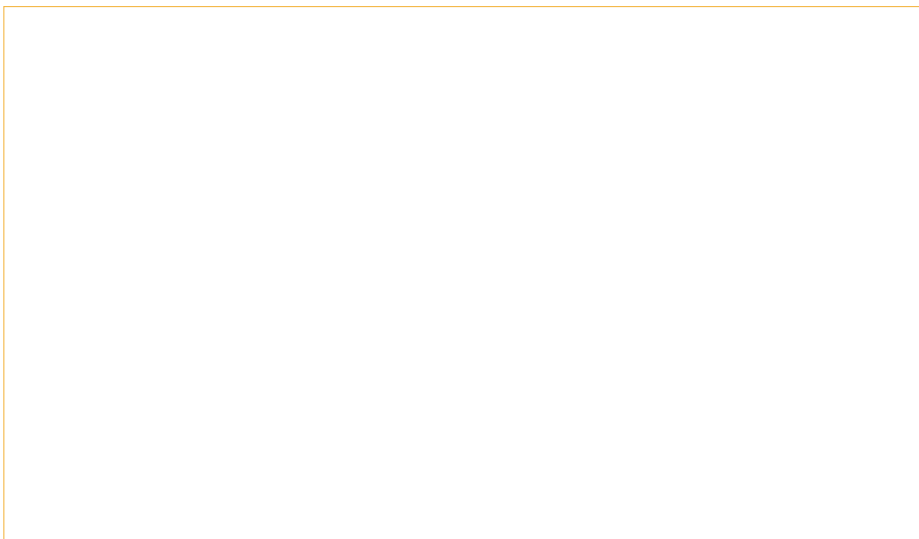
Complete the circles. What are the key issues emerging from this analysis?

Key Issues:

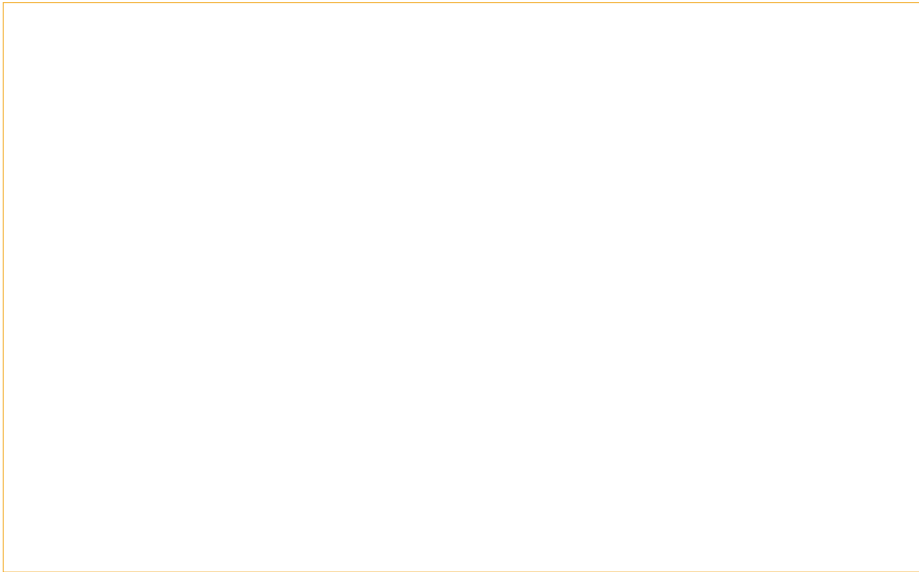


B Examine what your organisational leadership talent pool will be if you continue with current

