
BPIR Management Brief : Issue 8 – Developing Leadership

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Welcome to the eighth issue of the BPIR Management Brief that provides short and easily digestible research summaries based on specific topics or tools. Summaries include comments from experts, case examples, and survey analyses. Topics for the briefs are based on those submitted as requests through our members' Research Request Service. Read and absorb, then pass on to your staff/colleagues to do the same.

Leadership Development - definition

The formal processes used to attract, develop, and retain leaders within an organisation.

The stage

Today, effective leadership is commonly viewed as central to organisational success, and more importance is placed on leadership development than ever before. There is also a growing awareness that the success and profitability of organisations is directly dependent on the effective use of human resources. Great leaders are said to be able to “learn to unleash the know-how, imagination, creativity, initiative, and pro-activity of their people” (Bennis 2003 – Distinguished Professor of Business, University of Southern California), with knowing how to organise and coordinate different talents, generate intellectual capital, and reward outstanding performance being the new keys to competitive organisational advantage.

Expert Opinion

Dahmen and Hammond (2002) at Anderson's identify that the purpose of developing (the next generation) of leaders is to "...prepare them for the challenges of the business environment and the organizations objectives". The Work Foundation (2003) of the U.K. also highlights that "Leadership development should not just be seen as a pipeline for promotion. Its aim should be to build a group of people who can lead new businesses, maximize potential and influence strategic thinking".

Leadership development is said to involve the development of the whole person e.g. emotional intelligence, skills, and knowledge related to specific job tasks, managing people etc.. Learning to be a leader is seen by Bennis as "...virtually the same process as becoming an integrated and healthy person" and "When we talk about 'growing leaders', we're inevitably involved in personal transformation".

How to Make Leadership Development One of Your Company's Practices:

If your organisation is considering introducing a leadership development programme it is important to determine the answers to some key questions. The following questions are a good 'starter' point for your thinking:

- What leadership principles and beliefs are, or should be, held by the organisation?
- What is it that the organisation is in business to do? What key leadership skills, competencies and knowledge areas are required to help meet this?
- Who should participate and/or how will people be chosen?
- How will our traditional leadership structures be affected by such a programme and what effect could this have on staff?
- What should be included in the programme.
 - Who should deliver the programme or be involved in some form e.g. as mentors or coaches?
- What activities will best meet the development needs e.g. class-based training, mentoring and coaching, e-learning?
- What processes and measures need to be established to monitor and review each individual's progress as well as Return On Investment (ROI)?
- What resources do we have available for such a programme e.g. time, money, people.
- How will day-to-day business be maintained while staff are involved in developmental activities?
- How can we maximize return for the organisation from the individuals attending the programme and how can we involve as many people as possible?

Establishing the Training that Leaders Require

When determining what should be included in leadership development programmes, the following suggestions offer advice on where to start your thinking processes:

1. **Determine the competencies most required of leaders in your organisation** - many organisations have developed a set of competencies that they identify as of importance to their organisational leaders. The American Productivity and Quality Center (APQC) (cited

Hernez-Broome & Hughes 2003) state "The leadership competencies of a best-practice organization uniquely fit the organization, its particular strategy, and its business model". Opposing this view, W. H. Weiss (2003) a consultant in Industrial Management, states "...it is virtually impossible to identify, with certainty, the specific causal factors that determine leadership success at a specific time and place" this being due to real-life situations being in a constant state of change with many factors being in place at the same time. However, Bennis identifies that there appear to be seven common competencies or criteria for evaluating leaders:

1. Technical competency (business literacy);
2. People skills (the capacity to motivate and understand people);
3. Conceptual abilities;
4. Track record;
5. Taste (the ability to choose the right people);
6. Judgment;
7. Character.

Other authors have suggested there are 3-4 main broad domains of competencies, with sub-sections of related competencies falling within them e.g.

- Technical skills e.g. operations, finance, information resources, human resources, strategic planning;
- Industry knowledge e.g. for your specific profession and industry;
- Analytic and conceptual reasoning e.g. decision making, creativity, innovation;
- Interpersonal and emotional intelligence..

