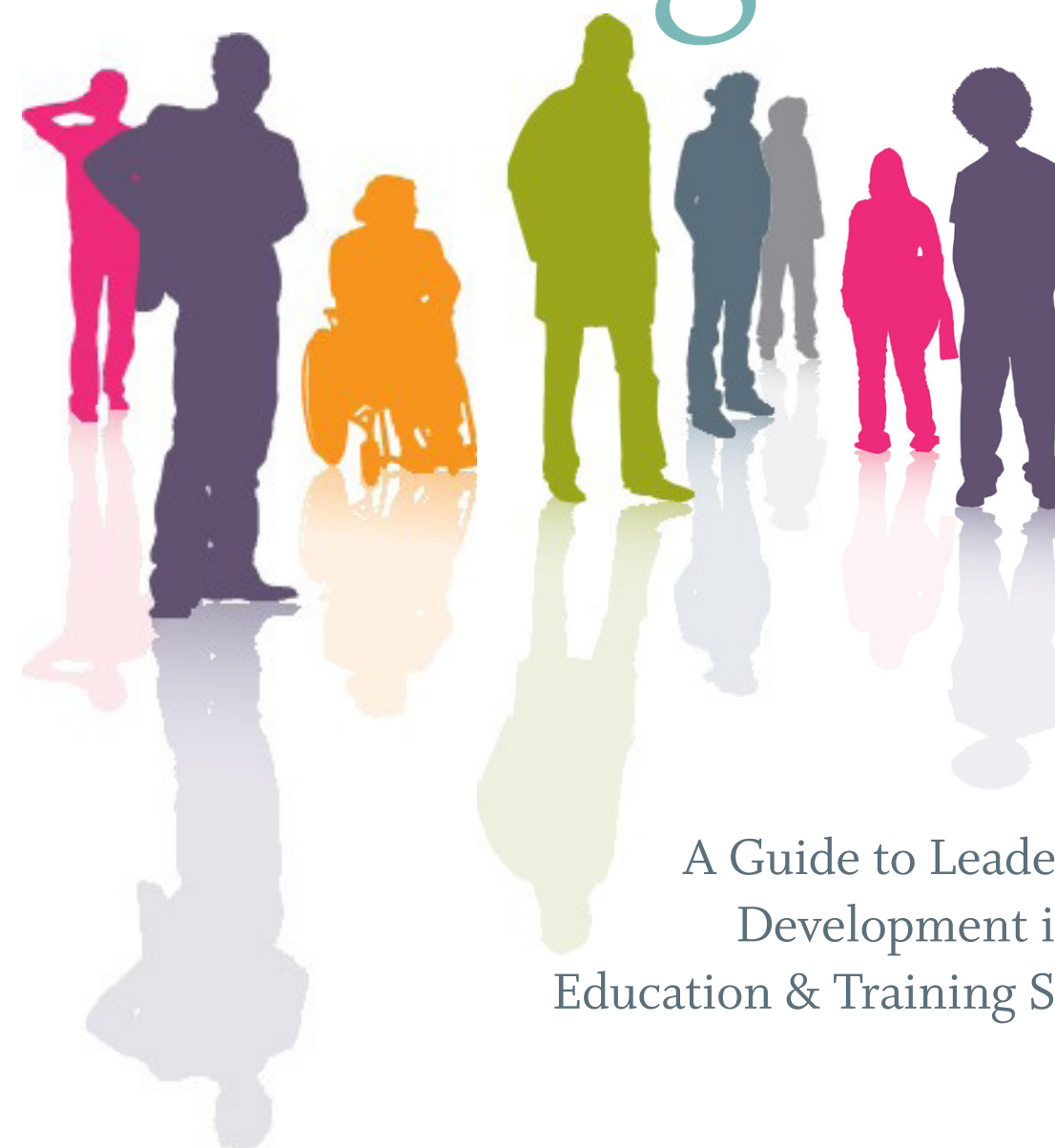


The purpose of this guide is to help the Education and Training Sector create the culture of leadership it needs.

It has been written to help individuals create new cultures of leadership that both inspire them and their colleagues, as well as help tackle the big issues we currently face, such as adapting to the changes in resources, high levels of youth unemployment, the innovation challenge and making use of new technology.

It puts the practicalities of leadership development design into a clear framework that anyone can understand and that can enable anyone to start leadership development from a sound foundation.

Leadership Design



A Guide to Leadership
Development in the
Education & Training Sector

In partnership with



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& Training
Foundation

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Summary

The purpose of ‘Leadership Design’ is to help the Education and Training Sector create the culture of leadership it needs.

This guide has been written to help individuals create new cultures of leadership that both inspire them and their colleagues, as well as help tackle the big issues we currently face, such as adapting to the changes in resources, high levels of youth unemployment, the innovation challenge and making use of new technology.

We have divided the document into two main sections with Annexes 1, 2 and 3 containing important supporting information.

Section 1, ‘Understanding Your Leadership Needs’, addresses the wider contextual issues affecting leadership development design in the Education and Training sector. In Section 1.1, ‘Leading in a Changing World’, we consider the major social changes taking place and how this may affect Education and Training leaders. Next we describe ‘10 Trends in the Practice of Leadership Development’ (1.2), and think about how popular theories of leadership could specifically inform Education and Training leadership (1.3). After setting the scene, in Section 1.4 we describe three types of leadership development programmes, which we call Leadership 1.0, 2.0 and 3.0 and then support you to consider what kind of needs you or your organisation want to address. Finally, we end Section 1 by familiarising you with which kind of programmes suite which needs, to help you think about what you need.

Section 2 looks specifically at how to design your own leadership development programme. In 2.1 we begin by highlighting ‘10 Programme Design Principles’ to bear in mind as you think about your programme and how it can be successful. In 2.2, we forecast ahead to consider ‘Practical Challenges You Are Likely to Face’, raising awareness and supporting you to be prepared for a potentially rocky road. Next, in 2.3, we break down the specific parts of leadership development into competencies, interventions and approaches that separately or together can be used to create curricula for your programme. And in 2.4, we lead you through the ‘Steps of Leadership Development Design’ to assess your needs, goals, who the programme is for, and how to review your programme. In Section 2, we have tried to create a comprehensive and straightforward step-by-step approach to designing a programme to suit you and your organisation to achieve its goals.

The first Annex delves into greater detail with a thorough although not exhaustive list of competencies, interventions and approaches to pick and choose for your programme. The Annexes are designed to give you a thorough awareness of different desirable competencies (A1.1), ways to achieve those traits (A1.2) and wider theory behind picking specific competencies and interventions (A1.3). You can use this like a library, selecting what stands out, to create a bespoke programme tailor-made for your needs.

The second Annex is about ‘Understanding Your Leadership Development Profile’. It explains different stages of leadership development (A2.1) and how you can support your organisation to develop leaders through different mechanisms (A2.2).

Annex 3 shows how leadership development programmes have been used in the real world. In 16 case studies, we describe the competencies, interventions and approaches used in practice. We look at the impact of different leadership programmes with examples from around the world. You can use the case studies to see how developing competencies, interventions and approaches can be practically used.

Annex 4 provides a brief overview of our research process.

Acknowledgements

We are hugely indebted to everybody who has helped us to produce this guide to leadership development, through giving his or her time, support, ideas and advice.

First, thank you to Kathryn James for inviting us to join this research project and supporting us continually throughout.

We are also indebted to Lynne Sedgemore and Kate Green for so generously sharing their expert knowledge in both the Education and Training sector and leadership development.

Nick Petrie, David Rooke, Bill Torbet, Bill Joiner, Susanne Cooker Greuter, Ralph Lewis, and Charlene Li, deserve special recognition for providing the intellectual foundation from which we have worked, giving up time to support our research, and personally inspiring us with their wisdom and passion for the subject.

Thanks must go to the many people whose work we have drawn on throughout this guidebook.

We also want to thank Linda Simpson for her time and patience in sharing her extensive knowledge of the Education and Training sector.

Tristram Hughes, Abigail Diamond and Paul Grainger, thank you for creating an open and supportive culture in which we could all work.

Thanks to Matthew Mezey, Peter Hawkins, Keith Grint, Anton Baumohl, Martin Sandbrook, Lee Sears, Stephanie Cunnah, Rob Briner, Fiona Elridge, Chloe Fitzgerald, Dorothy Hutt, David Rooke, Dr. Joel M Rothaizer, Dr Sandra Hill, Susan Wu, Pam Caraffa, Edward Kellow, Leonardo Martins Dias, Hugh Maynard, Beena Sharma, Alice Dyke and Richard Perry for sharing personal experiences, knowledge of leadership development, and making this such a rewarding research process.

A final thanks to Nick Nielsen and Thom Townsend from Osca for your tireless personal support and enthusiasm during the making of this guide.

How to Use This Guide

We have broken the document down into two core sections:

- **Section 1: Understanding Your Leadership Needs**
takes you on a journey through some of the current trends in leadership development and helps you to define your leadership needs
- **Section 2: Leadership Development Design**
outlines in practical terms how to design a process that will meet those needs

There are also four Annexes that outline some of the most important information in this document. We have positioned this vital information in the Annexes to make the document easier to use, not because this information isn't important.

Leadership is a dynamic field, with new ideas and interventions being developed all the time. What's important is that this document should be a complement to what you already know and a catalyst to finding out more to enable you to develop the most appropriate approach to leadership development for you.

Term Definition

Approach	An overarching model of leadership development that contains specific interventions to deliver specific competencies
Competency	A skill or capability an individual or group of individuals has
Curriculum	A combination of interventions that explicitly increase competencies
Informational Learning	Prioritises the acquisition of new information
Intervention	An activity (e.g. training or coaching) that can improve either one or more competencies for an individual or group of individuals
Leadership Development	A generic grouping of interventions and approaches that improve a leader's competencies
Leadership Development Type	A generic grouping of leadership development
Leadership Trait	Personal characteristics associated with leadership
Leadership Type	A generic grouping of leadership behaviour
Transformational Learning	Prioritises the development of new ways of thinking about existing, as well as new information

Introduction

Welcome to ‘Leadership Design’. This publication has been written to help you, members of the UK’s Education and Training sector, create the leadership cultures that will secure the place of FE as a dynamic and inspirational space within the education sector more broadly. We are aware that there is a huge diversity of people reading this guide and have attempted to produce something that can help experienced professionals and those completely new to leadership development.

The opportunities for leadership development have changed radically in recent years, with an explosion of online learning opportunities, everyday use of social media, changing values of our organisations and the very real challenges of unemployment and public sector cuts that Britain faces in the wake of the 2008 crash.

Despite all these changes, many of the ideas contained here will be familiar to you.

This guide aims to put the practicalities of leadership development design into a clear framework that anyone can understand and that can enable anyone to start leadership development from a sound foundation. We call this the ‘Five Steps of Leadership Development’.

In writing this guide, we appreciate that some of the detail found in tailored programmes you may have already experienced will be lost. We can’t capture the characteristics of the individual fantastic facilitator, extraordinary coach or incredible line manager on paper. And these people matter. In fact, they matter a lot (perhaps more than anything else), but they lie outside the scope of this document.

We have divided the guidebook into two principal sections:

- **Section 1: Understanding Your Leadership Needs**
which seeks to help you get clear on what leadership development may be able to do for you; and
- **Section 2: Leadership Development Design**
which outlines the practical steps necessary for delivering a leadership development programme.

In order to keep it simple we have placed a lot of the detail in Annexes at the end of the document.

- **Annex 1:**
describes the different leadership development competencies, interventions and approaches
- **Annex 2:**
describes and helps you to understand your leadership development profile
- **Annex 3:**
shows you what Leadership Development can look like in 16 leadership development case studies

Section 1:

Understanding Your Leadership Needs

In this section we try and help you get clear on what your leadership needs are, the difference you want your leaders to make and the type of leadership you therefore want to support. We do this by taking a look at some of the wider trends affecting today's world (Section 1.1), explore what they mean for leadership development (Section 1.2), the Education and Training sector (Section 1.3), and the types of leadership development now available (Section 1.4). We also help you understand your leadership development journey (Section 1.5) and when to apply what type of leadership development (Section 1.6).

We are aware that some of this will be familiar to you so we recommend that you pick and choose what to read based on what you think will be most useful.

1.1 Leading in a Changing World

In this section we explore some overarching trends that may be influencing the kind of leadership development we will need. We also want you to consider what this means for you and we have included a checklist of possible implications for the Education and Training sector after each of the trends.

We focus on just six trends* that we think impact most directly on the Education and Training sector and the capacity of its leaders to effect change. There are, however, many trends being discussed today** which effect leadership and we would encourage you to explore these further either using our suggested reading, or following your own enthusiasm. The quality of leadership development is a direct product of our sensitivity to the dynamic environment we operate within.

The Rise of the Millennials

Required leadership competencies: emotional intelligence, horizontal/distributed leadership and use of technology

Millennials have been labelled the ‘Peter Pan generation’. Compared to previous generations, they are enacting key transitional stages such as leaving home, having children and buying a house later in life. There appear to be two core drivers for this; partly it may be caused by economics, as life appears more expensive than it was for their parents, and partly it results from cultural factors that support an extended adolescence.

All this matters for leadership as it affects how this generation wants to lead, follow and work. Millennials seem to prefer flatter, less hierarchical organisations, and may not appreciate benefits such as pension and health care cover as much their predecessors. They also prioritise flexible working and a sense that they are using their time effectively. Respect has to be earned for Millennials, perhaps more than for any previous generation. This is already being seen in many previously hierarchical institutions such as the police and military where new recruits are felt not to follow orders with the same level of deference as before.

The rise of Millennials is an enabler for trends such as distributed, open and horizontal leadership. These trends are becoming increasingly effective in part because they harness the mind-set, values and the structures of working that Millennials entering the workplace already bring, and because they are the structures of leadership that new recruits are experiencing in their first jobs and which therefore strike them as appropriate.

‘What does this mean for the Education and Training sector?’

Have you found that your younger staff do not respond well to traditional top-down directive leadership? Consider creating structures that help staff to understand their contribution, include their weaknesses, and allow them to have autonomous responsibility.

Have you found that your younger staff are less responsive than more established staff by phone or email? Consider communicating with Millennials via social media and in terms that are simultaneously unambiguous, jargon free and informal.

Have you found that your younger staff need to be persuaded to make changes even when they come from superiors? Walk your talk and earn their respect, as it may not be given automatically.

Have you felt that your younger staff perceive you to be out of touch? Remember how it felt when you were their age. You may believe you are more ‘in touch’ than your first boss was, but for them you may still seem ‘out of touch’.

* Note: Complexity and globalisation are implicit across all six trends

** KPMG, 2013, www.kpmg.com/PH/en/industry/Documents/future-state-2030-v1.pdf. Last accessed 8 April 2014

Change Acceleration

Required leadership competencies: agility and open mindedness

New ideas, technologies and diseases that may have taken years or decades to be shared a century ago could now be distributed within 24 hours, although in practice this is rarely the case. Nevertheless there is a perception that the world is getting ever smaller as Internet connectivity and cross-cultural communication improves. It may be just a case of increasing speed, but also an increasing volume of change. The ever tighter interdependency of our world means that the impact on the Education and Training sector of changes once deemed far away and peripheral are now closer and potentially transformative. Some have argued that the nature of our ever closer interdependency means that it will get ever harder to predict change and that models of leadership will have to become acclimatised to managing uncertainty.

‘What does this mean for the Education and Training sector?’

Do you think your staff have difficulty managing change either as specific policy shifts or broader cultural changes? You may want to consider how you can support them to manage that uncertainty better. You may also want to try and lead change in your field rather than follow it.*

Do you feel that your staff are able and willing to stay up to date with wider developments in education? You may want to think about ways of supporting them to stay up to date with developments, and ensure that your leadership curricula take into account new knowledge from around the world.

Are your staff sufficiently aware of, and open to, new forms of learning opportunities online? You may want to encourage take up and use of new ‘learning’ competitors like MOOCs (Massive Open Online Courses), which have become increasingly available and respected as high quality providers of education.

Do you take the time to reflect on how you can be responsive and agile? You may want to consider setting aside specific time in your diary to give pause for reflection recognising that as education and business leaders you have a major impact on local and national economic prosperity.

Do you feel sufficiently informed and confident to show policy makers that the Education and Training sector can respond to new requirements and demands described in vocational related policy? Consider including these kinds of skills in your leadership design.

Increased Interdependency: Ecological, Economic and Cultural

Required leadership competencies: agility and open-mindedness

By 2050, the global population is expected to have risen by a third, totalling around 9.6 billion people**. As global living standards rise it is expected that we will need 50% more energy, 40% more water and 35% more food by 2030 alone. These demands will put extreme pressure on our ecology, economy and society. Combine this with the 50 billion connected devices that are expected to be in circulation by 2020, that’s more than six per person, and the ecological limits that we are facing will converge with a connectivity with those people at the coal-face of those constraints. We’re already beginning to see this interdependence, from the flooding in Bangladesh to the victims of famine in east Africa.

‘What does this mean for the Education and Training sector?’

Do you make time to keep abreast of new needs and demands, ideas, relationships and movements? Consider finding time in your diary for this kind of learning.

* Gazelle and Babson, Entrepreneurial Leadership Programme, Creating Entrepreneurial Colleges, Gazelle Group (2012), www.thegazellegroup.com/docs/Gazelle-Leadership.pdf, last accessed 8 April 2014

** www.un.org/en/development/desa/news/population/un-report-world-population-projected-to-reach-9-6-billion-by-2050.html UN News (2013), last accessed 4 April 2014

Does your college contain and reflect different worldviews? Think about ways to increase exposure to conflicting mind-sets and perspectives and give space for reflection and collective discussions in your leadership curricula.

Do you make time to stay up to date with newly accessible information and knowledge from around the world, and the ideas that have emerged as a result of cultures mixing? You may want to make that time for yourself and/or include global aspects of learning in your leadership curricula.

Do you feel prepared for changing prices of resources e.g. books, stationary, petrol, and how these may affect your students and business? You may want to consider some forward contingency planning in your leadership design.

Do you feel sufficiently informed about sustainability to develop and lead your college in this domain? Consider increasing your capacity in this area through your curricula in order to lead the Education and Training sector in becoming active in creating sustainability strategies and practices in organisations/colleges*

ICT Breakthroughs

Required leadership competencies: horizontal, distributed, open and informal communication style

New technology is being developed at a rapid rate with profound changes for the way our world functions. While it is difficult to predict exactly how consumer expectations will look in the future as a consequence, it is clear that technology is enabling production rates to vastly increase, new investment opportunities to develop, and systems distributing information to facilitate the flattening of organisational structures.

‘What does this mean for the Education and Training sector?’

How open are your processes for sharing ideas? You may find that Millenials can drive tech innovations within the leadership design programmes, and you may want to support them to find more novel and social ways to populate curricula content.

How effective are your internal evaluation systems? Technology can be used to embed impact measurement within education provision, rather than only measuring impact after delivery.

How collaborative are you in your approach to teaching and learning? You may want to think about how you can learn more from and collaborate with new types of Education and Training providers emerging as a result of new technology. For instance, long distance courses taught online such as MOOCs.

Do you use technology to distribute aspects of leadership? You may want to consider doing so by, for instance, sharing responsibility over social media with individuals further down the traditional organisational hierarchy.

Do you use online communities of practice for learning and networking? You may want to consider doing so and use these methods in your leadership design.

Have you taken on board and implemented the recommendations of the Education and Training sector report**? There are some good ideas here that are worth consideration.