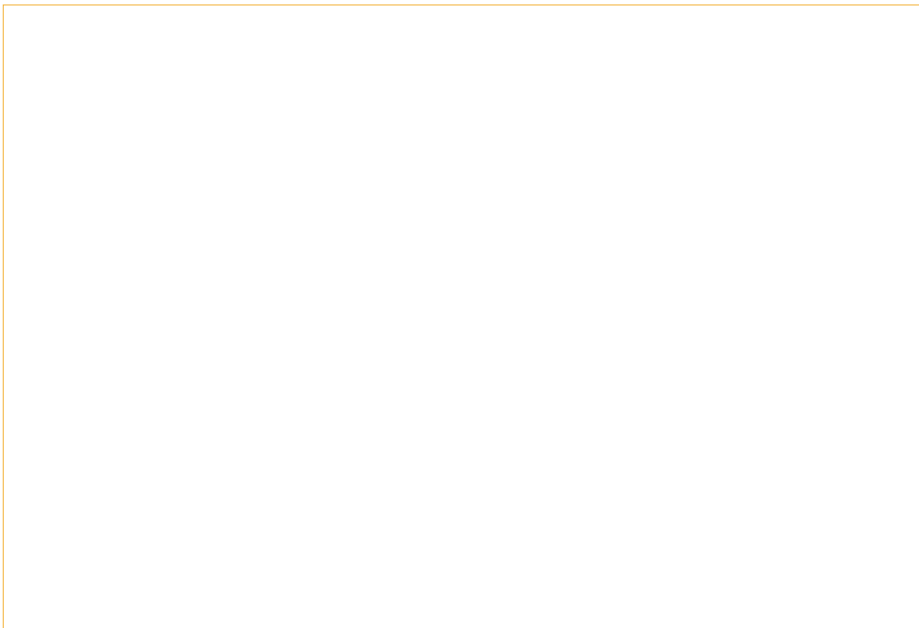
- recruitment/selection policies and practices
- training programmes
- development programmes
- existing competency/capability frameworks or performance management system.



C Write a summary paragraph on where you are going and what you are doing that supports that trajectory.



Summarise what you are currently doing that would hinder you from meeting future leadership requirements.



What gap are you seeing between current practice and future demand?



(For example, you may observe that current training and development practices deliver a strong management capability but are less able to deliver leadership capability. You may observe that your syllabi for training and development do not include ecological issues. You may observe that your recruitment has been too narrowly geographically based to meet future demand. Your diversity profile may not have changed over the last five years significantly. You may observe that you focus on technical and professional skills rather than the 'soft skills' of leadership.

Or, for example, you may conclude that you are on course for internationalism of your organisation but not to meet your diversity targets. Or, people get good exposure to other national cultures through international secondments, but little understanding of how comparable organisations conduct business because you have a strong graduate-executive development track.)

*To summarise, if you changed nothing, would that be appropriate?
If so, go straight to Step 5 on evaluation. If not, move to Step 4.*

Step 4: Closing the Gap

This has three points:

the right team

the right approach

the right methods.

The Right Team

The task of the team is to ensure that the approach and methods are consistent and meet the projected demands.

Their task is to ensure that approaches to leadership development are appropriately challenged so that an integrated strategy is adopted.

(Thus, for example, if the future calls for team players and the reward strategy is focussed on individual attainment, this may be explored. If the emphasis is on soft skills for leadership but we send people on management training courses, this needs to be explored.)

The right team includes the Chief Executive in some capacity and the appointment of a senior person with professional capability for leading learning for leadership in the organisation. It may also include a steering group of key and interested managers, who may not all be from the current management team or HR.

The Right Team	Timetable and Strategy for Assembling the Team
A	A
B	B
C	C
D	D
E	E

The Right Approach

This is the over-arching framework for leadership development that is congruent with the organisation vision and strategy.

This includes the capacity to bring together those departments or individuals responsible for HR systems such as graduate recruitment, selection practices, performance management, appraisal systems, succession management, training and development, fast track practices, diversity management.

- aligning the system components around the shared objective.
- integration across the components.