From research there does appear to be a set of competencies (or knowledge and skill areas) that are common to the majority of leadership development programmes and are worth considering for inclusion: These include:

- Motivating, inspiring and rewarding others;
- Building consensus;
- Managing change;
- Building teams and coalitions;
- Influencing others;
- Project management;
- Managing innovation;
- Decision making;
- Strategic thinking and planning;
- Communication;
- Emotional intelligence;
- Ethical business practices;
- Working with diverse cultures;
- Mentoring/coaching and on-the job-training;
- International business practices;
- Generating ownership and harnessing people's energy;
- Managing people at a distance;
- Business acumen e.g. marketing, planning;
- Specialist and technical knowledge and competencies;
- Technology use;
- Legislation compliance issues;
- Work/life balance;

Competencies can provide a form of blueprint of what ideal leaders should possess. They can also be used to

help evaluate performance and to identify further development needs. An anonymous author writing for the Contractor's Business Management Report (2004) writes, "Unlike old-style skills inventories, which focus on academic degrees, competency inventories look at what individuals know and do and what special skills they have to help your business achieve its goals". Once competencies have been developed an assessment of leaders against the competencies can be completed – identified gaps become areas for development.

2. **Study the biographies or books authored by people you consider role models** – inspiring examples and stories of successful leaders may provide valuable insight into what could make for effective leadership competencies within your organisation. Study what these individuals have done well, identify the skills and knowledge that they would have used and determine what areas could be learned and developed by leaders in your own organisation.
3. **Benchmark** – benchmark the key skills, knowledge and competencies required in your organisation with those that you consider role models or best in class.
4. **Concentrate on those aspects that are most important for the leader's job** - these knowledge and skill sets include those that are required on a day-to-day basis, but also that that will enable leaders to effectively respond to forces and events outside their normal control e.g. equipment breakdowns, labour-force issues, governmental regulations and legislation.
5. **Set high standards** – when high standards are set for leaders and their development this encourages leaders, and others in the organisation, to stretch themselves to a higher level. This can not only be motivating and challenging, but can also role model new values for the organisation and its staff.
6. **Develop both masculine and feminine attributes** – It has long been felt that men and women lead differently and that some leadership characteristics can be classed as more masculine and others more feminine. Bennis notes that "Attributes more commonly associated with woman leaders are now increasingly in demand". Such attributes include concern for family and work-life balance, listening skills. He comments "Gender is not the determining factor. What counts is the ability to be both tough and tender as the situation dictates".

Determining the Most Effective Strategies for the Development of the Skills, Knowledge, and Competencies Leaders Require

A variety of strategies can be employed to develop the skills, knowledge and competencies that leaders require. These include classroom-based training, coaching, mentoring, action learning, and developmental assignments, challenging job assignments and job rotation, 360 degree feedback, e-learning, and blended learning solutions.

Classroom-based training – this is the most traditional method for leadership training and generally involves either on-site or off-site class-room activities using a teacher or facilitator. Many organisations are now also sponsoring staff

members to complete a Manager of Business Administration (MBA) programme off-site as part of their leadership development initiatives.

Coaching – involves practical, goal-focused forms of one-on-one learning, advice, support and feedback (or as Bennis terms it 'reflective talkback'). It can be a short-term intervention intended to develop specific leadership skills or a more extensive process involving a series of formalised and goal-focused meetings over time.

Mark Nyman, President of Nyman & Associates, and Liz Thach, Associate Professor of Human Resource Development and Organisation Development at Sonoma State University California (2002) identify 4 types of coaching:

1. **Performance coaching** – whereby the coach works with the leader one-on-one to help identify strengths and improvement areas, and uses a customised development plan to improve leadership abilities.
2. **Holistic coaching** – focusing on the whole person, this approach considers quality of life and balance issues and all aspects of an individual's life e.g. work, family, leisure. The role of the coach is to listen, reflect and provide insights that can help the individual deepen their learning and move forwards in accomplishing life balance.
3. **Content coach** – this individual is used to discuss and provide assistance, knowledge and support to a leader in a specific content area at the time that it is required e.g. marketing, international relations etc. The coach is an experienced and successful practitioner in the area.
4. **Manager as coach** – this form of coaching involves leaders leading their staff from a coaching mindset, much in the same way that a coach assists members of a sports team in working on key skill and knowledge areas. Senior executives may take this role and coach more junior staff members as part of a leadership development programme.