* Centre for Excellence in Leadership, London South Bank and Forum for the Future (2007) *Leadership for sustainability: Making Sustainable Development a reality for leaders*, London South Bank, Forum for the Future and Centre for Excellence in Leadership, www.eauc.org.uk/file_uploads/cel_leadership_forsustainabilityresearch140907_1.pdf, last accessed 9 April 2014

Fry, Louis and Altman, Yochanan 2013, *Spiritual Leadership in Action: The Cel Story: Achieving Extraordinary Results Through Ordinary People* (Advances in Workplace Spirituality: Theory, Research and Practice), USA, Information Age Publishing

** Department for Business (2013), *Improving the quality of further education and skills training*, Department for Business, Innovation and Skills, www.gov.uk/government/policies/improving-the-quality-of-further-education-and-skills-training, last accessed 8 April 2014

Changing Economic Distribution

Required leadership competencies: innovation

Economic power is shifting. The West is becoming a less dominant economic power, with new regional players, shifting power, and major changes in which states act as producers and consumers. This is partly due to the rapidity with which global trade can now take place. Developed countries are easily able to trade with developing countries, supporting this shift and rebalancing in the global economy.

The financial crash of 2008 and the subsequent fallout has been acutely experienced in the West, and draws attention to the precariousness of economic markets. There is a need for Western governments and corporations to strategise and re-adjust with less finance and resources. There is growing understanding that less economic capacity must be met with increasingly creative responses that are able to deliver ‘more for less’.

‘What does this mean for the Education and Training sector?’

Have you considered increasing exposure to different cultures through technology and social networks? This is a good way of introducing global perspectives and complexity into programmes.

Have you taken the opportunity to cultivate partnerships across the globe? Existing and new partnerships can be usefully brought into your leadership curricula. For instance, participants can partner with groups on the other side of the world or in multiple locations. Encourage individuals to think about what they can learn from the new world of (virtual) work.

Do you feel prepared to take on the challenge of a more global set of competitors? It will be important to think internationally about competition and partnership and your leadership design process offers opportunities to explore and develop the necessary skill sets as well as to involve new partners.

Do you feel confident to consider both the UK context and the global context in vocational learning? It could be beneficial to develop responsibility for knowing about and delivering the vocational, practical skills that the UK requires, and gaps in global requirements, to remain afloat in a changing economic global environment.

Do you feel that you have a strong internal vision and mission that will help to support your staff in a time of uncertainty? Reflecting on and changing your institution’s vision and goals may be important as government financial support has been cut and will remain unstable for the immediate future.

Have you considered your own strengths as a global provider? You can export knowledge, experience and vocational skills to other countries.

Atomisation

Required leadership competencies: cultural sensitivity and stakeholder analysis

One of the unintended consequences of the social web is that although it enhances connectivity, this connectivity tends towards binding social capital rather than bridging social capital. This means that people who hold similar views or already know one another become ever more strongly bonded, whilst simultaneously their social bonds to people different from them become weakened. This phenomenon is known as social atomisation or what Eli Pariser called ‘The Filter Bubble’, whereby the personalisation of the social web exposes us to people and ideas like our own, thus closing us down to alternative ideas and people. This highlights the impact of different kinds of media. ‘Narrow’ cast social media and broadcast media like television involves producers and journalists deciding what entire populations will watch, whereas online media often uses software to track your online behaviour and provide you with more of the same. For some, increased atomisation is seen as a factor in increasing difficulty in finding political agreement on international issues such as climate change or local planning disputes. ‘The Filter Bubble’ is seen as exacerbating a kind of tribalism that is already evident across society.

‘What does this mean for the Education and Training sector?’

- Have you considered the implications of “the filter bubble” as they may apply in your organisation or college? New kinds of media threaten to polarise worldviews; you could take this into account when considering communication and relationship building between staff and learners, and between learners themselves.
- Have you observed the ways in which media use can reinforces pre-existing opinions? It could be important to think about ways in which institutions can work to bridge this increasing polarisation.
- Have you established good partnership links globally that can help to introduce varied viewpoints into your working practices? You can link with other global education providers on individual projects and more broadly as part of your leadership design.

It may be useful now to take a quick look through the questions above and see which of these have struck a chord with you.

Where do you think your priorities lie? What are your leadership needs?

Do you need to develop your strengths as:

- A responsive institution which supports staff of all ages?
- An agile institution with a good grasp of national and international trends?
- An open-minded institution with an ability to hold conflicting viewpoints?
- A technologically savvy institution with a keen grasp of trends in ICT?
- A well-informed global provider of vocational education?
- A well-connected global partner sharing knowledge and developing lasting contacts?

Of course you may feel a strong commitment to more than one of these priorities. You will find as you begin to design your leadership curricula that you can meet varied needs through the process you put in place. It will help your design process, however, if you have a strong sense of which of these is most important for your institution.

1.2 Trends in the Practice of Leadership Development

“Yesterday I was
clever, so I wanted
to
change
the world.
Today I am wise, so I am
changing myself.”

Rumi (1207-1273)

“A leader is most
effective
when people barely
know he exists.
When his work is
done, his aim
fulfilled,
his troops will feel they
did it themselves.”

Lao-tzu (604BC - 531BC)

Ideas around how leaders are developed appear to be as old as human history itself. Every politician and theorist from Plato to Barack Obama has their own take on how to create better leaders. In this section we outline how leadership development is adapting in response to the changing environment in which leaders find themselves.

Here we list just 10 current trends in the practice of leadership development that are of particular relevance to the Education and Training sector. These leadership development trends are ideas that have gained particular currency in recent years as ways to address the mega trends we identified in Section 1.1.

Increased Focus on Leadership Agility

If agility is the ability to move and change direction and position, leadership agility is the ability to lead in an environment where unpredictability and change are the norm. The trends identified in the previous section give a sense of how cultivating not only adaptability, but also agility, when working in today's global, changing world can be beneficial to an organisation. Through their research, Bill Joiner and Stephen Joseph found four abilities common in leaders who demonstrate agile leadership. Agile leaders are able to make both visionary and practical decisions by scanning their environment. They have the ability to respond to stakeholders in a way that is both decisive and productive for genuine dialogue, and act creatively through being comfortable in uncertainty and ambiguity. Agile leaders are also comfortable raising their own self-awareness, in order to consciously direct their everyday behaviour in line with the kind of leader they desire to be.

Leadership agility has been mapped into developmental stages. Although these remain contested they can be a useful way of thinking about different approaches to leadership and the effect that these different ways of leading have on organisations. This leadership development trend is focused on establishing the most sophisticated and developed model of agility in the belief that agility is essential to not only cope but also thrive in today's ambiguous and volatile working environments.

Recommended Reading:

Leadership Agility: Five levels of mastery for anticipating and initiating change by W. Joiner & Stephen Josephs (2007)

Creating a Culture of Agile Leaders: A Developmental Approach by W. Joiner, ChangeWise (2009)

Leadership Agility: From Expert to Catalyst by W. Joiner, ChangeWise (2006)

Beyond Strategic to Emergent Leadership

Emergent leadership is usually juxtaposed with traditional strategic leadership that focuses on targets and goals. Emergent leadership as we are using the term here^{*} is a practice of leadership which may work to a generic sense of success, such as profitability or achieving educational standards, but does not have the classical linear steps for achieving that success. Instead, and aligned to agile leadership, it is about creating a structure which allows space for often unexpected ideas and practices to emerge. It is especially important when tackling a challenge without a known solution. (See Figure 3). Martin Sandbrook from the Schumacher Institute describes emergent leadership as;

“Being able to hold ‘lightly’ to plans, to commit to them only as long as they serve, ready to flex them in

^{*} Neo-emergent theory: is the new identification of leaders through their behaviours and actions as opposed to being somehow selected or sanctioned.

^{**} <http://hbr.org/1987/07/crafting-strategy/ar/1> H. Mintzberg (1987), last accessed 7 April 2014

the light of emergent events. It means having management processes in place to respond to emergent events as opportunities, as opposed to unwelcome threats and fixed plans – all part of letting go of the need to be right.”

Recommended Reading:

Crafting Strategy by Henry Mintzberg (1987)**

The Bass Handbook of Leadership: Theory, Research & Managerial Applications by B. Bass & R. Bass (2009)

Transformational not Informational Leadership Development

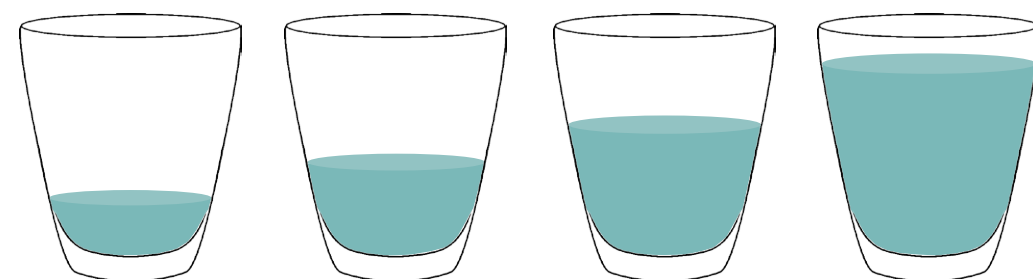
A distinction is often made between transformational and informational leadership development. This is not always an easy distinction to grasp. We define these two strands as follows:

- Informational leadership development prioritises the acquisition of new information
- Transformational leadership development prioritises new ways of thinking about existing as well as new information

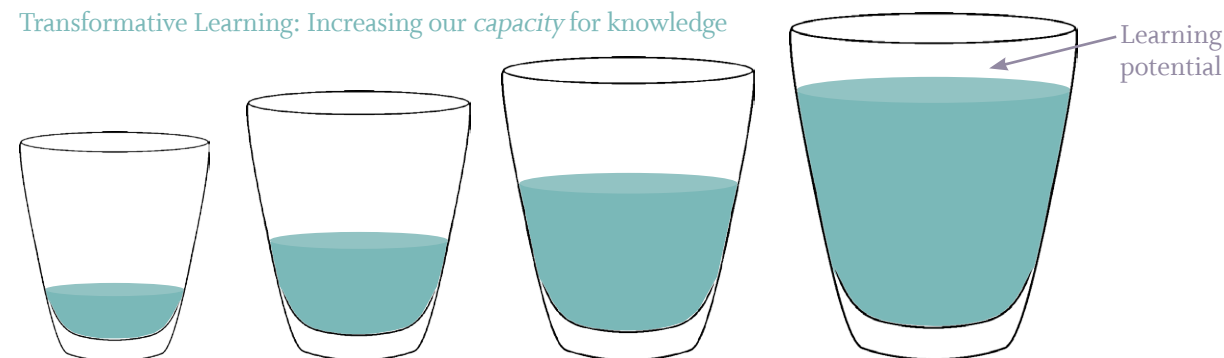
A simplified illustration of the complex processes involved in these two ways of prioritising leadership development is given below in Figure 1, which shows how, with informational learning, the content of what we know increases or changes but our capacity for thinking about that knowledge remains the same. In contrast, transformative learning means our overall capacity to think about knowledge increases, which gives us a much greater potential generally. Figure 1 also illustrates that transformative learning increases the power of informative learning. It demonstrates how transformative learning increases the potential for informational learning: the horizontal size of the flask is bigger. The volume of liquid can be seen as ‘leadership capacity’ and the volume of air remaining in the flask represents ‘leadership potential’.

Figure 1: Informative & Transformative Learning

Informative learning: Increasing the *content* of what we know

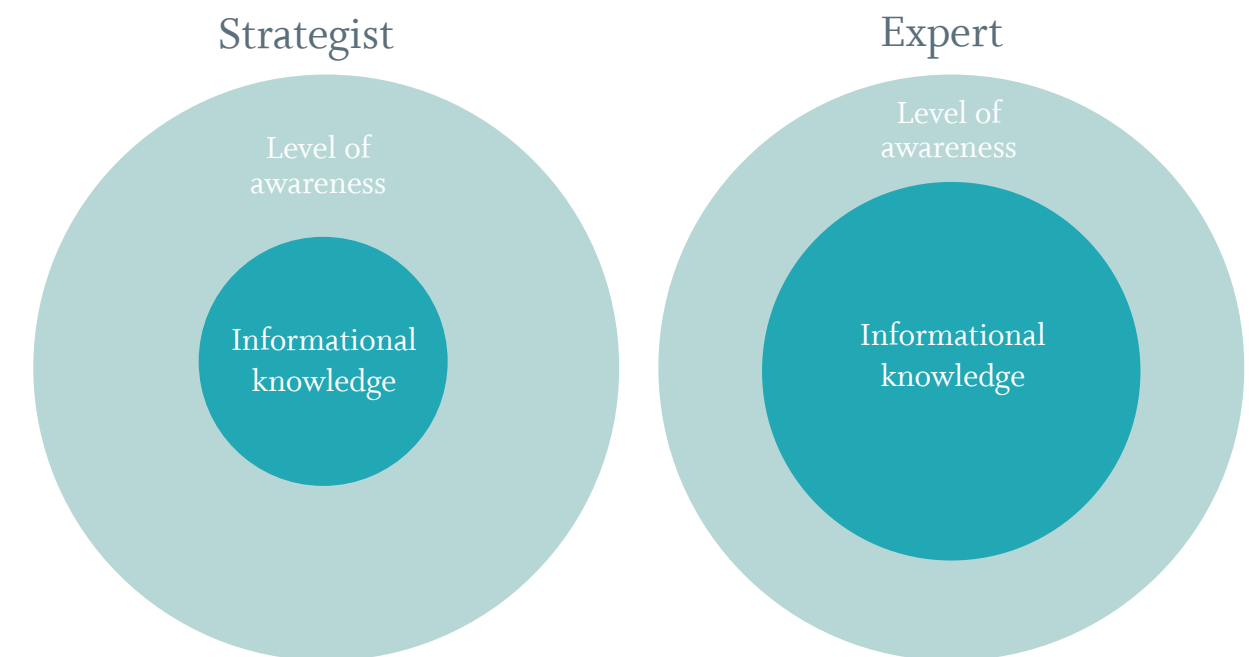


Transformative Learning: Increasing our *capacity* for knowledge



This differentiation has recently been popularised by the Centre for Creative Leadership and stems from Robert Kegan’s description of transformative and informative learning*. In 2012, the well-respected Centre for Creative Leadership produced a report on future trends in leadership, identifying what we are calling ‘transformational development’ and what they call ‘vertical development’, as the number one priority in leadership development. This is because many of the key capabilities (see Section 2.3) that today’s leaders need hinge on having much higher levels of awareness than before. When we are living in a more interdependent world requiring high levels of flexibility, it’s vital our senior leaders have as high a level of awareness of themselves and the wider world as possible. Figure 2 illustrates the possible difference between an expert and a strategist in terms of the type of their informational knowledge and level of awareness.

Figure 2: Example Strategist and Expert Relative Informational Knowledge and Awareness



10 years ago, Susanne Cook-Greuter published ‘Making the case for a developmental perspective’. Here, Cook-Greuter argues that we should look beyond classic personality profiling towards ‘levels of development’: “Each later stage in the sequence is more differentiated, integrated, flexible and capable of optimally functioning in a rapidly changing and increasingly complex world. A person’s stage of development influences what they notice or can become aware of, and therefore what they can describe, articulate, influence and change. People with identical personality profiles on the Myers-Briggs Type Indicator ...can differ by several levels on a development scale.”

Recommended Reading:

Industrial and Commercial Training: Making the case for a developmental perspective by Susanne Cook-Greuter (2004)

Ego Development: Conceptions and Theories by Jane Loevinger (1980)

Technical Foundations for Measuring Ego Development - the Washington University Sentence Completion Test by Jane Loevinger (1998)

Leading Complex Change with Post Conventional Consciousness by B. C. Brown (Journal of Organizational Change Management, 2012)

Learning As Transformation: Critical Perspectives on a Theory in Progress by Robert Kegan (2000)

* Adapted from R. Kegan, chapter (2000). What Form Transformations? page 35 Chapter In: J. Mezirow (2000) Learning as Transformation: Critical Perspectives on a Theory in Progress, Jossey-Bass, San Francisco, page 35.

Open Leadership Development

In the past, there has been no strong tendency towards flattening traditional top down hierarchies, especially in large organisations. The flow of information has naturally moved from the leader to the rest of the organisation. New technological developments have facilitated information flows within organisations so that it can move up as well as down, and of course across departments and divisions. Some companies have decided that they no longer need whole layers of management because the CEO can have a direct relationship with thousands of staff through Twitter, Facebook and a whole host of other social media platforms. These tools mean that leading and managing can take form in a totally different way. Companies are able to be far more open in sharing information internally and externally.

For organisations seeking to develop Open Leadership, they must first consider the benefits of being open, before defining a roadmap and strategy to gradually increase the transparency of their information sharing. Whereas Collective Development (see below) mainly focuses on shared decision-making, Open Leadership sees technology as enabling the sharing of information across hierarchies, and argues that once people have greater knowledge, they can take on increasing autonomy to use this knowledge appropriately. To do this, Open Leaders need both humility and confidence. Humility is required by a leader to be able to acknowledge that they can't be in control of everything, and that once people are sufficiently trained, they can be trusted to work on behalf of the company. Confidence is needed to trust staff in this way.

Open Leadership tends to rely on social media platforms for information sharing. However Open Leadership is first and foremost a mind-set about opening up knowledge and information throughout organisations, getting comfortable and responding to the opportunities presented with this new transparency.

Recommended Reading:

Transparency by Warren Bennis, Daniel Goleman and James O'Toole (2008)

Switch by Chip and Dan Heath (2013)

Twitterville by Shel Israel (2009)

Open Leadership by Charlene Li (2013)

Collective Development

In contrast to more traditional leadership hierarchies, often the most effective leaders remain invisible, serving their followers and developing equality of decision-making and/or information flow, regardless of rank or status. Distributed leadership, for instance, describes how decision-making should be distributed throughout all levels of an organisation. Servant Leadership philosophy first and foremost describes how a leader must serve those that follow him or her. These collective philosophies have proliferated in organisations because of both social and technological changes. Collective Development stems in part from the decline in social deference and the rise in human rights culture, reflected in the popularity of terms such as 'empowerment', stemming from a renewed emphasis on social equality. Indeed, Collective Development theories argue that the more individuals are empowered and given greater responsibility, the more effective the leadership. This is supported by technological developments, giving everybody access to more information, so people are in more equal positions to make decisions regardless of hierarchical position. Distributing leadership in an organisation is a decisive way of acknowledging this new distribution of power. The key to Collective Development is that the values of the organisation or company are understood and upheld by every member, so that collective responsibility comes with the collective ability to act in a way that represents the character of the organisation.

Recommended Reading:

Distributed leadership in organizations: A review of theory and research by R. Bolden (2011 International Journal of Management Reviews, 13, 3, p251-269).

Servant Leadership by R. Greenleaf (1970)

The myth of leadership: Creating leaderless organizations by J.S. Nielsen (2004)

Distributed Leadership by J.P. Spillane (2012)

Anti-Heroic Leadership

An Anti-Heroic leader must possess empathy, humility, self-awareness, flexibility and ability to acknowledge uncertainty, which enables them to thrive as a leader in today's volatile environments. Based on Robert Keegan's developmental psychology, few of our current leaders currently exhibit the qualities associated with Anti-Heroic leadership. To create these attributes, requires a focus on transformational learning, which, as described, develops someone's worldview and capabilities, rather than informational learning that prioritises new or updated information. Supporting transformational learning helps leaders to cultivate the attributes necessary to thrive in a complex world facing ambiguous, evolving challenges. While it can be difficult to persuade individuals, organisations and wider culture to develop and embrace this kind of Anti-Heroic leadership, often because people tend to cling to certainty and authoritarian approaches amidst great change, nonetheless the attributes listed above are necessary to tackle current global macro-trends.