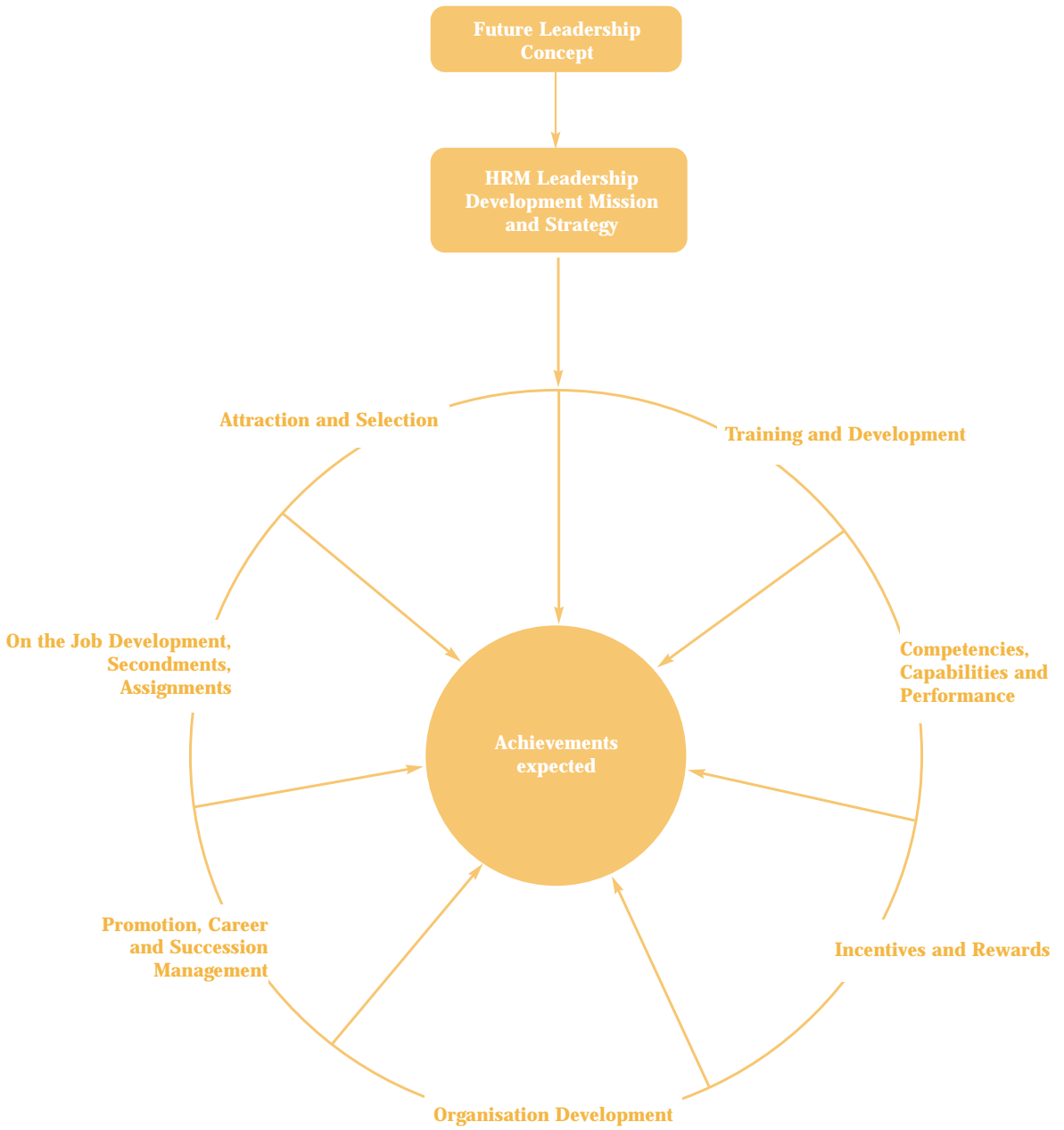
The first task is the shared understanding of the leadership concept and the implications for various aspects of the HR system. The focus will be on the corporate level initially – although this should have a subsequent impact on other levels/units.

The outcomes from this will be decisions on the overarching issues such as

- recruitment, promotion policies
- incorporating diversity management into all levels of practices
- use/non-use/development of competence or capability frameworks
- understanding the appropriate learning systems and approaches that are congruent with the leadership concept.
- clarity about how the organisation's practices compare with other leading organisations.
- expected use of external vs. internal sources of development activity to meet the organisation's desired outcomes such as value added competencies, or behaviours aligned to organisation values, specific skills or learning behaviours.