Mentoring – is typically defined as a committed, long-term relationship in which a senior person supports the personal and professional development of a junior person. Mentoring may be a formal programme or a much more informal process.

Action learning and developmental assignments– these are a set of development practices in which important real-time organisational problems are tackled through combining instruction with real world application of skills and knowledge. Effective action learning may range from unspoken, non-facilitated learning at work to focused and high-impact learning projects. Hernez-Broome et al comment that "The goal of leadership development ultimately involves action not knowledge" and "Therefore, development today means providing people opportunities to learn from their work rather than taking them away from work to learn". Dahmen and Hammond agree, stating "...many training programmes do a good job building awareness of leadership, but do not go far enough in actually developing effective leadership skills. The awareness stage must be followed by deep skill development, and that comes best from real life experiences".

This type of learning helps leaders develop crucial skills and allows organisations to attack relevant, crucial and real-time

issues. It is critical that such activities are integrated and are tied into the organisations strategic business objectives.

Challenging job assignments and job rotations – involves using job assignments for developmental purposes and runs the gamut from simply providing people with information about developmental opportunities in their current job to a systematic programme of job rotation. Dahmen and Hammond comment “It is wise to have as wide a set of experiences as possible. A problem in many companies...is that there is too much vertical mobility. Managers inch up the same ladder, learning more and more about less and less. But some organisations are moving promising people, or ‘talent’ around horizontally, so that they serve time in other divisions to give them a kaleidoscopic view of the organisation and coaching from a variety of mentors”.

360° feedback – this type of feedback and learning most often involves either questionnaires or direct interviews with a leader’s manager, direct reports, peers, and increasingly, appropriate customers and suppliers. Feedback is sought on areas of strength and opportunity and development plans are frequently initiated to address issues raised. Although feedback is most often anonymous it may also be obtained from specific individuals on a more open basis to assist in rectifying explicit issues of concern.

e-learning – an increasingly utilized mode for learning and development, e-learning may range from computer-based, self-paced, modular learning on a range of leadership topics through to the use of chat rooms and message boards for assistance and advice with specific leadership issues. This advice and support often comes from peers based in different geographical locations whom may or may not be known by the individual.

Blended learning solutions – these are an integration of fact-to-face classroom and coaching experiences with technology-based tools and processes, action learning and developmental assignments, and challenging job assignments and rotations. Blending different learning methods into one programme is important if all aspect vital to the leadership programme are to be covered and learned effectively.

Hernez-Broome et al note “It is also critical to integrate various developmental experiences to each other as well as to both developmental and business objectives. That way they can have a greater collective impact than they otherwise could”, and that “Leadership development efforts and initiatives must be ongoing not a single programme or event”.

Developing Your Organisation’s Approach to Leadership Development Training

Many models are available for structuring leadership development programmes. Dahmen and Hammond (2002) have developed the following 11-step model shown in fig 1.

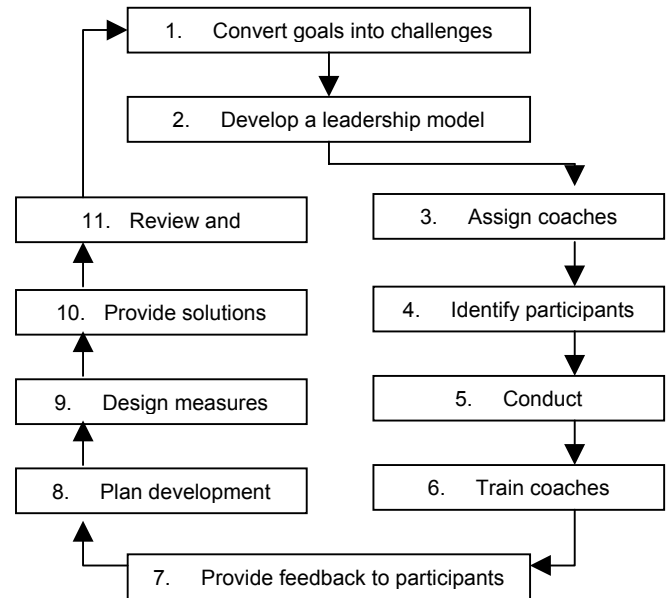


Figure 1 - Dahmen and Hammond’s 11-step Leadership Development programme model

The eleven steps in more detail:

1. **Convert goals into challenges** – convert objectives, strategies and goals into specific leadership challenges. Align these to defined actions and behaviours that will lead to business performance and the meeting of business outcomes.
2. **Develop a leadership model** – define what leadership means in your organisation and what it means to lead. Develop a vision and clear idea of what needs to be done and the critical characteristics and competencies required of leaders. Communicate this to all staff
3. **Assign coaches** – identify coaches who emulate your leadership model and visions, and can challenge and support your leaders. These individuals may be internal or external to your organisation.
4. **Identify participants** - identify those who could participate in the leadership development programme. This process needs to be as objective as possible and may include the development and meeting of specific selection criteria, a nomination process, self- selection processes etc.
5. **Conduct assessments** – conduct an assessment of each person to identify their strengths and opportunities for development and improvement. Compare the results

with the definitions, values, competencies and leadership model for your organisation.

6. **Train coaches** – provide training to your coaches so that they can most effectively undertake their roles. Training can include e.g. giving/receiving feedback, creating development plans, providing work-based learning opportunities.
7. **Provide feedback to participants** – provide feedback on the outcomes of earlier assessments. Use this information to structure the formation of a 'development plan'.
8. **Plan development** – use the development plan to formalize the work that needs to occur to increase competency in the individual's skills and knowledge. The plan should include a reflective journal where the individual can write reflections and thoughts on their progress through the development experience.
9. **Design measures** – design measures and targets that will assess progress and ROI. These ensure each participant is held accountable for following through on their development plans and strengthening areas of development opportunity.
10. **Provide solutions** – this refers to the specific development activities that are to be used and can range from classroom teaching through action learning and self-reflection.
11. **Review and recognize** – regularly review each individual's progress and recognize achievements that have been made. This may occur both formally and informally.

Future Trends in Leadership Development

Hernez-Broome et al identify several trends likely to affect the future of leadership development programmes and practices. These are:

1. **Leadership competencies will still matter** – there is a move away from viewing leadership and leadership development solely in terms of leader attributes, skills, and traits and instead seeing development as focusing on the whole person, the leader's ability to communicate, and their relationships and interactions as both leaders and collaborators with other staff. Leadership competencies will remain a core dimension of development, but these must correspond with, and be specific to, the distinct business challenges and goals of the leaders organisation, and will need to fit its particular strategies and business models.
2. **Gloablisation/internationalisation of leadership concepts, constructs and development methods** – future leaders must be conversant with doing business internationally and be able to plan strategies based on a global perspective. Development will increasingly include components relating to international markets, world economic trends, practices in specific regions (e.g. the Asia/Pacific rim), and working with trade, regulatory, political and media groups from other parts of the world.
3. **The role of technology** – leaders will be required to become more knowledgeable and competent with technological tools and be able to lead geographically disperse units and teams.
4. **Increasing interest in the integrity and character of leaders** – the interrelationships between leadership,

character and values will become more central to how leaders work. Issues such as integrity, moral character, ethical business practices, trustworthiness, humility, concern for the greater good, and fairness will increasingly be included in leadership development practices. In fact Bennis states "I have never seen anyone derailed from top leadership because of a lack of business literacy or conceptual skills – it is always because of lapses in judgment and questions of character" which "...tend to be ignored by those responsible for educating others and are arguably difficult, or even impossible, to "teach".

5. **Pressure to demonstrate return on investment (ROI)** – development can be expensive and time consuming and increasing pressure to quantify ROI is occurring and becoming a priority. Ways to plan, implement, and evaluate leadership development initiatives will become an increasing focus and need to be linked back to relevant organisational outcomes.
6. **New ways of thinking about the nature of leadership and leadership development** – future trends indicate that leadership will be seen less as a process whereby a single person receives development input, and more as the "collective capacity of all members of an organisation to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment". Leadership will also become more understood as a collaborative, social and relational role where partnerships, collaboration and customer/supplier factors will receive increased attention in development initiatives.