Recommended Reading:

The Character of Organisations: Using Personality Type in Organization Development by William Bridges (2000)

Good to Great: Why Some Companies Make the Leap...and Others Don't by James Collins (2001)

Seven Transformations of Leadership by David Rooke and William Torbet (Harvard Business Review, 2005)

Anti Hero Report by Richard Wilson, Matthew Mezey and Nick Nielsen (2013)

Innovation Led Leadership Development

Many organisations have had no choice but to innovate their way through the current financial crisis. In essence, the innovation sought is about maintaining previous levels of profit or service standards with less financial and other resources. It is at the core of the 'more for less' concept. These organisations have now realised that they aren't set up to be innovative, and yet simultaneously it is hard to find resources for organisational development at a time of such severe resource constraints. Given this situation, leadership development programmes are being designed solely around the need to innovate, either to tackle a specific organisational challenge or around the creation of a new product or business activity. In these circumstances leadership or organisational development is not mentioned explicitly and activities are orientated entirely around supporting the new innovation to emerge. However the same leadership development interventions still take place, such as coaching or action learning sets, although they may be called something different.

Recommended Reading:

Organizations Evolving by H.E. Aldrich (1999)

Leading changing in the public sector: making the difference by K. Charlesworth, P. Cooke and G. Crozier (Chartered Management Institute, 2003)

Creating tomorrow's organization: A handbook for future research in organizational behaviour by H. Ibarra and L. Smith-Lovin (1997)

How I did it: Google's CEO on enduring lessons of a quirky IPO by E. Schmidt (Harvard Business Review, May 2010)

Sub-Optimal Leadership Development

Sub-optimal leadership development addresses head on the 'getting back to my desk' challenge. For many people, all the learning they have gained through coaching or workshops falls away when faced with the day-to-day reality of their job. This critique has been developed by the Head of Leadership at Google, who believes that giving participants high quality learning experiences isn't always the best way of creating permanent shifts in leadership behaviour. These learning experiences can be 'sub-optimal' because they are

unlike everyday work experiences, and so the learning fails to stick. This idea is gaining currency with many leadership professionals frustrated with the limited impact of many leadership interventions when faced with an everyday working environment.

Recommended Reading:

The Design of a Development Programme for Experienced Top Managers from the Public Sector by F. Blackler and A. Kennedy (Working Paper, Lancaster University, 2003)

Leadership by J.M. Burns (1978)

Leading Change: Why Transformation Efforts Fail by J. Kotter (Harvard Business Review, March/April 1995)

What Really Works by N. Nohria, W. Joyce and B. Roberson (Harvard Business Review, July 2003)

Online Networks Supporting Leadership Development

LinkedIn and Facebook have thousands of groups such as the Oxford Leadership Academy, Innovation for Leaders and Common Purpose which support communities of people who are committed to improving their leadership capability. This, combined with the explosion of leadership content online from Universities and media like TED, is creating a powerful resource for individuals who previously would have found these materials and communities difficult or impossible to access.

Recommended Reading:

Leadership's Online Labs by B. Reeves, T. malone and T. O'Driscoll (Harvard Business Review, 2008)

Social Networks: The Portals of Web 2.0 CASES by Stephen Bradley and Nancy Bartlett (2008)

Networks and Leadership Development: Building Linkages for Capacity Acquisition and Capital Accrual by K.M. Bartol and X. Zhang (Human Resource Management Review, 2007)

Everyday Leadership Development

The explosion of 'personal performance' smart phone apps appears to have also ushered in new kind of what we call, 'Everyday Leadership Development'. There are apps available for life coaching, mindfulness, productivity, and meditation and of course the podcasts and training materials that have become omnipresent. This is supporting a new daily focus on performance, with interventions like the daily 1-minute reflection where you reflect on your day asking what has gone well, what was tough and set an intention for the following day.

Recommended Reading:

Mindfulness by E.J. Langer (1989)

What is mindfulness? by C. Germer (Insight Journal, 2004)

Mindfulness Helps You Become a Better Leader by B. George (2012)

What Works is What Matters

At this time, conventional models of leadership development (what we call Leadership development 1.0 and 2.0, see below) are stretched by new interconnected and unpredictable challenges, or what some people call 'wicked issues'. In this kind of uncertain environment, where the evidence of what leadership development to apply, and when to apply it, is often very limited, it is extremely important to focus on the results being achieved. It is the practice, response, and practice again, that counts. In such circumstances it is essential to be as clear as possible regarding what is required, and to have the right evaluation metrics in place to understand what is and what is not working, on an on-going basis.

1.3 What This Means for the Education and Training sector

In this section we look at the leadership development trends outlined in Section 1.2 might be relevant in the Education and Training sector. Here we have identified 10 practical points worth considering.

What Works is What Matters

Many of the newer leadership development approaches such as emergent, open and agile leadership don't have tried and tested interventions and evaluation systems and although we think they are important and should be seriously considered, what matters more is the end result and what works for you in your organisation. We think the two best ways of getting clear on whether your leadership development is working are by focussing on:

- Whether your strategic priorities are being met
- Whether you are creating the kind of leaders and the culture of leadership that you need

Critics of some of the newer forms of leadership development suggest that they are not robust or well tested, which is sometimes true but what is also obvious is that the classical models of leadership development are not creating the kinds of leaders that we need. This is a powerful case for trying new approaches.

Creating Agile Cultures

In recent years agile project management has migrated from the software sector to all forms of management. In essence it suggests we should not focus on linear execution of a project specification but rather be agile in achieving the final desired outcomes. This thinking has a lot to offer the Education and Training sector generally but requires managers to hold their processes such as learning curricula more lightly, whilst focusing far more on student experience and the results (grades or economic impact).

Creating Space to Be Emergent

Peter Senge and Otto Scharma have promoted the power of resting in presence to allow new, often unforeseen, next steps to emerge. In order to do this we need to create unscheduled time in our diaries when we connect with presence to let our thinking emerge. There are many ways to do this; reflection and meditation smart phone apps support emergent thinking. Or we can simply include in our schedule reflection time such as: a day to reflect once year, an hour to reflect once a month, 15 minutes to reflect every week, and 1 minute to reflect every day. What appears to be critical for this kind of culture to gain support in an organisation is for it to be strongly encouraged from the top.

Prioritising Transformational Learning

Stewart Easterbrook, Executive Director Performance and Digital Development Europe at Star.com says that "moving our staff development budget from training to personal development was one of the best decisions we made. Within a year staff turnover had halved, we received our most positive feedback ever in our staff survey and our business growth accelerated". This is a really good example of how changes in leadership development can have real and immediate impacts on an organisation. Many organisations have begun creating libraries of online informational learning combined with transformational face-to-face learning in order to meet their needs better and use their resources most effectively. This builds on the notion that people are fairly good at adding to their existing knowledge in familiar ways, but need external support to develop new ways of thinking.

Responding To Demands for Horizontal Leadership

In some organisations there are powerful trends towards supporting flatter horizontal leadership. Indeed, in those organisations with a very young staff profile it is sometimes the only way you can manage. However, what's vital as an organisation becomes flatter is that you become highly sensitive to monitoring how efficiency may change in a newly egalitarian organisation.

Simple Ways of Leading Openly

If you are seeking to create an open culture, it can be as simple as making openness the default way of leading. For example, board meetings are open for anyone to attend as a matter of principle, putting the onus on individuals to seize the opportunities that openness offers.

Understanding Innovation

All organisations across the Education and Training sector are promoting their innovation credentials these days. In doing this it is vital that they understand differences between types of innovation such as sustaining innovation and disruptive innovation. A great deal of the innovation that has been taking place has not been disruptive. Given the scale of the cuts it probably needs to be disruptive innovation because this is more likely to lead to transformative benefits. It is also important to recognise your organisation's limits in terms of driving through innovation. One particular strategy, used by many organisations that have struggled to be as innovative as they would like, has been to create units separate from their overall culture. These units are tasked with generating new products or working practices that, when proved successful, the wider organisation can implement.

Creating lasting leadership development impact

Creating lasting impact must be the goal of any leadership development programme. The challenge of ideas such as 'Sub-Optimal' leadership development is to ensure that any interventions are not so extraordinary that they are hard to integrate into everyday work. Any activities that help on-going support such as coaching and action learning networks will also help this. Similarly, mechanisms such as smart phone apps can make it easier to remember our intentions for personal development and create space for reflection.

Embracing Online Networks

It is becoming increasingly clear that Facebook, LinkedIn and Yammer groups associated with specific leadership development groups can be very powerful. Not only do they support powerful sharing between the members but also in creating a support network where as users develop they are able to connect with like-minded people.

What Can Be Done Every Day?

Yoga and meditation teachers often say it better to practice little and often than come to a two hour long class once a month. The same appears to be true for leadership development. With the rise of smart phone apps there are a myriad ways of measuring and supporting your practice although something as simple as setting five minutes a day clear for quiet reflection can work just as well.

1.4 Three Types of Leadership Development

Here we start to get a sense of the different types of leadership development that are out there, what the different types tend to deliver, and therefore which may be of most use to you right now. To do this we have taken a very high level overview of how the field of leadership development has evolved over the past century and suggest that there are three major groupings of leadership development types.

The purpose of this typology is to help you differentiate between the types of leadership development out there. We do not pretend that it accurately reflects the evolutions in the leadership development sector or that all leadership development approaches fit neatly into one or other of the types. They don't. Instead we have presented the types because we think that, as approximations, they do exist and it's very helpful for us to be aware of them so we can understand the approaches we need in different situations.

We suggest that there are three general types of leadership development available today: 1.0, 2.0 and 3.0.

Leadership Development 1.0 is the original leadership development and focuses on informational learning. Leadership Development 2.0 came to prominence in the 1960s and is the dominant form of leadership development available today. It supplements Leadership Development 1.0's informational learning with personal reflection. It is this personal reflection (e.g. through coaching or action learning sets) that can stimulate transformational learning (See Section 1.2, and Figure 1 for a reminder on the difference between transformational and informational learning). Finally, Leadership Development 3.0 combines both informational and transformational leadership development with full curricula of stages of development along both informative and transformative lines of development.

Figure 3: The Relationship between Leadership Development 1.0, 2.0 & 3.0

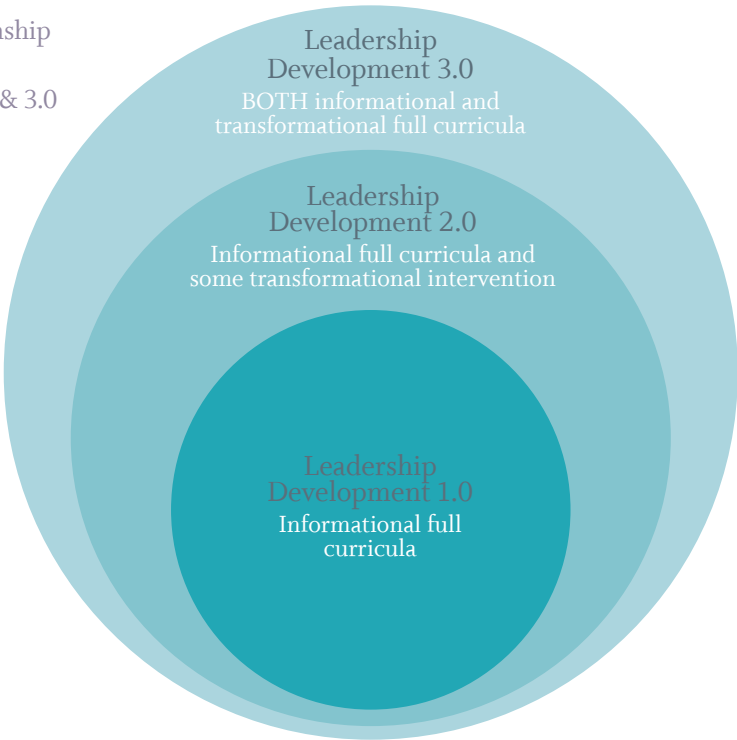


Figure 3 illustrates how each type of Leadership development transcends and includes the previous, meaning that 3.0 builds on 2.0 and 2.0 build on 1.0.

The major difference between the types is their focus on informative and transformative development as illustrated in Figure 1. This is important as 7 out of the 8 essential leadership competencies described in Section 2.3 require transformative development for their attainment. For many organisations operating today, especially Education and Training sector bodies facing major innovation challenges, Leadership Development 3.0 techniques may be most important to consider.

LEADERSHIP DEVELOPMENT 1.0 (Informative)

Learning type: Informational Stages of Development (SD)

Leadership development examples: Old US Military programmes, Large Bank*, Traditional MBA (e.g. those based on Frederick Winslow Taylor’s scientific management).

Leadership development 1.0 is the first type of leadership development to come to the fore in the twentieth century and is exemplified by Frederick Winslow Taylor’s scientific management approach, which attempted to apply science to the business of management. What characterises this type of leadership development is that it is focussed purely on increasing the knowledge and know-how of the participant. Much Continuing Professional Development that takes place today falls into this category. This is what psychologists call informational learning. At this stage there is no explicit real difference for leadership development participants in their transformative learning.

LEADERSHIP DEVELOPMENT 2.0 (Reflective)

Learning type: Informational SD and Transformational with no SD

Leadership development examples: See Appendix 3 for multiple examples including Case Studies 2 (Shell) and 6 (Government of Alberta)

We think that perhaps the majority of leadership development undertaken in developed economies today falls within the Leadership Development 2.0 category. This category includes both informational and transformational learning. However, although 2.0 includes informational learning, for instance like the PRINCE2 project management approach, there are no higher stages of transformative development. Transformative learning interventions such as coaching or action learning sets are not uncommon and do encourage new ways of thinking and doing. So this category involves developing both informational and transformational learning, however it does not measure or guide to any particular goal, and it does not measure impact on transformational learning along the way. The vast majority of MBAs and established leadership development programmes fall into this category.

LEADERSHIP DEVELOPMENT 3.0 (Transformational)

Learning type: informational SD and Transformational SD

Leadership development examples: Leadership Development Framework, Kegan’s Immunity to Change

Leadership Development 3.0 attempts to measure and explicitly support people to reach higher stages of transformative learning. This is important as 7 of the 8 essential leadership competencies mentioned in Section 1.2 require transformative learning to be attained. Without clear curricula for transformative learning it is difficult to see how we will create more innovative and agile institutions. What makes Leadership Development 3.0 different is that there are attempts made to measure the transformative development of participants and curricula of activities for helping to progress to higher stages of development. These stages of development are contested, and there are a variety of methods available with different robustness and emphasis. They all look at the same development process from a slightly different angle. Robert Kegan’s Immunity to Change model tends to focus on measuring people’s cognitive flexibility and openness, while Susanne Cook Greuter’s sentence completion focuses more on real life behaviour.

The Relationship between Leadership Development 1.0, 2.0 & 3.0

Each leadership development stage transcends and includes the previous stage. As illustrated by Figure 3 this means that Leadership Development 3.0 builds on 2.0, and 2.0 builds on 1.0. So it is not that Leadership Development 3.0 is better than 2.0; rather it produces a broader range of capabilities that leads to a greater ability to cope with more complex circumstances.

In many circumstances leadership development 2.0 is highly effective. Perhaps the most important word used in Figure 3 is ‘curricula’. Here, ‘curricula’ describes a combination of leadership development interventions that explicitly increase competencies through various stages of improvement.

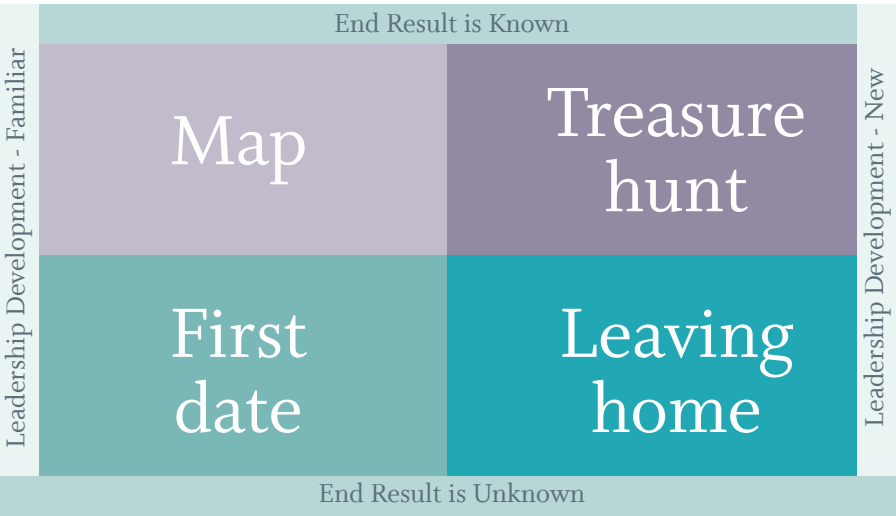
* Case studies can be found in more detail in Leadership: Theory and Practice by P. Northouse (Sixth edition 2013, page 32, section Case Studies)

1.5 Understanding Your Leadership Development Journey

When designing your leadership development programme it really helps to understand what kind of journey you are on. How clear are you on your goals? How experienced are you or the participants when it comes to leadership development? The answers to these questions will have a huge bearing on the programme you finally design.

To help you think through your leadership development journey we have developed the simple diagram below. Figure 4 outlines 4 possible leadership development journeys based on the level of certainty around the end results and the participant’s level of experience of leadership development. Using simple analogies, the purpose of this diagram is to give a sense of the type of leadership development journey you are on and how you will need to prepare for it.

Figure 4:
Understanding
Your Leadership
Development
Journey



Map: The goals and processes are clearly understood by all involved. There will be an agreed project plan and the participants will be experienced in leadership development programmes and familiar with the competencies and interventions to develop leadership. It is likely that all ‘the right’ people will have agreed to be involved. This is a low risk process and the programme should be delivered with minimal difficulties.

Treasure Hunt: The goals are clearly defined and shared by all involved. However, many people involved will be unfamiliar with leadership development and potentially sceptical of its value in achieving the desired results. The process will therefore require careful design to help them ‘buy-in’ to the programme as much as possible. A Treasure Hunt depends on internal advocates who will drive the project and bring the newbies along with them.

First Date: Here the process of leadership development is familiar but the final result is not. For instance, this could be around developing a new business arm, or seeking to solve an organisational challenge where there is a great deal of uncertainty. First Date processes depend on careful framing of the question to be answered, being flexible and acknowledging the ambiguity that exists.

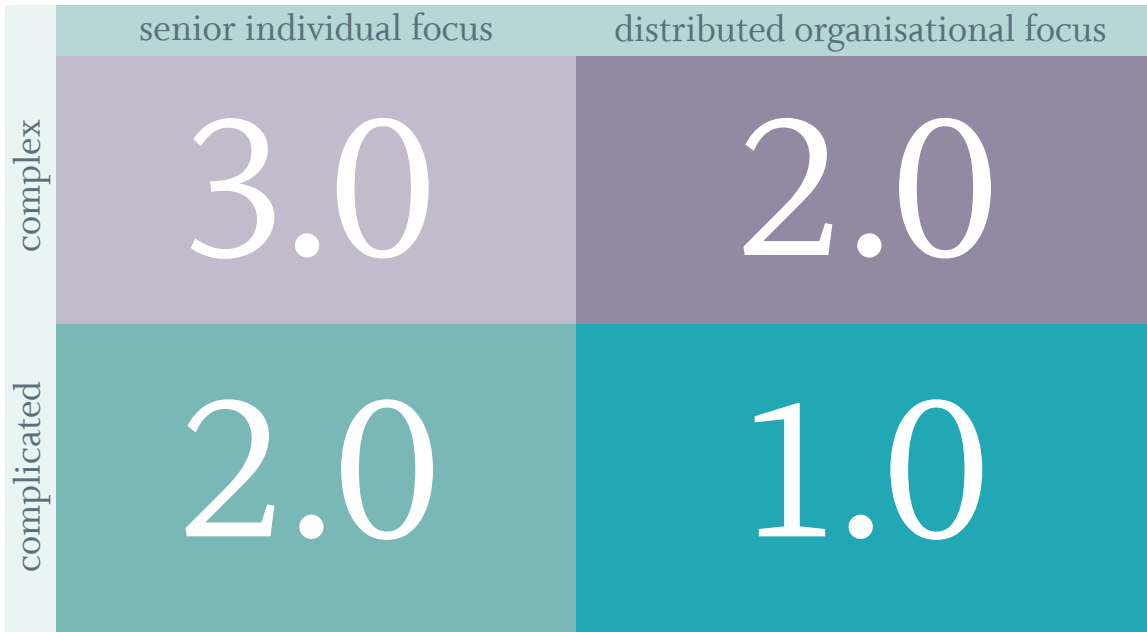
Leaving Home: The goals and processes are unclear. This will occur when you understand your challenge, but do not know how to solve it and are not experienced with leadership development. These processes can feel scary as there are so many unknowns, but they also offer the greatest scope for major benefits. These are the programmes that are least likely to focus explicitly on leadership development (see Innovation Led Leadership Development in Section 1.2 above).