You may want to use the HR Wheel to capture this. (Figure 1)

Step 4 Figure 1: HRM Wheel Revisited



The Right Methods

Choosing the right methods ensures that there is a circular interdependence between the development practices and the organisation strategy for change.

This will ensure that the portfolio is drawn from:

Recruitment and selection practices e.g:

- Graduate schemes
- Assessments against competencies capabilities or in relation to your performance management system
- Use of executive search consultancies
- Selection into fast track schemes

Deployment for development e.g:

- Secondments
- Special projects
- Developmental involvement with strategic levels of organisation
- Succession management – local and corporate
- International experiences

Individual development e.g:

- Coaching
- Mentoring
- Individual course attendance on management development programmes, ie. non-specified cohort
- Open programmes with external providers
- Tailored programmes with external providers
- Internal programmes with internal providers
- Personal development for leadership programmes
- Management education such as MBA, professional development programmes, accredited courses.

Events for organisation development e.g:

- Action learning programmes
- Team development
- Learning teams
- Designs to engage with the strategic agenda of learning experiences, such as forming 'shadow cabinets' for top teams, cohorts attending international top level programmes, internally designed or tailor made programmes aimed at specific groups for collective action
- Coaching and mentoring as part of a programme designed for specific organisation learning and change
- Programmes for induction into (new) corporate culture

However, the subtlety behind this lies in the learning designs that underpin the method. The organisation needs to ensure that this is consistent with the overall intention of the leadership development strategy.

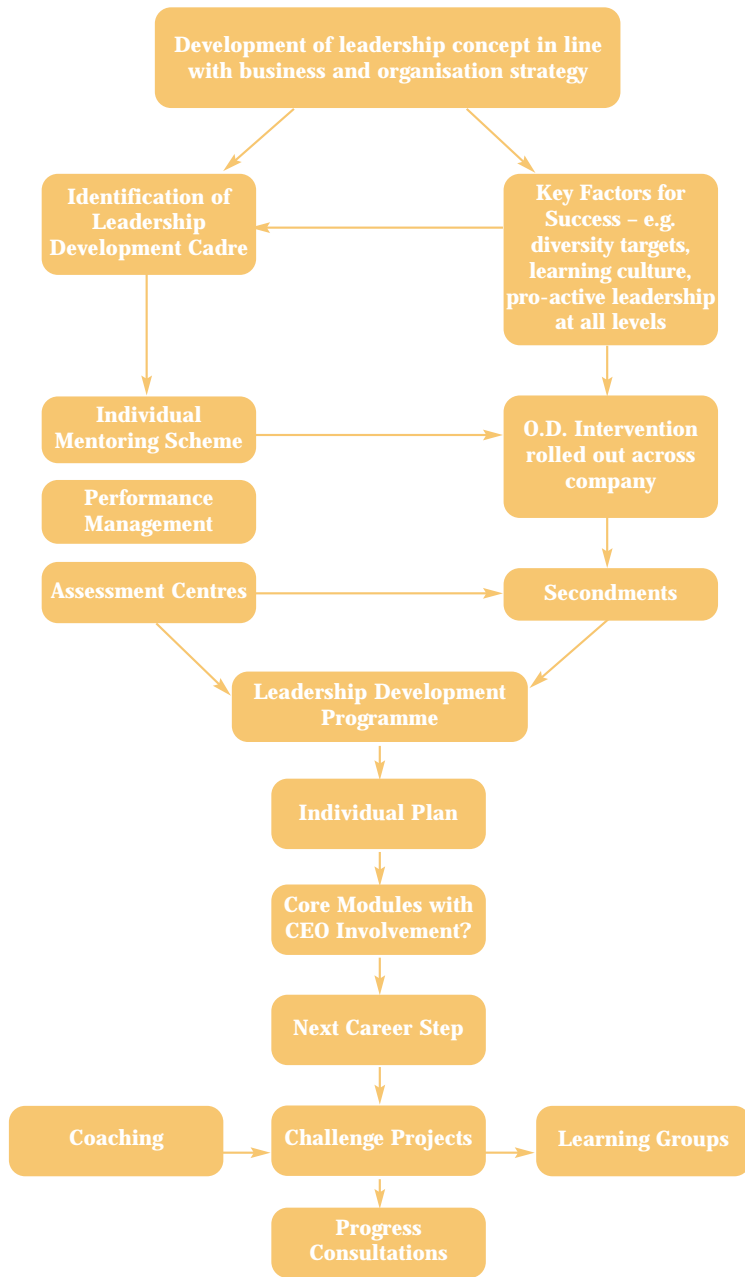
Thus the organisation may use an integrated approach in which an individual may see their development path involving a combination of events. These may be individually tailored or may be the path for all managers in the development cohort.