Note: Further information on areas related to leadership development can be obtained from previous copies of the BPIR Management Brief, and in particular:

Issue 3 – Emotional Intelligence

Issue 4 – Succession Planning

Issue 6 – On-the-job Training

Research Data

In 2002 a Global Leadership survey into the use of leadership training programmes was conducted by the US Society for Human Resource Management. Results indicated that organisations used a variety of programmes and methods to develop and train future leaders:

- 57% of respondents used external leadership development programmes (universities, executive education / professional organisations);
- 51% made use of internal leadership training programmes;
- 48% used temporary stretch assignments to enable employees to acquire new competencies;
- 47% utilised international assignments to offer diverse experiences;
- 45% used external leadership training programmes, for example, those provided by consultants;
- 41% made use of job rotation;
- 40% made use of a demanding assignments to test leadership potential and develop management skills;
- 22% used formal mentoring programmes;

With regards to how potential leaders are identified the respondents reported:

- 67% had an internal process enabling managers to recommend individuals;
- 65% used a performance management system;
- 49% used senior management to select potential candidates;
- 42% hired leadership talent from outside the organisation.

The Canadian government carried out a study of eight high performing research organisations and found a variety of leadership development initiatives in use. These included:

- Developing new leaders with appropriate skills in research and management by providing opportunities for people to move back and forth in both areas;
- Providing on-going development opportunities through exchanges, deployments, attendance at professional conferences, and participation in international working groups;
- Providing opportunities for peer recognition and awards, including internal award programmes, publication in scientific journals, patents, membership on prestigious external committees;
- Encouraging the people with most potential to pursue promising new research by offering incentives for being creative and innovative;
- Developing non-technical skills through specific training programmes;
- Identifying, attracting and developing talent, using strategies such as:
- Strengthening links with universities through sponsored university research;
- Staying at the cutting edge by engaging in collaborative research projects with universities;
- Using experienced researchers to coach and mentor young researchers;
- Ensuring appropriate career progression by using career planning;
- Preparing potential managers to move into key positions by having succession plans and developmental programmes in place;
- Building bridges to future talent pools through activities with schools, colleges, and universities.

A study by the World Economic Forum and Booz Allen & Hamilton surveyed thousands of executives to identify characteristics shared by the leaders of successful companies and found effective leaders:

1. Changed what they do, not who they are;
2. Were trusted because their behaviour is consistent;
3. Listened actively;
4. Involved others in decision making when and where appropriate;
5. Showed respect for followers by telling them the truth.

As a result of the study Booz Allen & Hamilton cited twelve key systems for institutionalising leadership:

1. Vision/strategy - the extent to which corporate strategy was reflected in goals and behaviours at all levels;
2. Goal setting/planning - the extent to which challenging goals were used to drive performance;
3. Capital allocation - the extent at which capital allocation decisions were objective and systematic;
4. Group measurement - the extent at which actual performance was measured against established goals;

5. Risk management - the extent to which risk was measured and mitigated;
6. Recruiting - the extent to which the best talent was tapped;
7. Professional development - the extent to which employees were challenged and developed;
8. Performance appraisal - the extent to which individual appraisals were used to improve performance;
9. Incentives/compensation - the extent to which financial incentives were used to drive desired behaviours;
10. Decision-making - the extent to which decision-making authority was delegated to lower levels;
11. Communication - the extent to which management communicated the big picture;
12. Knowledge transfer - the extent to which necessary information was gathered, organised and disseminated.

In 2002 Hewitt Associates, Illinois surveyed CEOs and HR Executives representing 240 major U.S. based, multinational companies in order to gauge the effectiveness of formal leadership development processes. The survey found that 86% of organisations had formal processes to develop leaders, but only 8% indicate their processes are very effective or effective, with 62% somewhat effective, and 30% believing their processes were slightly or not effective in achieving objectives.

Some of the methods used in these organisations to develop high-potential leaders included internal leadership training (92% of respondents), followed by early identification of leaders and special project teams (75% each). To assess leadership behaviour and ability, organisations predominantly used manager-assessment tools and "360 degree" feedback.