1.6 When to Apply What Type of Leadership Development

Figure 5 seeks to simplify the circumstances under which different types of leadership development tend to be applied today to greatest effect. This analysis will not be universally true. Indeed there are strong arguments for seeking to apply Leadership Development 3.0 across an organisation, although it requires skill to do it at present.

Figure 5 outlines a simple quadrant diagram comparing complicated and complex needs with programmes that have an individual or organisational focus. Here we make the distinction between complex and complicated needs, as popularised by Senge’s ‘The Fifth Discipline’. Complicated needs can be simply defined, and a course of action to address them can be developed. In contrast, cause and effect are difficult to predict in complex, highly uncertain and volatile situations and very often require adaptive solutions. Here we have made the distinction between the two as it helps us understand the needs our leadership development is seeking to address at this point.

Figure 5: When to Apply Leadership Development Types

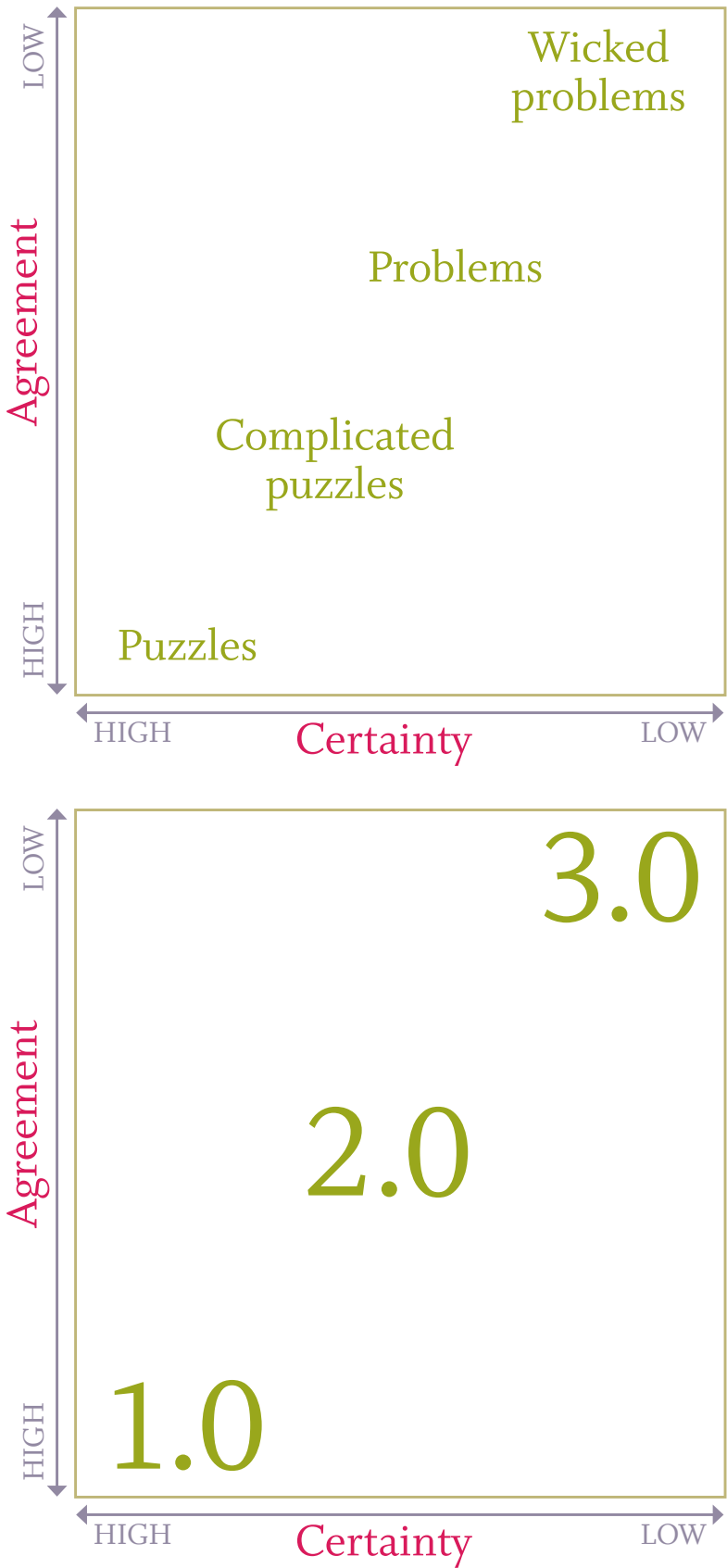


However, perhaps the most important decision in terms of leadership development is ensuring that it is tailored to address the specific types of problems you are facing. In Figure 6 we compare problem type against leadership development type.

‘Wicked problems’ are highly complex issues without an agreed solution. They also tend to require lots of different people to work together to solve them, and often many of the people who need to take action will challenge the existence and description of the problem in the first place. A puzzle in contrast is something that may be tricky to solve (like a crossword), but there’s agreement and clarity about what the problem is, what the solution is and how to achieve the solution.

Figure 6 outlines four different orders of challenges, plotting them against agreement and certainty: puzzles, complicated puzzles, problems and wicked problems. The graph beneath plots leadership development type on the same axis, showing how Leadership Development 3.0 is more suitable for ‘wicked problems’ i.e. those with little certainty of agreement around their resolution and 1.0 for more certain challenges like a specific competency gap.

Figure 6: Different orders of Challenge & Leadership Development Type



It is useful at this point to reflect again on the priorities you identified for your organisation in section 1.1 above and to think about these in the context of the types of leadership development that are outlined in sections 1.2, 1.3 and 1.4 above. Being clear about your needs, and the kind of development that you feel may respond best to those needs, will help you to navigate the next stage of this guide: designing your leadership development programme.

Section 2:

Leadership Development Programme Design

Here we outline 5 sections that we hope make the job of leadership development programme design a little simpler:

- Ten Programme Design Principles
- The Leadership Development Triangle
- 5 Steps of Leadership Development Design
- Collective & Individual Processes
- FAQs

These sections are not exhaustive, but rather seek to be clear, usable, and perhaps most importantly, adaptable for and by you. These are not commandments to be followed to the letter, but rather principles to inspire better leadership development.

2.1 Ten Programme Design Principles

Here we outline ten leadership development design principles that apply in most cases. The purpose of these principles is to provide an overarching steer to your leadership development design process. Some may not apply directly to intervention design but more to ensuring the wider context is as supportive as possible.

We have also prioritised them so that those at the top are more universally applicable; although we think in 80% of Education and Training sector cases they are all applicable. These principles are intended for anyone involved in the business of leadership development design: from the HR Department staff implementing the programme, to the directors of colleges and business, as well as the governors and teachers who want to cultivate and support their staff and organisation.

1 Be Supportive:
Create a culture which supports leadership development
Offer coaching and action-learning sets where possible for the staff you lead. Ensure that all senior staff commit to their own development and create a culture that expects leadership development.

2 Walk The Talk:
Model the leadership style you wish to create
Support the CEO and senior leaders to model the behaviour they desire very explicitly, so that their own values, attitudes and actions reflect and support the leadership development objectives of the organisation.

3 Senior Support:
Ensure high-level sponsorship and Involvement
Ensure that the CEO and senior leaders take an active interest in the inception and impact of the leadership development programme, holding participants to account for their new behaviour and strategies.

4 No Money, No Problem:
Budget should never be a blockage
A great deal of leadership development can be designed and supported internally, so use the myriad tools now available online.

5 Sustained Support:
Build internal capability to offer ongoing support
Ensure someone is holding people to account for the actions they commit to in workshops or coaching. This could be done through peer groups built into the leadership development programme that challenge and support members over time.

6 Individual Ownership:
Encourage ownership of self-development
Leadership development is much more effective when owned rather than imposed, so ensure a participant is involved and bought-in at every stage of the process.

7 Explicit Leadership Culture:
Make the leadership you want clear to all
Support the CEO and senior leaders to outline clearly how they see their own roles in supporting others and how everyone across the organisation is a leader who affects the culture of leadership.

8 Participant Led:
Tailor programmes for the participants
Don't just expect all people to attend the same training courses. Such habitual 'conveyor belt' approaches can waste limited learning and development budgets. One way to avoid this is to select and train only individuals who demonstrate potential leadership attributes, rather than train your whole faculty.

9 Challenge Orientated:
Tailor goals and approach to recognised & pressing needs
It can be totally legitimate to never mention leadership, organisational development or culture change. Instead it is often more helpful to frame such activities in terms of the challenge that is trying to be overcome, or another universally supported goal, while developing leadership competencies through reflection, during and after.

10 Innovate:
Try out new learning methods
For example, task someone with the job of identifying new MOOCs or other ICT-enabled support and encourage their take up across the organisation. Increase tolerance for small experiments. Make it safe to fail.

2.2 Heads Up: Practical Challenges You Are Likely to Face

Here we explore what the practical challenges are facing those seeking to create a new model of leadership development today. Here are seven of the big challenges we have identified.

Not Enough On Going Support

Too often leadership development activities are seen as one offs, either consisting of single training activities or workshops. In practice what is required is ongoing support to enable people to grow and reflect in response to the challenges they face.

An example of good practice can be seen in Case Study 15, where participants were given executive coaching in between two residential weeks of learning. Their managers were involved throughout the entire process that spanned nearly two years. A year and a half after the formal learning, participants returned for a review of how they had developed and what they wanted to continue working on in the future. The participants received peer support in groups, managerial support and expert leadership development support during the programme, and a considerable amount of time after the programme too. This helped to ensure continued learning, and that changes in thinking were followed by changes in behaviour and actions.

Leadership Development Is Not a Priority When Facing Cuts

In a climate of severe and ongoing public finance cuts, leadership development is not popularly considered a priority. Training budgets are often first to be pushed off or down the agenda, so it's hard to find the budget, and it can feel almost impossible to get the support from colleagues.

It may feel like financial strains are shutting the door to investing in leadership development, however cuts and redundancies can be a catalyst for change. Case Study 3 showcases how HP invested in leadership development after being forced to make a wave of redundancies. The redundancies were so unpopular that HP leaders and managers decided to open the door to other solutions in response to their situation. Leadership development supported the company to turn itself around and experiment with innovation and efficiency. As a result, no more mass redundancies were necessary.

The Culture That Leaders Operate Within

Much of the thinking that defines leadership best practice today such as agility, openness and emotional intelligence, is not new. Indeed there are many* who argue that it even existed in ancient thinking. However what is increasingly obvious is that the cultures of most of our organisations do not support the existence of the models of leadership they need to thrive.

In some cases the most appropriate response to this is to seek to change the culture. Leadership development can be an incremental way of doing this.

Disjuncture between the Job & the Development Experience

A common complaint about leadership development is that the events, retreats and 'frame-breaking' exercises bear little resemblance to the day-to-day realities of their work.

This is why the Head of Leadership at Google developed the idea of 'Sub-Optimal' leadership development, to make the transition between the two smoother. For instance, in Case Study 14 Cadbury and Kraft (Now Mondelez)'s leadership programme is designed around tackling a real life challenge, so that the skills people learn are practiced in realistic environments.

* Emotional Intelligence: Myth or Reality by Dr S. Mousumi and N. Sengupta (New Delhi, Excel 2007)

Delivery Personnel Lack of Relevant Experience

A major challenge of leadership development is that those delivering it lack sufficient experience of the practical business of working in the environments of the people they are trying to support. One of the problems of working with some leadership development consultants is that it is many years since they worked in the organisations they're now advising, and in the intervening period the workplace has changed and they have forgotten what having a more 'normal' job is like. This lack of understanding can exacerbate the 'Disjuncture between the Job and the Development Experience' as mentioned previously.

It is a good idea to explore a consultant's background and to be clear about their experience before hiring them to support your leadership development programme.

No Agreed Ways of Measuring Transformative Development

Despite the increasing emphasis in recent years on transformative development there is still no universally agreed way of measuring this. In Annex 2 Box 1, we outline some of the best-known options, each with their strengths and weaknesses.

What we recommend here is trying the one that seems to measure the competencies that matter most to you. You can then monitor whether you're developing the kind of leadership culture that you want to see, and adapt as required.

Hard to Choose the Right Support

Although organisations like the Centre for Creative Leadership, the Bertelsmann Foundation, Boston University (USA) and Bath University (UK) have done an excellent job of supporting a more dispassionate and inclusive analysis of what leadership development is available it remains on the margins. The vast majority of leadership departments at universities focus on analysis of leaders as opposed to their creation. Moreover many of these academic observations lack sufficient reference to the real experience of being and growing as a leader; functioning more as detached observers as opposed to empathetic supporters of a profession. This is a problem as, for the inexperienced client, it makes navigating the terrain of leadership development difficult in their encounters with leadership development consultants, armed with their books and approaches, claiming to offer the perfect solution. This is not to suggest that the consultants are less useful than they claim, but more that they are forced by what Freud called the 'narcissism of small differences' to emphasise their competitive edge, as opposed to offer a clear headed analysis of their services. In the absence of any definitive sense of what different approaches can deliver, it makes the job of choosing a consultant hard.

We hope that this publication goes some way to addressing this.

2.3 Components of Leadership Development

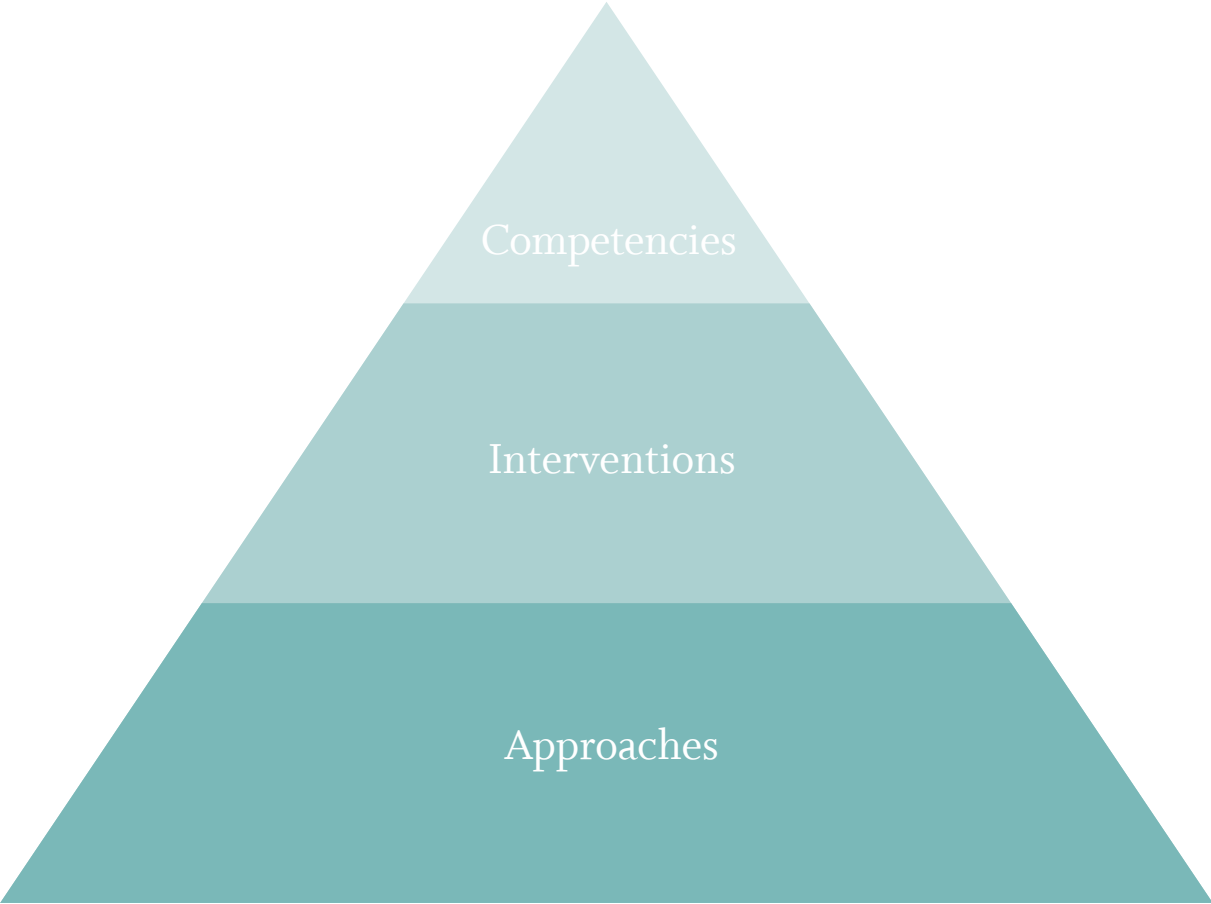
This section outlines the three core component parts of leadership development:

- Competencies
- Interventions, and
- Approaches

Together these make up what we call the Leadership Development Triangle (see Figure 7). The reason we describe it as a triangle is to help you understand how these components relate to one another:

- a leadership development approach normally includes a philosophy, set of values and array of Interventions
- interventions are the activities themselves that develop competencies
- leadership competencies are the final product

Figure 7: The Leadership Development Triangle



Many leadership development programmes focus only on developing competencies using one or more interventions. A number of leadership development programmes also have an explicit approach and all of these have an implicit type (see Leadership Development Profile Measurement). As noted above, we understand an approach as a theory of change, or a specific path of development, which works towards a particular philosophical definition of a form of leadership, with inherent interventions and resulting competencies. These are listed in Annex 1.1.

We include all three here as it will be important for you, as a designer of leadership development, to be as conscious as possible of the underpinning of your approach.

Annex 1.1, 1.2 and 1.3 provide a guide to the most significant competencies, interventions and approaches for leadership development. Although the Annex list of competencies is far more comprehensive, we highlight here eight interrelated leadership competencies that we think are likely to be important for anyone designing leadership development for the education and Training sector today.