Some of the learning designing characteristics that have been described as appropriate for 21st Century organisations include:

- Customised programmes created to help achieve specific corporate objectives.
- Designs where participants will listen occasionally, interact frequently.
- Designs where participants spend a significant amount of time demonstrating their ability to apply concepts to real challenges, such as action learning projects and simulations designed to engage with real issues.
- Personal learning journeys where it will be impossible to tell what the result of the learning will be – unlike competencies-based development.
- Executive education designs taking into account that a key cost is managers' time away from the workplace and using real work time as a development tool.
- Courses specifically incorporating vertical not horizontal slices of the organisation based on the principle of learning for organisation challenges not 'status' events.
- 'rites of passage' – attendance on long 'once in a career' programmes will decrease with multiple attendance at a variety of learning events across people's career.

The right methods cannot, by definition, be specified here but are specific to the organisation.

However, an example is given on the next page to encourage creative thinking on this!



Step 5: Evaluation

The situation

Evaluation is usually seen, even in best practice organisations, as the most difficult, unsatisfactory, and least done of the stages and tasks in organising management and leadership development.

In particular there tends to be a belief in management and leadership development teams that there is a complicated and sophisticated approach to evaluation that they should be working out and implementing, but which in practice there never quite seems to be time for. In consequence almost nothing is done, or practice falls back to the 'do-able' of collecting and analysing reaction sheets.

The first step in effective evaluation is to develop a more appropriate mindset about it.

Useful ways of thinking about evaluation

Firstly, it has to be recognised that evaluation, like breathing, is not optional.

Programmes and initiatives in management and leadership development will be continued, closed or changed. Management and leadership development budgets will be increased or decreased and plans will be approved, rejected or sent back for revision.

When these decisions are made informal and natural evaluation does take place – often on very narrowly based impressionistic evidence.

The way to think about evaluation is in terms of how far one can go with reasonable investment to improve on this situation. The early wins are the easy wins. Simple things can greatly improve the quality of decisions about management and leadership development by improving the evidence base for them. This is a practical way of defining the purpose of evaluation.

One of the problems with evaluation is that it has a very simple side and a very complicated side, and they get mixed up. The simple things do not get done because the complex things have not been resolved. This is a mistake.

The Simple Side of Evaluation

The simple side of evaluation is seeing if programmes and initiatives work in the way they are expected to work, and achieve the outcomes they are expected to achieve.

That is why we suggest that the starting point of evaluation is to review the overall plan that you formulated in Step 4: Closing the Gap.

For each aspect of it you should answer the following questions:

What is it intended to achieve? What will count as convincing evidence that it is achieved or not?

How is it intended to achieve this? What indicators will serve, as it goes along, to identify whether it is working this way or not?

Step 5 Figure 1 gives you a format, which you can adapt, for doing this

Step 5 Figure 1: Evaluation framework for the 'Closing the Gap' Plan.

Aspects of 'Closing the Gap' Plan	What is it intended to achieve?	What will count as convincing evidence that it is achieved or not?	How is it intended to achieve this?	What indicators will serve, as it goes along, to identify whether it is working this way or not?

When you have worked out what goes in Step 5 Figure 1 you should build into your operational plan the steps necessary to collect these kinds of evaluation data, analyse these and feed them into the appropriate review and decision points.