Measure and Evaluate Your Leadership Development Strategies

Data for measurement of leadership skills, effectiveness, or development progress is not easily quantifiable and tends to be qualitative in nature. However, it is possible to collate and translate qualitative information into quantitative measures. Using employee surveys, questioning techniques during appraisal meetings, and techniques such as "360 degree" feedback, can be of assistance in establishing how aligned individual leadership skills are to those required by the organisation.

As with all measurement systems and sub-systems, one focusing upon leadership development should be designed to manage and measure staff leadership development and be aligned with the culture, mission, and strategy of the organisation. Apart from staff satisfaction and perception surveys and feedback/appraisals the following represent a few ideas on how leadership development and or its indicators can be measured:

Leadership Stability : No. of company re-organisations over the last five years.

Explanation : The measure of leadership stability can be tailored to suit the organisation's needs. It can be used to measure the number of changes in personnel at senior management level or the number of role changes at senior management level or the number of changes to organisational structure.

Employee Recruitment - Internal Promotion : % employees promoted from within the company.

Explanation : A measure that provides an indication of the focus on employee development and the effectiveness of succession planning.

Leadership Training: % of managers or employees who have been on leadership related training courses in the last year.

Explanation : An assessment of whether or not managers and employees are continuing to refresh and improve their skills.

Employee skill set - Assessment: % of staff whose leadership skill level is assessed through a systematic method.

Explanation : This measure provides an indication of the level of deployment of the method used for assessing leadership potential among staff. Regular and systematic assessment of skills can provide an accurate and consistent assessment of the leadership capabilities that exist within the workforce, and provides a vital input to any systematic leadership development strategy.

Leadership Effectiveness: Decision cycle time or time lost waiting for decisions.

Explanation : A measure of how effective leaders are at assimilating information and making decisions. This measure would need to be linked to a specific activity e.g. the time from when a formal improvement request is submitted or from when a performance target is not reached and action needs to be taken.

Management Ability: Skill level of managers.

Explanation : A framework for assessing the general skill levels of individual managers would need to be designed. This is likely to be based on qualifications, training received, work experience, and 360-degree feedback.

Example cases:

Learn valuable lessons from these organisations:

Property Management Association -



Custom-built leadership development programme.

The Property Management Association (PMA), a service organisation for property professionals in Washington, USA, developed its own leadership programme to enhance business and personal leadership skills. The programme is delivered by a select group of industry professionals and participants are selected under character trait criteria including having a passion for the profession and the desire, intelligence, and experience to convert emotion into accomplishment. The programme is delivered through a series of education programmes, networking opportunities, and monthly mentoring sessions. The mentors serve as sounding boards to enable participants to grow personally and professionally. Participants self-direct the training by

identifying the most meaningful topics and discussion issues. The programme has three main components:

1. Monthly seminars focussed on business topics ranging from personal business plans to balancing work-life pressures;
2. Monthly half-day discussions on business challenges and issues where input is received from peers in a confidential environment. Participants explore personal issues such as `why I think the way I do`, `why I react in a particular manner` and `why I do the things I do`;
3. Monthly meetings between each participant and mentor. Most mentors are Fellows of the Association and hold positions such as President or Senior Vice-President of their organisations. Mentors recognised their own need for training and guidance and so every mentor has attended an intensive two-day mentor training programme to make them effective in the role.

Vodafone New Zealand –



Experiential learning and real-life coaching used to train leaders.

Vodafone NZ developed a `Leadership In Action` (LIA) course targeting 400 leadership candidates. The modular course, focused on the company's values and culture, involved a live-in training component, and took approximately nine months to complete. The focus was face-to-face experiential learning and real-life coaching. LIA comprised four core areas for development:

1. Personal leadership - (a) Individual core values/skills and how these were perceived by others and (b) alignment of personal values versus the organisation's values.
2. Team leadership - both interpersonal and results oriented styles.
3. Strategic leadership - (a) developing business strategy, and (b) translating this into a team level context.
4. Coaching and mentoring - leaders helping others fulfil their own best potential. While still early days Vodafone noticed a marked change in the way staff were interacting.

Metropolitan Police Service –



Identification of weakness prompts leadership development programme.