These eight essential leadership competencies are:

- Creating Cultures of Collective Leadership
- Agility
- Innovation
- Open-Mindedness
- Technology Literacy
- Systems Awareness
- Emotional Intelligence
- Adaptive Communications

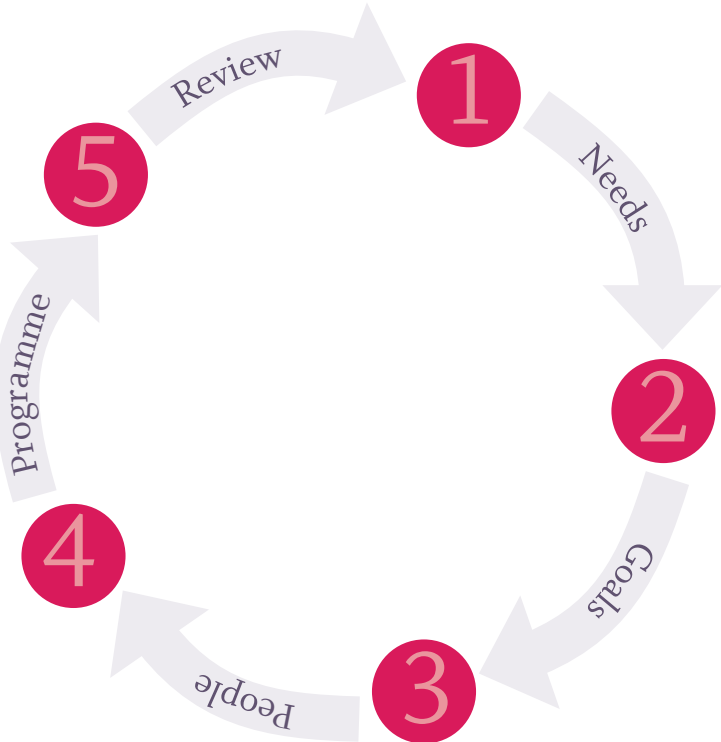
2.4 Steps of Leadership Development Design

Here we outline the five key steps in designing your leadership development processes:

- Needs:**
Understanding your context and the character of the challenges you currently face
- Goals:**
Agreeing the priority outcomes and competencies that the process should build, and the type of leadership development you are likely to need
- People:**
Agreeing who will be involved and what competencies each party needs to develop
- Programme Planning:**
Designing the interventions and approaches that will be deployed and how
- Review:**
Continually checking in on whether the designed outcomes are being met and whether the outcomes and process needs to be adapted

For many education and training organisations, leadership development will be an on-going process and Figure 8 below represents this. It is important to recognise that the diagram is limited by its failure to communicate the iterative nature of the process as a whole. In practice the review element will need to be continual and so it will shape all the other steps as well.

Figure 8: The Five Steps of Leadership Development Design



Needs

The objective here is to understand your context and the nature of the challenges you currently face. What we are doing here is diagnosing what your leadership needs are. To do this we focus on four areas. Understanding:

- The level of complexity you face
- Your current leadership profile
- Your context
- Your available resources

What Level of Complexity Do You Face?

It is important to decide whether the challenges you face are complex; where there is no clear solution and many uncertain variables, or complicated; where you have discrete steps which should enable a resolution. Typical questions you need to ask at this stage are:

- What are the explicit and implicit challenges facing the organisation today?
- What are the explicit and implicit priorities of the organisation today?
- What is the level of agreement about what the challenges or organisational priorities are for the organisation?
- Is there an elephant in the room that no one discusses? And if so why?
- When we've tried to tackle the challenges we face before now, why hasn't it worked?

Your Current Leadership Profile

If you are seeking to develop highly agile and flexible leaders it is very likely that you will need to understand your, and your organisation's leadership development profile, or level of transformational development as we've referred to it in Section 1.2. We see leadership profile and organisational culture as closely correlated. Leadership profiles are distinctly different from personality typologies such as Myers Briggs. Personality profiles tend to be a static representation of an individual's key character traits. In contrast, leadership development profiles are made up of stages that people can progress along. Each stage has specific competencies and development interventions that can take you from one stage to the next.

This is the core activity that distinguishes Leadership Development 2.0 from 3.0. In Annex 3 we outline some of your options for implementing a robust leadership development profiling and support system.

We believe that the measurement and support of a specific transformative leadership development journey is the missing vital element from many of today's leadership development programmes. However, it is important that these approaches are handled with extreme care. In achiever organisational cultures, it is possible to incentivise rapid transformative development which can make people feel insecure about being at some of the earlier leadership development stages. It's absolutely vital that you make it clear that these stages are not better or worse, but simply different. For example, many knowledge led businesses will need a high percentage of expert leadership development individuals, who are at a relatively early stage of leadership development.

Your Context

The objective here is simply to get as full a sense as possible of your context. One size does not fit all. If a programme does not match its environment, there will not be enough support from the organisation, and so it will not be a successful. Understanding your context, and building that into your programme, also means that the competencies you choose to develop suit your organisation in practice.

Based on this, we suggest the following actions:

- Ask your organisation what the programme is for.
- Remember that different types of people, and different roles in your organisation, require different competencies. Choose specific rather than generic goals. Avoid creating generic lists for everyone that as a result are attuned to no one.
- Tie content learning to the situation at hand. It helps individuals to turn their learning into practice more easily.
- Use tools such as the Integral AQAL Framework to understand why individuals may have particular preferences, outlooks or general mind-sets that need to be taken into account for a successful programme.
- Review relevant documents to develop an overall picture of the organisation.
- Survey and interview executives and key stakeholders to fill in your knowledge and show you recognise multiple perspectives and opinions.
- Interview outside experts to gain an understanding of your organisation's need from an impartial outsider.

Your Available Resources

As already mentioned, a lack of time and money should never be a barrier to leadership development as there are many ways to make a difference with no direct financial investment and very time efficient activities. That said, if there is time and money available that will help a great deal. To get a sense of what your starting point is ask these five questions:

- What is the budget available for this process?
- What staff resources are available?
- How much time do the individuals involved have to dedicate to their leadership development?
- What leadership development has been done before, and how successful was it?
- How supportive is the culture generally to leadership development?
- How can leadership development be integrated into tackling real challenges to make the process more time efficient?

Goals

The objective here is to agree the priority outcomes and competencies that the process should build, and the type of leadership development that you are likely to need.

It is impossible to overstate the importance of getting clear on the purpose of leadership development activities for different stakeholders. Once the purpose is agreed it should become the primary point of orientation for the whole process. Normally you will have to adapt your process over time as you get a better sense of what works. Without a clearly agreed purpose it is very likely any leadership development activity will fail, or at best underperform.

The first stage of getting clear on the goals will be to separate out the output competencies desired from the outcomes (e.g. improved student experience, improved OFSTED rating). It's important to focus on outcomes, not outputs. Focus on getting clear what final outcomes are desired. Then, the next step is to work out what competencies create those outcomes.

Typical Outcomes:

- Improved student experience
- Improved OFSTED rating
- Better working relationships
- Increased profitability
- Cost savings
- New product deployment
- Curricula improvements
- Higher staff satisfaction
- Higher student satisfaction

When you are clear about what outcomes you are aiming for, you can check your programme's design effectiveness by measuring how much these outcomes have been achieved. (See below Review, Section Five).

Framing Question

Once an outcome has been agreed it is often very useful to have your leadership development approach framed in terms of a question. The innovation consultancy IDEO recommends that any framing question should be:

- Framed in Human Terms (rather than technology, product, business or service functionality).
- Describing a specific group of people (rather than designing something to please all users, that will ultimately not fit perfectly for anyone).
- Broad enough to allow you to discover the areas of unexpected value, while constrained enough to make the topic manageable.
- Written with an action verb to ensure the question is goal orientated (e.g. Understand how new parents find the information and resources they need in their new role).

Possible Framing Questions Include:

- How might we improve the student satisfaction of A-level students?
- How might we improve our OFSTED rating in two years from now?
- How might we maintain the 16-year-old apprentice scheme with 10% cost reduction?

People

The objective here is to agree who will be involved and what competencies they need to develop. The impact of leadership development is a function of the quality of the experience for the people involved. Getting the right people involved and supporting them in a way that works for them is key. Now you understand your goals and how they relate to the organisation's issues at hand, we outline three key actions to getting and supporting the people.

Participant Selection

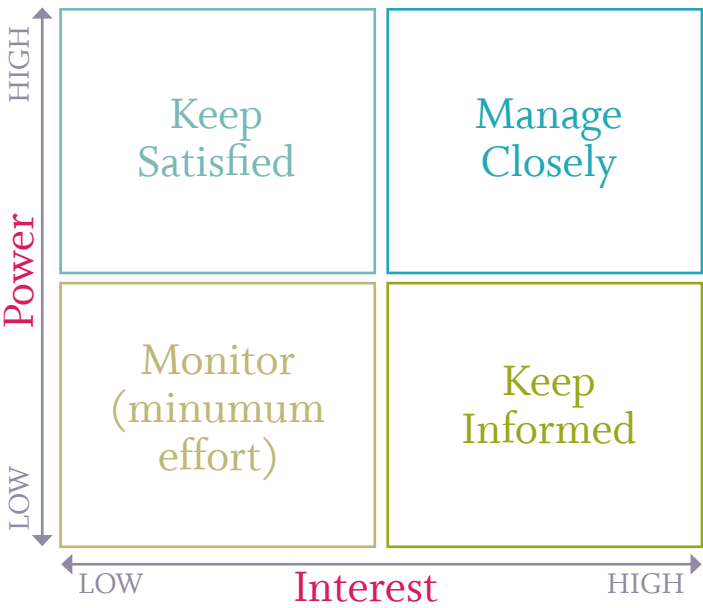
The following questions serve as a useful checklist to help you create your initial participant list:

- Who is directly responsible for the decisions on the issues?
- Who is influential in the area, community and/or organisation?
- Who will be affected by any decisions on the issue (individuals and organisations)?
- Who runs organisations with relevant interests?
- Who is influential on this issue?
- Who might be the champions and the blockers of any process?
- Who has been involved in this issue in the past?
- Who has not been involved, but should have been?

The Classic Stakeholder Map

Figure 9 is the classic stakeholder map and is another useful tool to help identify your priority stakeholders. This tool is especially useful for identifying those stakeholders in the top left quadrant who are influential but not interested. It can often be the job of the engagement practitioner to move as many from the top left to the top right quadrant. The stakeholder map is especially useful when working as a team because it gives a visual representation of the stakeholder identification process.

Figure 9: The Classic Stakeholder Mapping Tool



Understanding the Participants

Table 1* outlines five principal value types at play in Britain today. We have included this here as it can be very useful to undertake a values analysis of your participants to inform leadership development design to ensure it is orientated around their motivations and preferences.

* Developed from Spiral Dynamics: Mastering Values, Leadership and Change by D. Beck and C. Cowan (1996)

Table 1: Values types & attitudes to Leadership Development

Value Types	Motivation	Perspectives on Leadership Development
Tribal	- What they can get now, in terms of immediate rewards such as cash or pleasure - Shame is one of this groups most powerful motivating emotions - Immediate gratification for their efforts	“If I’m not getting something out of it immediately, I’m not interested” “There’s nothing I can do to help anything, why bother”
Conformist	- Rules and regulations - Often motivated by the ‘stick’ i.e. the rules we all need to conform to in society - Motivated by appealing to their role in upholding the system - Duty is a powerful motivator, as is guilt - Motivated by fear and concern - Close to traditions - Sense of belonging – connected with established groups and networks	- Some, particularly older people, see it as duty to become leaders - If not already seeing themselves as leaders more difficult to get them involved “The leaders of the past are better than our leaders today” - Will be sceptical of ‘new initiatives’ - Uncomfortable with any sense of personal risk
Individualist	- Will innovate within rules and structures - Personal recognition and celebration – how they personally made things better - Things getting incrementally better (evolution not revolution) - Personal aggrandisement and image - Success and achievement - Consumerism - Individualisation of brand identity - Looking good in front of others - Fun	“I pay my taxes, why should I be expected to lead?” “Too many leaders spend too much time talking and too little doing what matters most” “I have very little extra time to give, my life is so full”
Egalitarian	- Prefer very flexible structures - Motivated by bigger scale visions and initiatives - Revolution instead of evolution - Inspired by diversity - Equality is very important - Creativity and artistry - Believes in bottom up - Making a difference to other people - Rights more than responsibilities	- Think everyone should become a leader of their own lives - Concerned about human rights - Suspicious of top-down heroic leadership
Integrative	- Both rights and responsibilities important, depending on the situation - Inspired by systems thinking and pattern recognition - Personal development and exploration - Social and the environment (has biggest scope of concern) - Transparency and honesty in communication – admitting mistakes and vulnerabilities and foundation of relationship - Personal leadership – leading by example	- Will recognise the need for flexible leadership - Values pragmatism and idealism - Very motivated by leadership which thinks locally and globally

Identifying Who Needs What Competence

Once we have identified who should be in the programme and what their values are we can then begin to understand what the individual and collective competencies are that we need to develop. This will involve reviewing the goals and ascribing specific competencies (See Section 3.2) to specific individuals or groups of individuals.

Programme Planning

The objective here is to design the interventions and approaches that will be deployed and how.

To prepare the ground for programme design it will be important to:

- Understand your leadership development journey (see Figure 4) and
- Understand what leadership development type you need (see Figure 5).

Once you are clear on your leadership development journey and the leadership development type you need, you can start the practical business of Leadership Programme Design.

Leadership Programme Design

In essence leadership programme design involves bringing together a range of interventions (see Annex 1.2) that have a good chance of achieving the goals you have set yourself.

Here we have separated out the informative leadership development 1.0 processes from the transformative 2.0 and 3.0 processes. This is because many of the 1.0 processes will be straightforward training and information giving exercises through traditional learning structures, face to face or online. Many of the transformative processes are likely to take a very different form, often being designed around specific on-going organisation-wide challenges.

(a) Planning for Leadership Development 1.0

Leadership Development 1.0 activity will often be straightforwardly designed to fill competency gaps. Examples may include:

Social media training, Podcast series on Time Management, Communications and Strategic Planning, University Course on Accounting and Finance, Feedback Assessments to improve communication, Open University Marketing course

(b) Planning for Leadership Development 2.0 & 3.0

The fundamental difference between leadership development 1.0 and this next stage is that many of the interventions here will be far more complex and involve cross cutting activities to ‘transform’ how the organisation functions in some way.

At this stage there is perhaps one big question to consider above all others:

Leadership development: implicit or explicit?

There are essentially two approaches to leadership development at this stage, either those with organisational development as the explicit focus, or those which focus on a specific challenge (such as a new product development or efficiency), and the leadership development happens often as an implicit part of tackling the explicit challenge. Our sense is that at this point in time for most Education and Training sector providers the implicit route will often make most sense. For many people leadership development does not feel like a priority in the face of the wider challenges the sector faces. It therefore is much easier to have the leadership development designed as an implicit way of tackling the priority challenges themselves. Table 2 outlines the typical components of challenge or development led activities.

Table 2: Typical Components of Challenge & Development Led Programmes

Challenge Led (implicit)	Development Led (explicit)
Framing ● Setting the challenge question ● Agreeing the goals ● Understanding the context	Framing ● Setting the Leadership Development Profile Goal ● Agreeing the Methods
Enquiry ● Research: Understanding the issue (collective) ● Workshop 1: deep enquiry (e.g. Theory U) (collective) ● Frame-breaking activities (e.g. retreats, challenge interviews) (individual and collective) ● Coaching: Understanding Your Leadership Profile (individual) ● Action Learning: Understanding Our Leadership Response (Collective)	Enquiry ● Coaching: Understanding Your Leadership Profile (individual) ● Action Learning: Understanding Our Leadership Response (Collective) ● Frame-breaking activities (e.g. retreats, challenge interviews) (individual and collective)
Ideas ● Workshop 2: Brainstorming (collective) ● Partnership Development ● Prototype Development ● Coaching: Understanding Your Leadership Profile (individual) ● Action Learning: Understanding Our Leadership Response (Collective)	Review & Reframe ● Assessment and redesign (individual and collective)
Action ● Prototyping solutions ● Evaluation ● Coaching: supporting Your Development Ongoing (private) ● Action Learning: Supporting Our Development Ongoing (collective)	Review & Reframe ● Assessment and redesign (individual and collective)

Examples: Challenge Led Case Studies (See Annex 3)

- Case Study 1 (MIT) : Unhappy workforce
- Case Study 3 (HP) : Large scale redundancies, mergers and acquisitions
- Case Study 4 (Windber Medical Centre) : Merger and volatile environment of policy change and competition
- Case Study 5 (Slocan Valley) : Deep long term conflict of community interests
- Case Study 10 (Honda) : Tough global competition
- Case Study 12 (Royal Canadian Mint) : Leaders at different levels wanted to be able to proactively take more leadership responsibility and decision making
- Case Study 13 (LEAD) : Creating leaders to tackle poverty in favelas in Rio
- Case Study 14 (Cadbury and Kraft) : To support local business leaders to overcome their challenges
- Case Study 15 (Monsanto) : Response to all the mergers, acquisitions and new partnerships it has managed
- Case Study 16 (Dell) : To stem criticism of their ability to engage and respond to customers online

Examples: Development Led Case Studies (See Annex 3)

- Case Study 2 (Shell) : Developing executive leaders
- Case Study 6 (Government of Alberta) : Developing the city’s top leaders
- Case Study 7 (Whole Foods Market) : Developing leaders throughout the company
- Case Study 8 (Bristol City Council) : Introducing Systems Thinking to city leaders
- Case Study 9 (Windsor Leadership Programme) : Developing leaders across sectors to improve society through their work, but not in response to one specific challenge
- Case Study 11 (Fujitsu) : To develop the next generation of executive leaders

Programme Preparation

Here we outline three overarching questions you will want to consider before you start.

To Deliver the Programme Yourselfes or get External Support?

This will be one of the most important decisions that you make. Although it may be obvious due to budgetary constraints or a lack of internal staff capability, always take the time to review your choice and make sure it’s the right one. Don’t simply choose it because it’s what you always do.

Advantages of delivering it internally include:

- Creating an internal developmental capability means that you may be able to do more, because your resources can go further.
- An internal resource should understand your organisations needs and challenges better.
- By walking the talk the organisation may be able to create a permanent culture of leadership development.

Disadvantages of delivering it internally include:

- The internal team may get overly influenced by senior colleagues.
- The internal team is not always on top of best practice.
- The internal team may be vulnerable to simply doing what they’ve always done as opposed to what is most suitable.

Advantages of getting external support:

- The roles are very clear and internal staff are less likely to challenge externals.
- If the road is likely to be challenging it creates a buffer between the anxiety created by the process and the internal staff.
- If they are good, they should have a deep and wide knowledge of best practice and be able to design the best possible process.

Disadvantages of getting external support:

- Too many consultants push their method or tool which can inhibit the results further down the line.
- Too many consultants are not well enough aware of good practice.
- They may not fully appreciate the challenges you face.

How to Choose the Right Consultant

In order to choose the right consultant you need to be as clear as possible on what your needs are. Consultants tend to specialise in leadership development 1.0, 2.0 and 3.0; so having a sense of which of these you think you need can really help.

After that, nothing beats a personal recommendation from someone you trust. Get quotes in from a few you like and never be scared to negotiate, or forget that they are working for you. And always ask them the difficult questions.

How to Create an Internal Narrative of What, Why and How

Before you start it will be important to develop a clear internal story of why, what and how you are developing leadership. The reason you need all three, as that broadly speaking people can be broken down into ‘what’, ‘why’ and ‘how’ people, and unless you address all three large numbers of your colleagues will not be engaged. We all have a predilection for one or other that we prefer and we tend to focus on this, but don’t always speak to all three.

It may also be important to create wider buy-in to these overarching objectives as later down the line when things may get choppy, it will be invaluable to bring them back to the reasons for doing the process, and that they supported them then.

Iterative Programme Delivery

Perhaps the most important reflection is that no programme should ever be static. Rather, the process should be seen more as a living evolving entity that will change according to what is needed and what is working for the participants.

Interventions that will help to create this approach:

- Employ an agile management methodology
- Conduct evaluations at appropriate intervals (e.g. 3 and 6 months)
- Conduct regular 360° assessments on the participants and delivery team (if appropriate)

Review

A programme is successful if it achieves its desired outcomes. We can measure the success of a programme against the competencies being developed and consequent outcomes. Measuring competencies and outcomes needs to inform ongoing reviews of the programme. Competencies can be measured in terms of assessments and 360s, while outcomes might take longer to register but nonetheless can, and should, be measured over time.

Too often the effectiveness of a leadership development processes is not calculated, and as a result the programme is not as successful and attuned to the organisation as it could be.

Any formal review process must:

- Be anonymous
- Have a significant degree of independence from the delivery body
- Demonstrate genuine openness and willingness to change.

Proving that you have listened and responded to a review process is perhaps the most important thing. Doing a classic ‘you said we did’ process can be very helpful and, as mentioned above, the review process is likely to have you revisit one of the four prior stages outlined above.