To help you with this you should put the integrated 'closing the gap' and evaluation plan onto a time chart, and adjust it so that all the evaluation steps fit in between programme implementation and review decision making points.

Evaluation should always be embedded in operational plans like this:

Apply Programme → Evaluation data collection → Analysis → Review/decision

In terms of how to plan the analysis to support reviews and decision, which will help you identify that data it is useful to collect, you will find three approaches below under 'Practical approaches' that you may find useful.

Before doing that let us consider:

The Complex Side of Evaluation

In its fullest sense the evaluation question poses issues that the greatest minds in history have struggled with and failed to resolve.

These are 'what is a good thing?' and 'what is the process by which these are achieved?'

In other words a final solution for evaluation depends on moral and aesthetic philosophy coming up with a definitive answer to the question of values, morals, ethics and aesthetics, and the science community (natural, technical, biological, social and economic) working out how the world works to create value.

Resolution of these issues is not imminent, and may well be impossible. Either way we have to get on without these certainties to guide us.

In organisational settings management and leadership is about taking action-oriented decisions based on judgements about what to aim for and how to get there. The overarching values and approaches are determined by the judgement of decision-makers in conjunction with each other and the stakeholders in their environments.

Step 1 of this part of LLD is really about this process, and ensuring that a leadership concept and philosophy for the organisation is crystallised, so that it can be implemented, as part of this.

The role of those with responsibility for management and leadership development, in relation to the complex side of evaluation, is to stimulate the dialogue implied by step 1. The trick is to ensure that the dialogue is decisive enough to form a strategy and leadership philosophy to go with, as a basis for ongoing action, while at the same time maintaining an open-mindedness to question it and the need for its revision. Once priorities are set at a particular time programmes and their 'simple' evaluation can be put in place, which will generate the data to help decide if it is working, and also inform the debate about whether it is working to the appropriate purposes.

Practical approaches

Here are three practical approaches that can contribute to framing an evaluation strategy:

Top down cost benefit

It is often thought that the 'idea' of evaluation would be a full scale cost – benefit analysis of management and leadership development initiatives, from the point of view of the organisation as a whole. It is equally widely believed that such an exercise is impossible due to the complexities involved, or indeed the cost of doing it in itself.

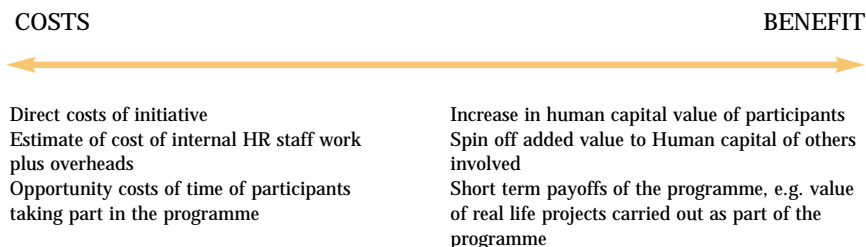
But there is a practical approach based on this approach that can be relied upon to increase the quality of decision making based on evaluation.

The steps are simple:

1. For any management and leadership development initiative, based entirely on an analysis of the plans and aspirations for the initiative, guess what the different kinds of costs and benefits are for the scheme, and guess and estimate what these costs might be.
2. Consider which of the guesses and estimates are most critical to the outcome of the cost – benefit calculation, consider what practical data collection and analysis would increase the accuracy of the estimates and guesses, and carry these out.
3. Use the 'improved' cost benefit estimate as a guide to decision making.
4. Continue to cycle through 1 – 3 to support decision making and review.

Step 5 Figure 2 provides some notional headings for such a cost – benefit estimate

Step 5 figure 2: Outline Framework for Notional Cost – Benefit Analysis



The double value chain

Organisations can be analysed in terms of the primary value chains through which they add and create value for delivery to clients and customers, for which they get a return.