The Metropolitan Police Service (the Met), of London, UK, faced with a situation where middle ranks (Chief Inspectors, Superintendents and Chief Superintendents) received no particular training or leadership development, introduced a leadership development programme shortly after a 1998 enquiry which had highlighted the Met's leadership failure. The programme was designed to strengthen leadership and ensure a more effective response in the community and covered four major areas:

1. Self-awareness;
2. Awareness of current leadership style;
3. Development of new leadership styles and skills;

4. Presentation to senior managers or key partners.

The programme was supplemented by mentors from the business community, secondments to other organisations, and the use of interactive learning materials. Since its introduction, the programme has been extended to include other ranks and formal measures to gauge the programme's effect are planned. The programme has helped the Met move towards a transformational style to enable officers to make decisions and lead for themselves. Best practice recommendations from the Met relating to this area include:

1. Be bold in implementing leadership programmes;
2. Be professional and attend to little details that make things go well;
3. Ensure complete buy-in from the top;
4. Avoid tokenism at all costs.

Marsh Incorporated –



A balanced scorecard leadership framework.

In 2002, Marsh Incorporated, a leading risk and insurance services, wanting to have staff motivated by freedom to lead while being well led, introduced an accelerated leadership programme for graduate to senior level managers. The aims were to ensure that staff were good at their jobs, good with people, good leaders, to produce a talented pipeline of successors, and to provide leaders prepared to lead new business development and influence strategic thinking. A balanced scorecard leadership framework was introduced which identified the competencies, behaviours and attitudes that leaders should display. The framework had four headings, each with up to four behaviours/actions categories, with each category having up to eight different behavioural descriptors: Headings were determined as:

1. Financial Success - drives for results;
2. Client satisfaction - maintains client focus; demonstrates industry expertise; and leads complex transactions;
3. Colleague capability - manages talent; leads people; demonstrates learning agility; and partners across the firm;
4. Business process - improves business processes; and fosters new initiatives.

Development programmes instituted included:

1. Managing Essentials;
2. Managing Complexity;
3. Leading Organisations;
4. A UK Graduate Programme;
5. Leadership Launch pad for junior/middle managers; and
6. A 36-month Accelerated Leadership Programme for high-performing, high-potential managers.

Best practice recommendations from Marsh are:

1. Link leadership programmes directly with business objectives;
2. Follow up by seeking evidence of how the experience helped individuals tackle situations more effectively, or changed how things are done;
3. Celebrate the successes;
4. Leadership is personal - keep trying until something works for you, your team, and your organisation.

Summary

Development of leaders is being seen as of increasing importance in organisations today, as their role in the facilitation of staff and organisational success becomes ever more vital.

A leadership development programme consists of formal processes used to attract, develop, and retain leaders within an organisation. This may be based on a defined set of qualities for hiring and developing leadership talent, and include training programmes, early identification of potential, mentors, and special project teams to provide challenges and develop potential leadership skills.

Some key strategies in this area include:

- Converting goals into challenges,
- Developing a leadership model,
- Assigning and training coaches,
- Identifying participants,
- Conducting assessments and providing feedback,
- Planning development and designing measures,
- Providing solutions by integrating training and work experiences,
- Providing supporting mechanisms to review and recognise progress.

For organisations wishing to implement a leadership development programme, an assessment of the skills, knowledge and competencies required of leaders should be conducted, and potential leaders measured against these. The best methods for closing any identified gaps should be identified and may include such activities as formal classroom-style teaching, mentoring/coaching, e-learning, challenging job assignments and job rotations. It is also important that ROI and success in closing the learning gaps is evaluated and measured.

Leadership behaviour and its development in staff over time can be assessed by various manager-assessment tools, `360 degree` feedback, and by carefully designing a measurement system that monitors the indicators of leadership development.

Note:

Techniques and case studies mentioned or summarised in this article can be found in more detail via the BPIR.com along with the full text of most of the articles and reports in the reference list below.

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 - 4 - Succession Planning
 - 5 - Managing Innovation
 - 6 - On-The-Job-Training
 - 7 – Motivating Staff
- Next issue:
- 9 – Recruitment

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The full txt of these articles and reports can be found at www.bpclub.com.

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