Annex

A1: The Leadership Development Triangle: The Points of the Triangle

This section breaks down in greater detail the three core component parts of leadership development:

- Competencies
- Interventions, and
- Approaches

To recap, the Leadership Development Triangle displays how these components relate to one another.

- A Leadership Development Approach normally includes a philosophy, set of values and array of Interventions
- Interventions are the activities themselves that develop Competencies
- Leadership Competencies are the final product

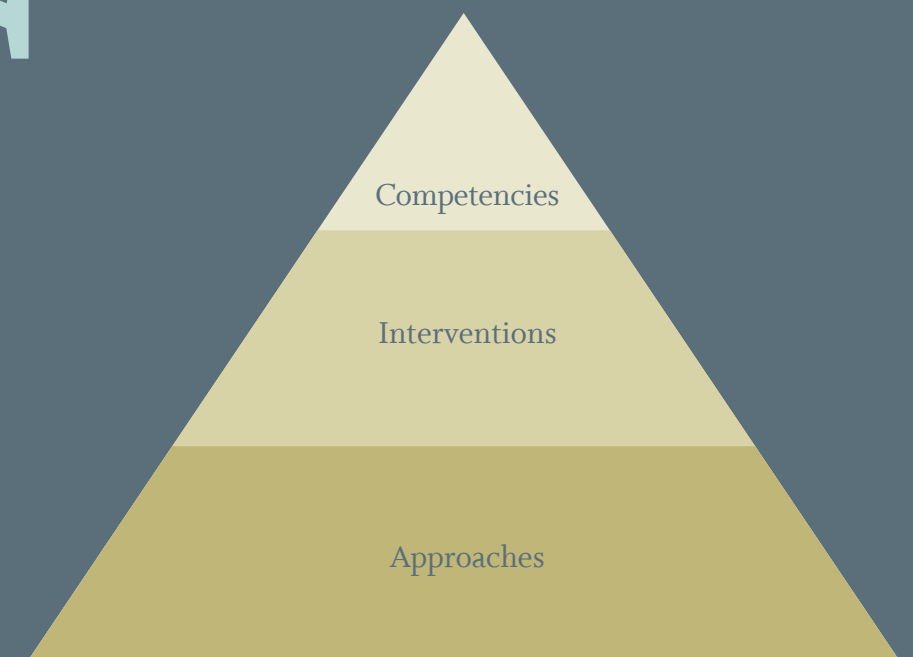


Figure 9: The Leadership Development Triangle

A1.1 Competencies

Competencies support an individual to lead themselves and others within their organisation and in the wider community. Competencies are a combination of knowledge, skill and attitude, which when applied enable an individual to excel at the task at hand*.

The list below covers a large though non-exhaustive list of competencies for leadership in today’s environment. It includes the eight competencies mentioned earlier that we think are particularly important for facing current social trends (See Section 2.3). The list is adapted from the Lominger Architect Competency Library’s 67 competencies*.

These competencies are simple and solution orientated, and can be used to measure the effectiveness of leadership development programmes. We have grouped together the competencies into categories and sub-categories.

The goal here is to raise consciousness of the breadth of competencies relevant to leadership development.

Category	Sub-categories	Description
Emotional Intelligence	• Cross-cultural communication • Self-knowledge • Inspiring confidence • Caring about direct reports • Compassion • Composure • Confronting direct reports • Integrity • Trust • Patience • Self-Development • Understanding others	In 1990, Peter Salovey and John D. Mayer described emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ education and feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (1990)**.
Communication Skills	• Understanding personality types • Negotiating • Influence • Ability to inspire others • Coaching • Empowering others • Presentation skills • Assertiveness • Boss Relationships • Peer Relationships • Approachability • Personal Disclosure • Presentation Skills • Written Communication	Communication skills help an individual to improve their understanding of other people, situations and environments. It’s about both effectively sending and receiving information and emotions.
Facilitation Skills	• The art of hosting • Multi-stakeholder partnerships • Comfort around higher management	Facilitation involves helping an individual or group to define their purpose and goals, and assisting them to move closer to achieving those goals in some way.

* Lominger Competency List: <http://youremployment.biz/competency/lominger-competency-list/#sthash.pGNWf8Cz.dpuf>, last accessed 8 April 2014
** What is Emotional Intelligence? by K. Cherry. <http://psychology.about.com/od/personalitydevelopment/a/emotionalalintell.htm>, last accessed 26 March 2014

Category	Sub-categories	Description
Partnership Building	• Dialogue • Convening skills	Building trust, mutuality, solidarity and accountability in partnership relationships in networks, coordination, or collaboration, is the foundation of partnership building*.
Team Working	• Shared vision • Conflict management • Delegation • Managing diversity • Hiring and staffing • Informing others • Learning on the go • Listening • Building Effective Teams	Team working involves working collaboratively with a group to achieve a shared vision, on a temporary or permanent basis**.
Systems Thinking	• Theory U • Organising • Priority Setting • Total work systems • Managing through systems	System leadership maximises the influence and effect of leadership across a system. It represents both a shift in the practice of leaders to ensure wider influence and in the system itself to make this possible***.
Vision Building	• Story-telling • Business Acumen • Decision making • Ethics and values • Time Management • Managing vision and purpose	Vision building comprises two major components: core ideology and envisioned future. Core ideology is what the organisation stands for and why it exists. The envisioned future is what we aspire to become, to achieve, to create - something that will require significant change and progress to attain****.
Innovation	• Prototyping • Agile management • Service design • Creativity • Action Orientated • Problem Solving	Innovation is about creating and testing new ideas to come up with solutions or improvements to a challenge or status quo.
A learning culture	• Communities of practice • Developing other people • Directing others • Personal Learning • Technical Learning	A learning culture is created when an organization commits itself to a culture of active learning*****.
Social Web Capabilities	• Social networking technology • Virtual leadership	The ability to use online social networking technology and to establish leading presence online demonstrates social web capabilities.

* Bringing Citizen's Voice and Client Focus into Service Delivery by Anne Marie Goetz and John Goventa (working paper no. 138, Institute of Development Studies, 2001)
**Teamworking(2013), www.cipd.co.uk/hr-resources/factsheets/teamworking.aspx, last accessed 23 March 2014
***Redefining the Future: A Systems Approach to Societal Problems by R.L. Ackoff (1970), www.reallylearning.com/Free_Resources/Systems_Thinking/systems_thinking.html
****Building Your Company's Vision by J. Collins & J. Porrash (1996), <http://hbr.org/1996/09/building-your-companys-vision/ar/1>, last accessed 8 April 2014
*****Culture of Learning Organisations, www.ashpfoundation.org/transformational/TransformationalChange11021211.htm, last accessed 3 April 2014

Category	Sub-categories	Description
Change Management	• Dealing with ambiguity • Measuring work • Dealing with paradox • Planning	Change management is the activity of encouraging and planning continual, and different, adoption of change within a culture or organisation*.
Visionary Leadership	• Managerial courage • Motivating others • Perseverance • Perspective • Political savvy • Drive for results • Strategic agility	Effectively creating achievable goals based on a specific vision of the future, requiring core values, empowering relationships, innovation, action and empathy of individuals and the collective culture in and beyond an organisation**.
Charismatic Leadership	• Public speaking • Clear thinking • Reactive decision-making • Career ambition • Command skills • Standing alone	A charismatic leader is seen as inspiring and therefore is granted more power to make changes and steer staff to meet specific demands.
Mindfulness	• Presencing • Embodied consciousness • Work/life balance	“Mindfulness is a way of paying attention to, and seeing clearly whatever is happening in our lives.” In an organisation, mindfulness can improve efficiency, awareness of others, and can help to alleviate anxiety***.
Network Leadership	• Customer focus	Skilled networking creates access to information, individuals, resources and potential opportunities that may benefit the individual, their team and their organisation.

* What is Change Management? by J. Reh, <http://management.about.com/od/conflictres/a/change-management.htm>, last accessed 5 April 2014

** Visionary Leadership by C. McLaughlin (2001)

*** What is Mindfulness? <http://mindfulnet.org/page2.htm>, last accessed 29 March 2014

A1.2 Interventions

Interventions are the actions that enable a person to develop particular competencies. You can find further detail on interventions in Section 2.3, and their relationship to Competencies and Approaches.

The list below features the main interventions used to develop competencies.

Intervention	Description of intervention	Defining feature	Where to use
Action Learning	‘Behaviour that is simultaneously inquiring and productive... simultaneously learns about the developing situation, accomplishes whatever task appears to have priority and invites a redefining of the task if necessary’. Action Learning can be project based. The project itself can require single or multiple skill-sets, but generally occurs over an extended period of time*.	It engages participants because the learning is rooted in practice not theory. Participants learn practically and quickly on the job and the reflection and development has immediate impact on an individual’s work*.	Action learning is typically used to support a shared understanding of a complex challenge such as budget cuts. For example, this might involve six team members meeting every month to discuss different perspectives for responding to Education and Training budget cuts.
Formal Instruction	Class based learning takes a variety of forms: courses, single or multiple day courses, on-site or off-site courses, university based learning, and pre or post course work to complete.	Formal Instruction enables participants to gain a systematic and thorough understanding of the theory behind aspects of leadership development.	For instance, senior management teams in large colleges may decide to undertake a formal education course, such as in finance and business planning, to equip them with technical skills to be able to have greater control and effectiveness when working with the college budget.
Executive Coaching	Executive coaching is a one to one relationship between a professional coach and a client, which tends to support an individual to focus on performance issues related to a current assignment. The coach may offer deep behavioural insights, and works to build a trusting and sustained relationship.	It can improve productivity and increase self-awareness and self-efficacy necessary for leadership development. The coach helps the participant realise their potential.	This may be useful for a new principal, or for a principal who feels that they have become stuck in a pattern of response and behaviour which no longer responds to the situations they face. Executive coaching can create fresh perspective and enhance self-knowledge, which can lead to better working relationships, for example with Vice Principals or SMT, or give leaders the confidence to make more radical decisions, such as changing the curriculum to deal with new gaps in vocational skills in the UK.

* Personal and organisational Transformations through Action inquiry by D. Fisher, D/ Rooke and W. R. Torbert (2000)

Intervention	Description of Intervention	Defining feature	Where to use
Mentoring	This takes place between a more experienced or knowledgeable person, and a less experienced or knowledgeable person. It is likely to focus on longer-term career development. It is about forming an ongoing, supportive relationship that supports the mentee to learn and challenge themselves.	Mentoring passes on organisational values, builds cross-functional relationships, raises morale, enhances corporate culture, helps minorities advance their career.	Mentoring can be effective to pass on knowledge; for instance for a long term member of SMT to mentor a new member of the team, or for the head of a business to mentor a member of staff in teaching skills for apprenticeships. This kind of informal knowledge sharing strengthens team relationships as well as supporting a greater understanding of the mission and values of the organisation.
Networking	The exchange of contact details information for the benefit of one or both parties.	It focuses on the importance of building connections and relationships with people who have a mutual interest or need.	Networking can be useful for individuals, both internally and with other leaders across sectors. For instance, principals of colleges may be able to find support in the commercial world, particularly for businesses that can support and acquire new apprentices.
Team building e.g. outdoor challenges	Viewing participants as part of a team rather than individual workers, team building may include structuring one's activity, experimenting with different roles, and giving education and feedback within a new environment.	Team building can support people to move outside their comfort zones.	Team building is particularly important when an organisation faces challenges that may threaten to overwhelm staff, or create an atmosphere led by pressure or highly consequential decisions. Team building can improve staff motivation, creating an environment where education and feedback about the latest teaching or relationship building with students can be discussed in a light hearted and open manner.
360s	An individual receives education and feedback from their peers and co-workers, managers and leaders, along with self-reflection, creating a 360-degree perspective of their work. It is most effective when accompanied by one to one coaching, a personalised action plan, and follow up sessions.	360s enable an individual to understand how they are perceived in all levels of the organisation.	360s are a good opportunity for members of staff to gain a wider perspective about their current skill sets and what they need to focus on developing. It may be useful for teachers or heads of department, who would benefit from learning what they should focus on to develop.

Intervention	Description of Intervention	Defining feature	Where to use
After Action Reviews	Structured reflection as a way of systematically learning from experience on the job.	This cultivates distributed leadership, creation of a learning culture.	This can be useful after a particular event, such as an open evening or the end of a course. It can create opportunities for innovation and change management, assessing questions like how the course content could be improved, how the cohort of learners could be better supported or whether the level of teaching and learning has been appropriately high for the students. Structured reflection ensures that important lessons and changes to be made are not missed.
Systematic Job Rotation	Job rotation is most effective when a person has a clear set of objectives for their rotation. This category includes secondments, where an individual is temporarily transferred from their own job to a job in a different location, department, organisation or even sector.	This intervention can help an individual to gain new experiences and fresh perspectives, while challenging them to step outside their comfort zone and develop new roles, skills and behaviours.	Job rotation can be useful for heads of departments working closely together; it may broaden perspective on tasks that require both departments cooperation. Secondments can also be useful for stimulating new ideas and solutions to challenges. For instance, a member of middle management may transfer to another college to see how different approaches are being used.
Self-assessment	Evaluating one's own actions, attitudes and behaviours in terms of potential leadership development.	Self-assessment encourages the raising of consciousness of one's own actions, creates a platform from which one can develop.	Self-assessment forces an individual to take stock of their current skill set, attitudes and priorities. It may be useful for teachers considering promotion to head of department, or business providers considering starting apprenticeship courses. New staff may find this structured reflection helpful, to work out areas of progress and adaption to their new environment, and more permanent members may benefit from a forced assessment to consider their development afresh.

Intervention	Description of Intervention	Defining feature	Where to use
Peer observation assessment in general work and workshops	Peers review each other's behaviour including comments, comparisons, suggestions and dialogue about best practice.	This kind of assessment can improve the ability of individuals to give feedback and supports people to feel comfortable giving education and feedback. Multiple people can also be observed at the same time, making this a very efficient intervention. Multiple perspectives are received, which improves both self-assessment and understanding of others.	Peer observation can improve understanding of one's own behaviour in a particular situation. For instance, a teacher dealing with a disruptive learner may benefit from peers sharing suggestions and reflections about the best responses.
Systematic Job Rotation	Job rotation is most effective when a person has a clear set of objectives for their rotation. This category includes secondments, where an individual is temporarily transferred from their own job to a job in a different location, department, organisation or even sector.	This intervention can help an individual to gain new experiences and fresh perspectives, while challenging them to step outside their comfort zone and develop new roles, skills and behaviours.	Job rotation can be useful for heads of departments working closely together; it may broaden perspective on tasks that require both departments cooperation. Secondments can also be useful for stimulating new ideas and solutions to challenges. For instance, a member of middle management may transfer to another college to see how different approaches are being used. Or, in a structured workshop, recreation of a difficult situation involving learners can prepare staff to better cope with challenging situations by sharing responses and exploring their own behaviour further. Done well, this can help to stimulate an open, encouraging and mutually supportive culture.
Peer coaching	A confidential process in which two colleagues work with each other on non-specific foci, sharing ideas about best practice, feedback, empathy and knowledge, teaching one another.	Peer coaching can strengthen team relationships, because it focuses on the importance of sharing knowledge and prevents competition or hostility between individuals working together.	For example, this intervention can be used in situations such as where course leaders responsible for hospitality and IT and computing may benefit from sharing teaching techniques, and supporting each other through shared understanding of workloads and the culture of the college.

Intervention	Description of Intervention	Defining feature	Where to use
Video feedback	Providing video footage of the individual engaged in a task, along with aural feedback, in order that they may correlate that feedback with first hand observations of themselves carrying out the action.	The only visual feedback intervention option. Can be useful as an alternative to traditional verbal feedback, and encourage fast development as a consequence of seeing oneself in action.	Teaching can be filmed to raise awareness of attitudes and behaviour towards students. Principals may benefit from filming and public events in the community to develop their communication skills.
Self-assessment through reflection and journaling	A way to record and trace personal thoughts, experiences, and insights, and to maintain a higher level of consciousness in one's thoughts and actions.	Reflection and journaling can have an impact on the day-to-day, and also in the longer term, by raising consciousness. Unique because it is a highly personal activity that requires the individual to take control of their own development over a sustained period of time.	This can be useful for all staff, from principals seeking to develop their position as leader of college, to work based learning provider attempting to improve the integration of apprentices into his business, reflection and journaling bring greater understanding of one's own behaviour and consequently in the long term create greater potential for self-learning.
Integral AQAL Framework	The framework of four quadrants supports thinking about different aspects of a person's leadership. The four quadrants are interior, exterior, individual and collective. They encourage the participant to consider reality in multiple ways, from the viewpoint of I, It, We and Its.	The framework doesn't tell individuals what to think, it just supports them to stretch their perceptions and thinking. It also embraces the complexity of situations and environments, without trying to simplify or reduce it.	The four quadrants can be used to gain a clearer perspective on a situation. A president of a college might receive coaching from Integral practioners and be encouraged to see their college's communications from multiple perspectives, allowing them to understand further opportunities and challenges.
Mindfulness awareness activities	These could inform meditation, self-reflection time, or therapy, to focus attention and awareness.	Based in traditional religions and philosophy, mindfulness is building an evidence base for reducing anxiety, increasing awareness, managing emotions, and increasing well-being.	This might be particularly helpful when coping with an overwhelming, busy and chaotic environment with multiple objectives. For instance, a work based learning provider, carving out their role making profit and providing an education, could benefit from these activities to gain clarity of thought, calm and ability to cope with ambiguity.
Personality Profiling	A tool that evaluates the personality of the participant, either by examining their traits (e.g. Orpheus, 16 PF, and OPQ) or by types (e.g. Myers-Briggs, Insights Discovery, and the Keirsey Temperament Sorter).	Personality profiling creates awareness and self-awareness of the kinds of roles and responsibility that will suit the individual's personality, goals and aspirations, as well as helping colleagues understand each other to work together.	Useful for designating different types of work, for instance outreach to new learners compared to running college events.

Intervention	Description of Intervention	Defining feature	Where to use
Web based formal programmes	Web based programmes may include e-learning or e-conferences to produce formal courses learning about leadership development, sometimes including strong interactive elements.	These are easily accessible and flexible to be used by a whole range of people at different times, so effective for those short of time.	This is a particularly useful for education providers, as it suits employees who are time poor and tied to their education organisations’ geographical location. It’s a way for staff to access high level thinking, or gain technical knowledge, in a flexible manner that they can fit around their education provider commitments.
Raids on other organisations	Structured visits by one organisation to another, to exchange and share knowledge, to observe best practice in action, to network and discuss common challenges.	Raids can not only inspire individuals to take risks and try out new patterns of working, but also create effective, networking opportunities to share information and knowledge.	Staff from one work based learning provider, such as a hairdresser running apprenticeships, may visit another business with similar dual objectives, such as a mechanics, to learn about how the business makes decision, priorities and delegates work.
Online communities of practice, for instance internet forums, webinars, online simulation	Active members participating and sharing expertise in their particular area of interest, with social structures created to support sharing of knowledge and learning.	Interactive knowledge sharing creates communities of support. They enable easy access of information and sense of greater community with a shared purpose or goal.	Internet forums are a highly informal opportunity for shared learning; staff may find it useful on a day-to-day basis as a resource of support and ideas for teaching. Webinars are also a great way to learn from an expert in the field, again catering to those who are time limited. For instance, senior management at a college may find it useful to take part in business and budget planning webinars, to gain perspective on how to grow their college sustainably or survive impending cuts.
Content consumption e.g. self-learning	This is a catchall term that covers self-driven learning, and the consumption of reading material, videos, online content, and the plethora of materials relating to leadership development and other related fields.	Requires a certain stage of self-awareness, interest and curiosity in one’s work, but enables individuals to grow and differentiate themselves by carving out their own expert knowledge niche.	Self-learning can support staff to have the confidence to extend their learners’ thinking through extending their own range of ideas, or may build greater cultural understanding for supporting adults to learn English.