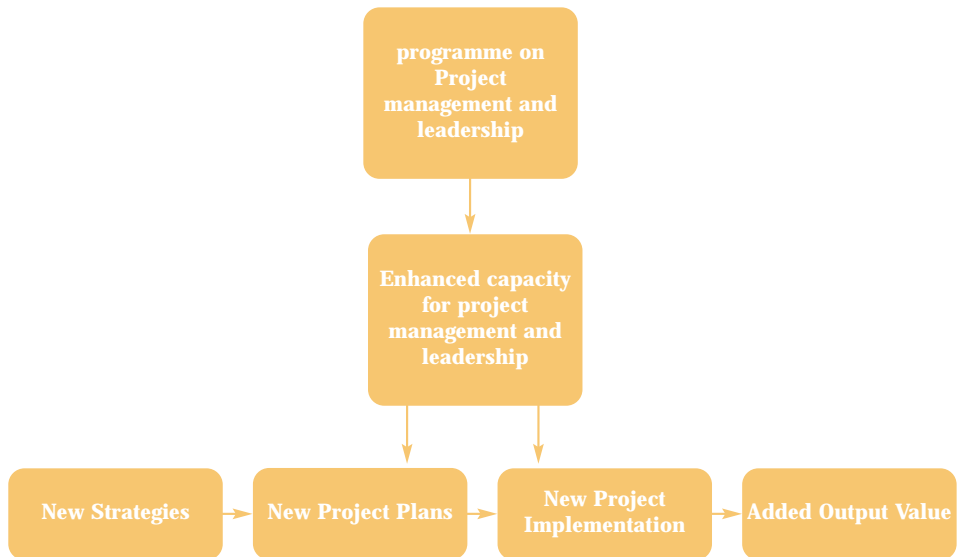
Management and leadership development initiatives can be thought of as secondary value chains, the purpose of which is to increase the efficiency and effectiveness of the primary value chains.

One form of good practice in evaluation is to work to a rule that any management and leadership development initiative, to be signed off for implementation, should specify the secondary value chain that it is intended to create, and how it is intended to impact on a primary value chain.

This specification can then be used to monitor the implementation and outcomes of the initiative as it is operationalised.

Step 5 Figure 3 gives a simple notional example.

Step 5 Figure 3: The Double Value Chain – A Notional Example



The milestone approach

One of the main practical problems for evaluation is time, and the fact that many of the benefits that programmes are intended to deliver take time to materialise.

For example a development programme for early career participants intended to increase the quality and quantity of the talent pool from which strategic posts can be filled may take many years to be fully tested.

In these situations it is tempting to conclude that such programmes must be 'acts of faith'. However it is possible to improve on this.

Staying with this example, the approach is to specify the scenario, as a time sequence, by which the current programme is expected to achieve the longer-term goal.

The evaluation approach is then to determine the real time indicators that show whether the unfolding implementation of the programme is running according to expectation, or whether something needs adjusting.

In this example, one might envisage these steps, which can be observed to take place, or not:

1. The programme runs
 2. Short-term benefits are identifiable.
 3. Performance management measures show enhancements for participants.
 4. Participants stay with the organisation.
 5. Above average career progression can be identified for participants.
- the approach can obviously be adapted for different situations.

of the study. The first author (SMH) was a member of the research team during the data collection and analysis phases of the study. The second author (JL) was a member of the research team during the data collection phase of the study. The third author (JG) was a member of the research team during the data analysis phase of the study. The fourth author (JH) was a member of the research team during the data analysis phase of the study.

CONCLUSION

The findings of this study suggest that the use of a mobile phone-based intervention can be an effective way to improve the adherence to a physical activity program. The intervention was found to be more effective than the control group in terms of adherence to the program. The findings also suggest that the intervention was more effective in terms of adherence to the program in the long term.

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APPENDIX

The following table provides a detailed description of the mobile phone-based intervention used in the study. The intervention was designed to provide users with a variety of features that would help them to adhere to a physical activity program. The features included a daily reminder to exercise, a log of exercise activities, and a reward system for completing exercises. The intervention was delivered via a mobile phone application that was available for both Android and iOS devices. The application was developed using a combination of Java and Objective-C. The application was tested on a variety of mobile phone models and operating systems. The application was found to be user-friendly and easy to use. The application was also found to be effective in terms of adherence to the physical activity program.