

# *Leadership by Design*

## **Creating Effective Development Programs**

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# Why this Study?

To learn how leaders *develop*

# Methodology

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

# Question...

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

# The Answer is, Yes!

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

# Focus on the Leader

- Duties
- Roles
- Styles
- Appearances

# What is Missing?

Group purpose and context

# A Definition...

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



# Guided Experience

The central idea behind effective  
leadership development

# Key Findings

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

# Organizational Definition

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

# Core Concept

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

# Success Inside

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

# Findings

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

# How Leaders Really Develop

## Concepts of Learning

Interaction is Essential

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

Education

Training

Experience

# Learning

- Education

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

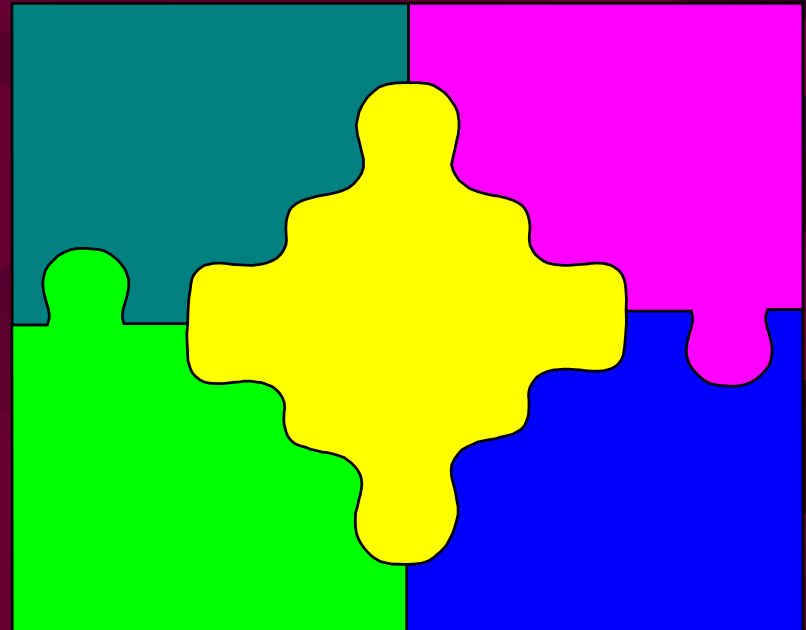
- Training

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



# Learning (continued...)

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



# Take Away

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

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

--Anonymous

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

--Will Rogers

# The Failure to Learn

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

# Improve Learning

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

# Sources of Insights

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

# Worth Noting

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



# Things to Consider

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

# What to Change?

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

# Making New Connections

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

# Time Wasters

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

**Source: Hay Group**

# Uniquely Wired

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

How fast you can run  
(for most) is fixed

How far you can run is not

# What Motivates?

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

# Enhancing Performance

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



# Accountability

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

# Advantages of a Program

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

# A Good Program...

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

# Appropriate Model

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

## For Example...

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

# Be Flexible

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

# Meet Different Needs

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

different groups

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

# Shortcomings of Programs

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



# Socialization: A Requirement

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

# Socialization (continued...)

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

# Coursework with Impact

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

# Role of the Supervisor

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

Research shows...

*“Talented people need great supervisors.”*

*--Gallup Study of Management*

# A Continuous Process

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

# Focus for Results

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

# Practical

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



# Summary

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

For more information, contact:

Russ Bredholt, Jr.

Bredholt & Co.

407.365.4321 voice

[rbredholt@aol.com](mailto:rbredholt@aol.com)