Intervention	Description of Intervention	Defining feature	Where to use
Buddying	A pairing between two people so that they may mutually support each other in work	A more equal relationship than mentoring, coaching or executive coaching, where both individuals are responsible for receiving and giving advice and support to each other.	This could be used for staff teaching the same course, for example two employees teaching a health and social care qualification. It would provide a more formalised system for sharing knowledge, and updating on progress of the amount of material taught.
Shadowing	A person wishing to learn a skill observes and works with a mentor on a particular project where this skill is being deployed.	The person learning is able to see how somebody else works and therefore may absorb best practice, and learn from mistakes, which can quicken their own development. Shadowing is also an effective way to pass on specific skills necessary for specialist tasks.	A member of senior management may shadow the vice principal in order to learn about how their role works and the kind of skills they would need to develop for the work. Or a junior member of staff may shadow a member of the senior management team, to begin to understand the wider issues and role of their college in the community.
Developmental Networks	This intervention is a kind of mentoring, however instead of having only one mentor, an individual has a small group of people who support them and take genuine interest in their learning and development. A Developmental Network is akin to one’s own personal board of directors*.	The group of mentors may come from both inside and outside the organisation, and from different levels of seniority and with different experiences. It enables development in multiple fields and skill sets, awareness raising and a strong set of relationships and networks.	A senior manager may be mentored by their Principal, a member of SMT from another college, a business leader or a figure from higher education. They may meet their team monthly, engage in regular online and face to face communication, and be supported to overcome any educational issues that they may face.
Polarity Management	This intervention supports individuals with a user-friendly map and set of principles to formalise and enhance skills when dealing with unsolvable problems**.	This intervention seeks to reframe perspective, enabling individuals to cope with ambiguous or complex challenges that can’t necessarily be solved.	This intervention would be beneficial when facing challenges such as cuts, or support individuals in decision-making scenarios to rethink their response.
Feed forward	Feed forward is the practice of giving someone suggestions for how they may approach an upcoming task***.	Feedback risks threatening self-esteem and self-image, and is not always efficient in changing behaviour so feed forward focuses on steps for the future, which can feel more productive, and effective in separating the person from their task.	A principal may choose to give their vice principal feed forward following a meeting or decision that has been made.

* Mentoring at Work: Developmemtal Relationships in Organizational Life by K. Kram (2985), Glenview IL: Scott, Foresman
** Polarity management: Identifying and Managing Unsolvable Problems by B. Johnson (HRD Press 1996)
*** Feedforward by M. Goldsmith (Writers of thr Round Table Press, 2012)

A1.3 Approaches

An approach is an explicit theory of change and the interventions that can be used to achieve that change. There are many approaches to leadership development and we have included the 10 approaches that we think have been most influential in shaping leadership development programmes in recent years.

Many leadership development programmes will not have an explicit approach. They may be a combination of interventions and desired competencies. Some leadership development programmes will take ideas from multiple approaches.

The purpose of this section is to draw attention to the unique or outstanding feature of each of the approaches we have chosen. This is to clarify the difference between approaches, in order to help you to decide which approach best serves you and your organisation’s needs. However, how you choose to use an approach may vary. You may use it to subtly steer the design of your programme, or follow it closely.

We describe each approach, and catalogue the skills and interventions that each approach seeks to develop. Again, approaches and their relationship to competencies and interventions are described in further detail in Section 2.3.

Approach & Type of Theory	Description	Preferred Interventions	Key Characteristics & Example Application
Trait Theory 1.0	Patterns of behaviour, thought and emotion that are believed to support leadership*.	● No interventions (innate intentional characteristics and qualities not learned).	The Army: Focus on characteristics of leadership, rather than strategies for developing leadership.
Distributed Leadership 2.0	Concerned with mobilising leadership at all levels in the organisation, not just relying on leadership from the top. It is about engaging the many rather than the few in leadership activity. It is also about being active in distributing leadership responsibilities and practice. Distributed leadership emphasises actions and practice in leadership, not leadership functions.	● 360 ● Self-assessment ● Action learning ● Self-assessment through reflection and journaling ● Web based formal programmes.	Windber Medical Centre Case Study: Leadership is developed at every level. Individuals are encouraged to be proactive in holding more leadership responsibilities, no matter their rank.
Open Leadership 2.0	Open Leadership explains how leaders can use new social and collaborative technologies to improve efficiency, communication and decision-making for both themselves and their organisations. It argues that leadership can utilise social technology to distribute leadership. This works best when the way in which people are encouraged to act is controlled.	● May include formal or informal social media training ● Decision makers may have executive coaching, mentoring or other personal development to build their trust and confidence in being open.	Dell: This theory integrates new technology into its argument, making it highly useful for organisations attempting to work out how they should respond to their changing environment.

* Leadership: Theory and practice by P. Northouse (SAGE 2009)

Approach & Type of Theory	Description	Preferred Interventions	Key Characteristics & Example Application
Integral Theory 3.0	Integral theory combines all existing approaches to leadership theory and practice. The practitioner can then choose which are the most effective, appropriate and important tools, techniques for the particular situation*. “We call the ability to manage through paradox – to navigate the apparent irreconcilable demands of creating a sustainable growth business – Integral leadership”**.	● Perceiving the relevant detail of a situation: ● Developing objectives and strategies ● Turning vision into action ● AQAL Integral Framework. There are four corners of the framework: individual perspective, collective perspective, objective point of view (external), or subjective point of view (internal). The framework helps to create a wider perspective that integrates multiple worldviews. The axis encourages its user to think about the environment, organisational structure, processes, systems, group cultures, world views, behaviours and competencies involved**.	Slocan Valley of British Columbia Case Study; Integral theory is unique because it sets out to combine all other theories. It does not create one decisive approach, but instead combines multiple perspectives and understanding depending on the specific context.
Adaptive Leadership 2.0	“Adaptive leadership is the practice of mobilising people to tackle tough challenges and thrive.” ● It focuses on not only surviving change but also thriving in it. ● It encourages leaders to build on the past by creating innovation through experimentation. ● The theory distinguishes between technical and adaptive challenges. ● Technical challenges require a particular skill to fix, whereas adaptive challenges are about changing people’s beliefs, loyalties, prioritises, and habits***.	● Personality prescriptions develop understanding of the situation through formal and informal workshops ● Improve communication through team building, networking.	Royal Canadian Mint Case Study: This approach is all about facing change through developing the mind set to be able to enhance your organisation in response, and not let changes become a problem that can’t be overcome. It says that it’s not just technical skills that are necessary, but changing the way in which you think, to come up with the most adaptive responses.
Systems Leadership 2.0	This approach looks beyond individual organisations, managers or staff, to see the greater function of the organisation and considers collective purpose instead. This collective purpose is the goal, and should develop and change to reflect greater cultural changes too****.	● Networking ● Online communities of practice ● Raids on other organisations ● Peer coaching ● Secondments	Windsor Leadership Programme: This theory has the strongest emphasis on the importance of connections, relationships and greater systems as a way to enhance leadership within an organisation.

* Integral Leadership: Overcoming the Paradox of Growth by M. Putz and M.E. Raynor (Stratergy & Leadership 2005)

** AQAL Elements Applied to Leadership by B. Thomas (2011)

*** The Practice of Adaptive Leadership, Tools and Tactics for Changing Your Organisation and the World by R. Heifetz, A. Grashow and M. Linsky (Harvard Business review 2009)

**** Leadership Creating Positive Organisations by I. Macdonald, C. Burke and K. Stewart, www.ashgate.com/pdf/samplepages/systems_leadership_intro.pdf, last accessed 8 April 2014

Approach & Type of Theory	Description	Preferred Interventions	Key Characteristics & Example Application
Theory U 2.0	Theory U can be used in three ways; it is a framework, a method and a way of being, about how we think about the self. It argues that the quality of an organisation is the result of the mind-set, thoughts, and values of the people that create and run that organisation. “Bill O’Brien, the late CEO of Hanover Insurance summarized his most important insights from leading transformational change in his own company. O’Brien said: “The success of an intervention depends on the interior condition of the intervener””.	Presencing combines “sensing” (feeling the future possibility) and “presence” (the state of being in the present moment). It involves “sensing and actualizing one’s highest future possibility—acting from the presence of what is wanting to emerge.” There are four stages involved in presencing: • Listening • Observing • Reflecting • Doing	Massachusetts Institute of Technology Case Study: This theory is unique in placing an emphasis on the importance of the individual, and their wellbeing, in determining the whole culture of an organisation.
Immunity to Change 2.0	A theory of change enabling people to realise and challenge hidden, subconscious factors that are preventing them from making the change they want to make.	• Self-assessment • Collective assessment • 360 Feedback • Immunity to change process • Needs assessment • Collective workshops • Triple Loop Learning	Leadership Effectiveness Initiative, Government of Alberta, Canada, Case Study: Immunity to Change applies new psychological theory to understand what prevents people from changing their behaviour. It understands the difference between thinking and doing, and places that at the centre of its theory.
Servant Leadership 2.0	Servant leadership is a philosophy based on the belief that leaders must serve the people that they lead. The interventions taken to grow this philosophy manifest differently depending on the organisation. But the focus should always be about leaders serving those they lead. In the USA, multiple companies that operate with this philosophy are listed in the top 100 companies to work for, and have major financial success. “The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead”**.	• Asking questions rather than giving answers • Seeking common understanding rather than consensus • Provide opportunities for leaders to be led	Honda (UK) Case Study: Servant Leadership turns on its head the traditional definition of leadership. By calling the leader a servant, this approach reverses usual preconceptions about what a leader’s role, responsibility and relationship with others should be.

*Theory U: Presencing Emerging Futures by O. Scharmer (2005), <http://mitsloan.mit.edu/newsroom/newsbriefs-0605-scharmer.php>, last accessed 8 April 2014

** The Servant As Leader by R.K. Greenleaf (1970)

Approach & Type of Theory	Description	Preferred Interventions	Key Characteristics & Example Application
Transformational Leadership 2.0	Transforming leadership “is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents”. It is about the transformation of both leaders and their followers, transforming and developing them to become greater moral agents for positive social and organisational change. These leaders attempt to optimise development, not just performance.	• Coaching • Goal setting • Rethinking problems to gain new perspective through action learning sets, action learning, project based learning	Fujitsu Case Study: This approach is about leadership requiring a transformational experience, or transformational change in understanding so that individuals may develop better leadership capabilities.

* Leadership by J. Burns (Harper Perennial Modern Classics , 1st Edition 2010)

A2: Understanding Your Leadership Development Profile

If you are undertaking Leadership Development 3.0, understanding the level of leadership development at which you and your organisation operate will be critical.

We see leadership profile and organisational culture as closely correlated. Leadership profiles are distinctly different from personality typologies such as Myers Briggs. Personality profiles attempt to give a static representation of an individual’s key character traits, whereas a leadership development profile is made up of stages along which people can progress.

Here we describe two of the most commonly referred to leadership development profiles in use today.

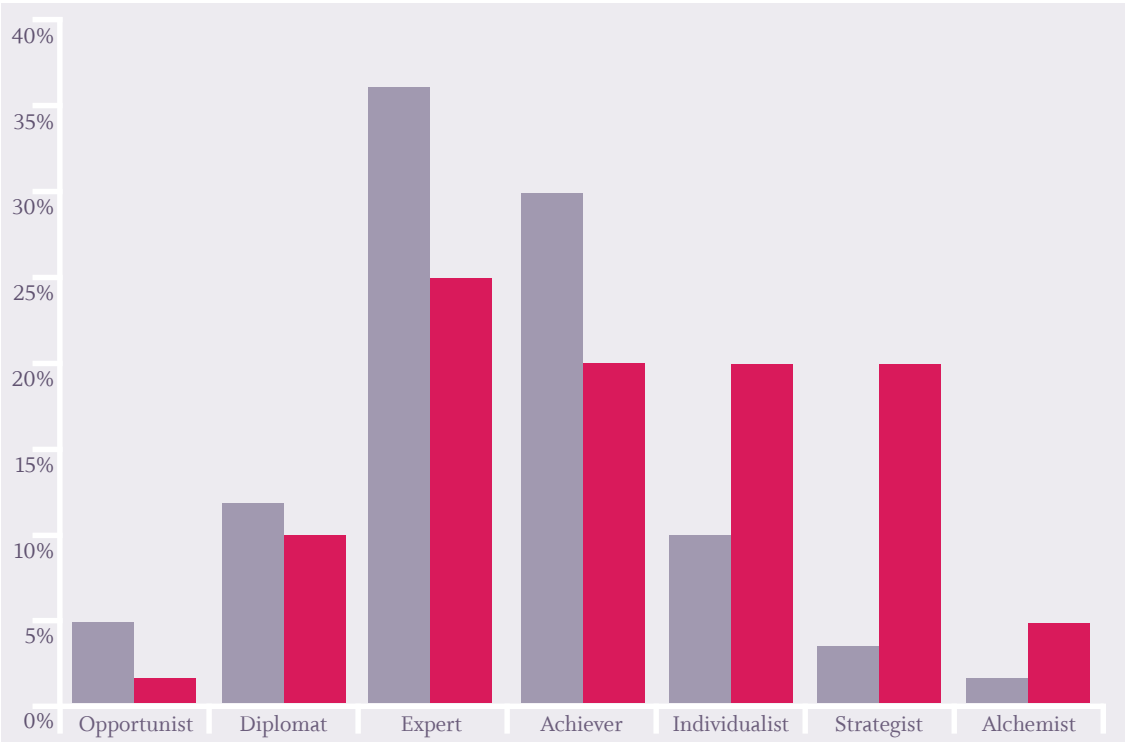
Self-transforming (post-conventional)	Strategist (inter-independent)	Openness to new perspectives, constant interest in learning, ability to see nuance and be untroubled by complexity	Focus on generalising data; difficulty remembering that seeing the world this way is unusual	Generates organisational and personal transformations
Self-transforming (post-conventional)	Alchemist (inter-independent)			Generates society-wide transformations
Self-transforming (post-conventional)	Unitive (inter-independent)			Paradoxical, evolutionary

A2.1 Leadership Development Profile (Action Logic)

Way of Knowing/ Stage Name (Robert Kegan)	Action Logic Name (Bill Torbert)	Strengths	Challenges	Characteristics of person
Instrumental (pre-conventional)	Opportunist (dependent)	Clarity of purpose and self-interest	Lack of perspective-taking and empathy	Wins any way possible
Socialised (conventional)	Diplomat (dependent)	Devotion to a cause bigger than oneself	Lack of ability to decide between important others’ or competing ideas in which he is embedded	Avoids overt conflict, wants to belong; brings people together
Socialised/Self-authoring (conventional)	Expert (dependent)			Rules by logic and expertise; good individual contributor
Self-authoring (conventional)	Achiever (independent)	Strength of commitment to self-authored ideals and values	Lack of ability to get outside own commitments and perspectives; not complex enough to make real traction in a world filled with ambiguity	Meets strategic goals; suited for managerial roles
Self-authoring/Self-transforming (post-conventional)	Individualist (independent)			Unconventional innovator, self-discovery; effective in venture/ consulting roles

Figures 10 describes how we think some Education and Training organisations may need to be seeking to create a shift in their leadership profile especially those facing complex challenges.

Figure 10: Current & Alternative Distribution of Leadership Profiles



Through our research we have come across six methods of leadership development profile measurement that account for informational and transformational learning – which is what we are focussing on here. We have included them below.

This work, however, needs to be handled with great care as it has the potential to incentivise a race towards later stages of leadership development. This would not be desirable for the organisation as diplomats, experts and achievers will always be needed. It could also create a competitive culture that undermines the overall goals of the leadership development process.

A key decision needs to be taken at an early stage around whether the leadership development profiling should be implicit or explicit. Beyond this, we recommend that individuals’ profiles always be kept private, and that the decision to share or not be down to the discretion of the individual.

A2.2 Leadership Development Profile Measurement

Each of the following have been presented as methods for measuring an individual's leadership development profile:

1. The Subject Object Interview

An interview technique used to explore a person's development according to Robert Kegan's Constructive-Developmental Theory. The interviewer asks questions that a person may never have been asked before. Everything discussed is based on an experience of the interviewee. The Subject Object Interview offers participants new personal insights, however it is relatively time intensive.

2. Sentence Completion

Starting with an incomplete sentence, a "sentence stem," participants are asked to add the end of the sentence. This tool has been developed over 20 years, and now contains 36 "sentence stems" which are supposed to reflect a person's reasoning and thinking processes, and ways of relating to others. Susanne Cook-Greuter is continuing to develop the tool by mapping it to Action Logic stages. (See Your Current Leadership Profile, Section 2.4).

3. Leadership Circle Profiles

Many 360 degree assessments reveal what is or is not contributing to a leader's effectiveness. This also tells you "why" this is so by giving the leader causational insight into what is happening beneath the surface. This supports leaders to recognise the relationship between how they think and how they act, and how this relationship impacts on their ability and effectiveness to lead*.

4. Lectical Reasoning Assessment

This assessment supports people to recognise the assumptions they hold about leadership, and enables the creation of a shared understanding of leadership to be developed. Participants choose four leadership qualities, and then write short essays on each, thinking about the quality, its importance and how it impacts a leader. The essays are then assessed using criteria including thinking and learning, communication, ethics, emotion, style, personality and social skills**.

5. The Holos Group: Leadership Evolution and Actualisation Profile (L.E.A.P)

LEAP has four steps. The first is to gather feedback from colleagues about your workplace behaviour, while the second is to make sense of the feedback that you receive so you can identify key priorities for your development. The third step is to set goals and develop a 100-day action and the final step is to request additional feedback from your original evaluators so that you can evaluate the progress you have made and continue to outline your long-term action plan. LEAP incorporates research on behavioural development and uses a psychometric evaluation process to develop the assessment itself. Unlike other tools, it doesn't end with feedback gathered from your colleagues.

6. Leadership Agility 360

This tool analyses how well a leader can respond and adapt to change. It assesses leadership in terms of lasting organisational change, improving team performance, and engaging in pivotal conversations. Leadership agility is assessed in terms of context-setting agility, stakeholder agility, creative agility and self-leadership agility.

* The Leadership Circle, <http://theleadershipcircle.com/assessment-tools/profile>, last accessed 8 April 2014

** Lectical Leadership Reasoning Assessment, <http://linkedin.com/company/3082955/lectical-leadership-reasoning-assessment-1683513/product>, last accessed 8 April 2014

A3: Leadership Development Case Studies

In this section, we seek to provide a range of case studies demonstrating leadership development best practice across sectors, size of organisation, and challenge being faced.

The clearest way to understand a competency, intervention or approach is to see how it supports an individual or organisation in practice. We encourage you to look in the tables for the particular competencies, interventions and approaches which have interested you throughout this guide, to see their impact in real life examples.

This section demonstrates how leadership development theory can have a significant impact on individuals, their organisation, and consequently the community that they operate within.

We have deliberately included case studies that resonate with some of the challenges currently being faced by leaders within the Further Education sector. Focusing on case studies from outside the Further Education sector will, we hope, stimulate new ideas within it.

Case Study 1: Massachusetts Institute of Technology

Project Name	–
Date	1993-1994
Company	Massachusetts Institue of Technology*
Participants	The Department of Facilities
Competencies	Creative thinking, Toleration of ambiguity, Ability to confront difficult issues, Support others, Listening skills, Empathy, Recognise own feelings, Conceptualise, Discover and mobilise human energy, Create learning opportunities, Sense of mission and vision, Ability to maintain a sense of sense of humour
Approach	Peter Senge’s Theory U and Systems Thinking
Interventions	Training sessions included causal loop diagramming for the systems thinking session, along with hands on exercises, small-group work, video-clips, dialogue sessions, guided presentations, exercises to continue after formal in-class work, journal keeping, and follow up every six to eight weeks after sessions.
The Story	The Massachusetts Institute of Technology wants to advance knowledge in science, technology and continue to hold its position as a leading education institution. In 1994, a new Department head found that staff throughout the Institute were unhappy. She wanted to find out why and change this. A new team surveyed everyone to find out what was happening. Every problem, real or perceived, had to be addressed. A new plan was drawn up to recruit over 50 volunteers from the Institute. The individuals were assigned to four groups covering different areas such as communication, and fairness and recognition. Each group was made up of staff from all different levels and departments. As a result of the new plan, department-wide training was offered in communications, teamwork and diversity. A new leadership team was also formed out of several formal and informal leaders. A main issue was improving thinking amongst staff to respond to challenges. Peter Senge’s five disciplines were introduced as a useful model of thinking. Leaders were also encouraged to see their work and departments as part of a system. Sessions were held with formal interventions to develop new thinking ability. Sessions were followed up with evaluations and questionnaires. Altogether, across the departments, there were powerful shifts in how people viewed and interacted with others. Participants increasingly felt that there was a change in the culture of their organisation. It felt more open to change, and encouraged learning. Focusing on personal mastery, creativity and the gap between reality and vision had a major impact on both individuals thinking and consequently the culture of MIT.
When Applicable	This style of programme is appropriate when staff begin to desire not only a successful organisation, but also call for the development of vision and learning. It also supports the cultivation of potentially visionary leaders.

* Best Practices in Leadership Development and Organisational Change, How the Best Companies Ensure Meaningful and Sustainable Leadership by L. Carter, D. Ulrich and M. Goldsmith (Pfeiffer, San Fransisco 2005)

Case Study 2: Shell

Project Name	Global Business Leadership Programme
Date	The programme has been repeated throughout the year since 2001
Company	Shell
Participants	People who are being prepared to become executive leaders at Shell. From around 2001 to 2004, around 380 Shell leaders had participated on the programme.
Competencies	Authentic leadership, developing emotional and relationship qualities in senior managers, building greater trust, improving ability to build relationships in a complex world. Specifically, the development programme is focused on improving results in business. The competencies that it wants to develop, such as motivation, decision making, vision setting and building, and innovation, have been chosen to help individuals to improve the company’s financial standing.
Approach	The approach here is about building those competencies. There is some use of transformational leadership, especially in the ten-day residential programme. Shell places importance on leaders being authentic when building business relationships and working with their staff. This kind of authenticity requires authentic changes to be made at a personal level. Shell’s programme is designed to bring all aspects of a person to the front, rather than split the person into their personal and their business life. It’s particularly important for Shell because they must build strong relationships to maintain a supply of oil to sell in an increasingly politically unstable and fast changing setting. The approach is also based on the notion that managers must take a personal response to issues they face within the company in order to help evolve what the organisation really stands for. Letting leaders at different levels contribute to Shell’s vision means that a greater number of staff has a sense of responsibility, loyalty and feelings they can meaningfully contribute to the organisation.
Interventions	The programme begins with three interventions, which take place while an individual remains in their workplace. These interventions are coaching, peer learning, and action learning in high-stakes business projects. At the same time, participants have two face-to-face modules each. The modules are based on learning how to give feedback, coaching and creating authentic relationships at work. The programme also includes a ten-day residential at the INSEAD campuses in France and Singapore. Each programme aims to create leaders whose style matches the vision of Shell. They also focus on how to manage change in a rapidly changing environment. To do this, the programme uses interventions such as the 360 feedback tools.
The Story	Shell needs its leaders to be able to build relationships and maintain them, so the programme works on developing communication skills and trust. Throughout the programme, executives are given the opportunity to reflect on their role and responsibilities, and a chance to gain fresh perspectives. Also, during the residential training, leaders have the opportunity to connect and network, share knowledge, ideas and concerns. There have been significant shifts in relationships and communication between participants between the first and second parts of the programme.
When Applicable	This kind of programme is useful when an organisation is seeking to develop leaders to become executives. It demonstrates the benefits of preparing and supporting individuals before they step into their new roles. Intensive programmes focusing on developing necessary skills smooth over the transition, and help individuals to cope with new responsibilities and tasks. For this programme, the support is a way to minimise transition between leadership and executive leadership, and prepare individuals to build and maintain important relationships.

Case Study 3: HP

Project Name	Dynamic Leadership Programme
Date	The programme began in January 2002
Company	HP
Participants	9000 HP managers have now been trained in Dynamic Leadership
Competencies	Rapid high quality decision making, the ability to prioritise, communication and collaboration across departments, units and countries, accelerating change making, and improving accountability.
Approach	The programme approach focuses on motivating leaders, encouraging openness to new ideas and improving communication between staff.
Interventions	The current programme contains work for individuals to complete before the course in order to maximise the value of the programme. The programme itself comprises a two-day workshop, a ten-week electronic course that follows up the learning, and a review after three months. The two-day workshop begins by pledging to support the programme by listening and being open to the ideas presented. The interventions included in the programme are interactive learning journals, action based exercises, decision-making tools, and an exercise simulating decision making to build team relationships. At the end, leaders are given a tool kit to continue practising and trying out what they have learnt. They are also asked to commit to two goals based on what they have learnt. These two goals are followed through in coaching. After the programme, fortnightly reports are introduced to ensure that learning is consolidated.
The Story	HP suffered an initial fall back following 9/11 and the dotcom crash. As a result, the first-ever wave of large-scale redundancies in the company’s history took place. On top of this external economic challenge, HP also faced internal flux in the form of a major reorganising of its internal structure, turning 80 separate business units into four global units. In addition it also undertook a large-scale merger with Compaq. The first wave of redundancies was so unpopular and difficult for the organisation that they unusually decided to take another approach to the financial strain they were experiencing. HP decided to train thousands of its managers in Dynamic Leadership. The goal was to enable managers to accelerate change to deal with growing economic volatility, and create new strategic decisions. HP believed that improving innovation was the most proactive response to the new challenges it was facing. HP determined that they would survive the volatile economic climate through cultivating agility towards external challenges. The programme’s overarching goal, amidst this chaotic and unpredictable climate, was to avoid having to make further large-scale redundancies by developing agility, vision, and above all, innovation to cope with the challenges and change it faced. Customer satisfaction has vastly improved, meetings have become more direct and concise, more flexible strategies have been implemented. 94% of participants reported they found the programme useful and used it within three months. “The programme also produces a significant return on investment. The median value per single reported application was \$3,800, which is 50 per cent more than the fully loaded cost per participant.” This equates to a 15 times rate of return on investment for the company.
When Applicable	This kind of programme is useful when an organisation faces major challenges. When effective, improving creative thinking and the quality of services can rescue an organisation from having to make widespread redundancies.

Case Study 4: Winber Medical Centre

Project Name	Planetree Philosophy
Date	The project began in 1998
Company	Windber Medical Centre
Participants	Staff at the Centre were participants on the programme
Competencies	Emotional intelligence, mindfulness, decision making, innovative thinking and vision making.
Approach	Distributed leadership helped to spread decision-making and responsibility throughout the centre. To do this, it was important to encourage innovation, show that failure and mistakes were acceptable, and support a culture where learning and openness was key.
Interventions	Assessments, Feedback Use, Formal on the job training, Classroom Training, Annual refresher courses, Training Courses for all new hires. All employees took part in personality profiling at the beginning of the training. Finally, heads of departments were encouraged to take part in raids, visiting cross sector care providers, such as those in commercial settings like hotels, to see best practice.
The Story	The Centre was merged into a larger health care system. It faced competition, difficult changes in insurance policy, and a volatile culture created by rapid policy changes. At first, the programme caused the quality of staff leadership to worsen. There was resistance to the training, undermining and simple ignoring of the suggestions and theory. As the programme began receiving increasing positive media recognition, local grants started pouring into the Centre. With new money coming in, the grants had the adverse effect of creating competition and consequently hostility between individuals and departments at the Centre, and it took several years for this adjustment to settle. However, after around five years with the programme, the Centre has the lowest mortality rate for adjusted acuity, an extremely low length of stay, and the infection rate is well below the national average. Care is delivered in a more holistic fashion, and leaders at all levels are able to share ideas and experience recognition for their responsibility and actions.
When Applicable	The programme demonstrates the potential impact of using a distributed leadership approach. Referring to their approach and vision for what they wanted the Centre to look like gave importance to the training. This is an example of how spreading values and responsibility amongst staff can improve the quality of output of an organisation. Additionally, for the Centre, radically changing their approach also helped to raise their profile in the local community.

Case Study 5: Slocan Valley, British Columbia

Project Name	Integral Approach, Community Forest Project
Date	The project took place between 2007-2010
Company	Slocan Valley of British Columbia, Canada
Participants	All members of the community and individuals connected to the area outside the community
Competencies	Change management, dealing with ambiguity and dealing with paradox, mindfulness, and communication, empowering others, developing others, understanding different personality types, vision building, perspective, cross-cultural communication and understanding
Approach	Integral Theory was used to direct the work carried out
Interventions	The Integral AQAL Model, Peer Feedback
Impact	The main goal of this leadership development project was to resolve conflicting mind-sets held towards the Slocan Valley. This tension had been ongoing for 35 years. There had previously been at least nine failed government-sponsored attempts to bring these different parties together. The programme sought to bring mutual respect for the diverse views held by Slocan Valley residents about the forest. It wanted to encourage understanding that any long-term solution would have to integrate the many conflicting views held within the community. This is an example of the diversity of challenges that can be overcome through advancing individual leadership competencies. It shows how the Integral AQAL Model can be used to solve disputes through advancing leadership qualities such as communication. The first task was to identify the different value systems held by opposing groups. Next, the project identified individuals within each different value system who showed they were inquisitive, interested, and willing to listen and respect others. Encouraging inquiry and curiosity amongst the leaders identified was effective in opening the door to new thinking. When meetings between these individuals began, they were encouraged to contribute feedback and input to the aims and vision for the project. This meant a higher number of people felt greater loyalty and commitment to the outcome of the project. The integral philosophy of shared understanding and respecting multiple perspectives was a highly appropriate match for what this situation required. The programme helped leaders to acknowledge personal opinions but leave them to the side. It enabled people to acknowledge different perspectives and opinions to create a joint vision of what the people wanted for their valley. The interventions focused on widening leaders’ perspectives by encouraging curiosity and inquiry. It also encouraged buy in amongst people with different perspectives. Finally, it was important for people to see this as a long term, ongoing process, so that their expectations for change were managed. The programme was successful. The community forest project is now supported by 95% of the inhabitants in the valley. Furthermore, in 2007, the local community was approved to manage 35,000 acres of contested forest. After three years of work using the AQAL model, not only were tensions healed, but a large scale integral forestry cooperative was created.
When Applicable	This model works where an organisation needs to bring people together through improving understanding and communications. It can be used to widen perspective, understanding and respect.

Case Study 6: Government of Alberta

Project Name	Leadership Effectiveness Initiative
Date	2011-Present
Company	Government of Alberta
Participants	The city of Edmonton is aiming to train 800 top leaders in the city. 700 leaders have completed the programme in 30 groups. These leaders include everyone from the most senior leaders to junior leaders at a supervisor level. The 800 also include leaders from every type of work from zoos to fire departments, people running parks to community services, finance, and legal departments.
Competencies	Change management, Emotional Intelligence, Mindfulness, Systems Thinking, Partnership Building, Learning Culture, Developing Others
Approach	The programme integrates multiple approaches such as Immunity to Change and Transformational Leadership. Above all, however, it focuses on transformational learning. This programme sets out to vertically develop three types of intelligence: cognitive intelligence, emotional intelligence and contextual intelligence. Participants are supported to think, and then act, in a new way. To vertically develop these three types of intelligence, the programme is built on four types of content. These are change management, coaching, high performance and communication.
Interventions	40 hours of face-to-face training delivered in seven full days over nine months. Participants are encouraged to carry out different types of reflection between the sessions, as this is particularly effective for supporting new ideas to be turned into action. Interventions include polarity management, journaling, and action plans. The programme also uses its own unique interventions. For instance, one intervention known as Weight of Leave asks leaders to consider whether they are conscious of their impact on their staff after interactions, and whether this weight left behind after their interaction is positive or negative. It helps improve self-awareness of your impact, interactions, attitudes and behaviours towards others.
Impact	The purpose of the programme is to equip leaders in the city of Edmonton with the ability to face new challenges, and deal with a fast pace of change, through transformational learning. The overarching goal is to create real change in leaders actions and impact that supports both their team and the wider society. Although the programme is still being carried out, data analysis has been integrated throughout the programme to measure transformational learning in participants. Clear Impact Consultancy believe they have been able to calculate the impact of the programme so far. For every 40 hours of curriculum, it has been calculated that participants develop cognitive intelligence that is the equivalent of a year and a half in formal education. The programme also measures its success not only in the individual leaders, but also in the behaviour and attitudes of the people being led. Impact is cascading, because when you change one leader, you also change the attitudes and actions of their staff. So the programme encourages leaders to think about how they will develop their own teams.
When Applicable	Leaders on this programme are from a huge variety of sectors. Despite this, they find that they share the same concerns, challenges, and goals, regardless of their sector. Therefore, this kind of leadership development approach should not be limited to one sector.

Case Study 7: Whole Food Markets

Project name	Conscious Capitalism
Date	The company was founded in 1980 and continues to operate under its project of Conscious Capitalism today
Company	Whole Foods Market, one of the top 12 supermarkets in the USA
Participants	Internal staff and stakeholders at Whole Foods Market are participants. The project values also shapes the organisation’s wider philosophy
Competencies	Vision building, vision setting, taking responsibility, innovation, change making, risk taking, developing stake holder relationships, communication
Approach	The project approach is based on Distributed Leadership
Interventions	Action Learning, Feedback, Peer Assessment
Impact	Conscious Capitalism at Whole Foods Market aims to create a cooperative; fostering distributed leadership in which all members cooperate, have decision making power, and louder or more politically active individuals are balanced by the majority. CEO John Mackey spread decision making throughout all levels of leaders by supporting both failure and success. For instance, around three years ago, a Californian Whole Foods store opened a taproom selling 16 artisan microbrews without asking for permission from headquarters. After 30 days the room was selling more volume than the shop’s entire seafood department. Subsequently, 100 Whole Food stores have established similar taprooms. Mackey acknowledges that a lot of experimentations fail, but argues that decentralising ability to make decisions opens the door to creative thinking and potentially successful new ideas. Distributed leadership is created through other techniques too. For example, departments are split into teams within each store. Employees can vote to decide who joins their team, and groups receive bonuses or incentives when they improve sales. This kind of distribution of responsibility is effective at spreading leadership. It also drives commercial success. Whole Foods Market has a specific environmental focus. As such, a priority is to avoid being steered by negative actions such as boycotting products. Instead the company wants to maintain a positive focus. Not only is Whole Foods Market a \$4 billion Fortune 500 company, but it also has been a “Fortune100 Best Companies To Work For” every year since 1998. This example shows how distributed leadership can be both financially beneficial, and support well-being amongst staff. Furthermore, this culture has been shown to attract workers to Whole Foods Market who are more vertically developed.
When Applicable	Using these kinds of methods to develop distributed leadership also helps staff at every level to think innovatively and competitively. This demonstrates how leadership development can also bring financial benefits to organisations.

Case Study 8: Bristol City Council

Project Name	Pale Blue Dot Leadership programme
Date	2012 to the present
Company	Schumacher Institute for Sustainable Systems in collaboration with Bristol City Council’s Green Capital Initiative
Participants	Potential senior leaders and consultants from NGOs, local authorities and business
Competencies	Inquiry, Mindfulness, Understanding different perspectives, Understanding others, Cross cultural communication and understanding, Systems Thinking, Innovation, Change Management, Reflection, Delegation, Tolerance of Ambiguity, Learning by Doing
Approach	The programme is based on Systems Thinking. This involves being aware of the inter-connected nature of systems and the effect of ‘seeing the world through the eyes of others’. Participants are able to experiment with different tools for dealing with complex issues and problems by recognising that their success and failure is all beneficial and within a system of change.
Interventions	Formal face-to-face courses, Content Consumption, Action Learning (applying formal learning to practice between face to face sessions), After Action Reviews, Peer Assessment and Support
The Story	The goal of this programme is to introduce participants to Systems Thinking. This approach fits the goal of changing the type of communication and relationships held by leaders in the Bristol region. The programme allows leaders to experiment with openness through inquiry. It offers ways to act effectively on issues that are complex and uncertain. There is evidence that alumni of the Pale Blue Dot programme are coming across each other in meetings in Bristol and using their learning to change the nature of their communication from advocating opinion to open and genuine inquiry. The reputation of the course has spread across the South Wales region. Jessica Ferrow of Low Carbon South West says that development has taught her to, “take a step back, question the status quo and consider better ways of getting things done.”
When Applicable	The programme tries to shift understanding the world in a simple way to seeing its complexity and the systems which all operate in parallel. Systems Thinking approaches allow participants to act more effectively in the world by encouraging leaders to build networks and connections, and improve the effectiveness of their internal work.

Case Study 9: Windsor Leadership Programme

Project name	Windsor Leadership Programme
Date	The Programme launched in 1995 and continues to run programmes today
Company	Windsor Leadership Trust
Participants	There are five different levels of programmes, each designed for different ranks of leaders. Participants attend the programme from the commercial, civil service, think groups, military, emergency services and education sector. Participants may be from different sectors, but it is common for them to have many shared experiences, and mutually useful learning, as a result of holding positions of roughly equal rank. Every participant applies to the Trust to attend a programme, or applies directly to a specific programme. Participants are assigned depending on rank. Ranks are assigned to different programmes, but the weighting of the rank varies depending on each sector. Participants on the programme are all established executive leaders; a core benefit of the programme is building connections and sharing expertise.
Competencies	Responsibility, Emotional Intelligence, Mindfulness. A learning culture and shared partnerships are also developed. Having participants from cross sector enables individuals to realise that they are facing very similar issues, and so people can communicate and support each other in future.
Approach	The programme is underpinned by Systems Leadership that recognises that the individual is part of a wider organisation and society. Everyone comes with their own specific challenges, however, so the programme is keen to avoid limiting its approach in order to remain highly flexible to different needs.
Interventions	The five-day programmes are run differently, however they all have a similar set of interventions. All the programmes are also residential. On the five day programme Keynote Speakers, Mentoring from leaders, Formal Learning, Peer Support, Content Consumption, Action Planning, All the programmes have two parts. Every participant comes back six months later, for a two day After Action Review and review of the Formal Learning and Content Consumption they had previously studied. There is a lot of Networking and Buddying throughout the programme.
The Story	Windsor Leadership Trust has a strong social mission. They believe that better leaders can improve their own organisation and society as a whole. The Leadership Programme builds confidence in leaders, supports them to take responsibility and become more accountable as leaders. Developing confidence and responsibility in leaders builds their own strength, their organisation, sector and the wider community as a result. The programme incorporates reflection time, to focus on the leader’s personal and professional current situation, which they can share with their smaller group. Syndicate groups are encouraged to continue meeting up every three to six months, and carry on learning, reviewing the current challenges and giving each other feedback. Most groups voluntarily continue this. The programme heightens awareness of decision-making and the consequences this has on society. It also inspires innovative thinking, challenges boundaries, and encourages people to think and work across sectors. This improves collaborative working, and fosters a culture of shared learning. Creating partnerships for instance across the corporate and

	public sector, or voluntary and military organisations, is one valued outcome. In their own words, participants describe the programme as improving their well-being, efficiency, ability to delegate and strategise, and ability to improve staff wellbeing and support. Some personal reflections include “I have been taking better care of myself and felt more able to promote my own value and that of my team. “ “I have become more aware of myself and my effect on others. I stand back more and delegate.” “My organisation is in a stronger, happier, more inclusive and focussed place. People want to join my organisation and they want to stay. We are respected and I feel more confident.”
When Applicable	The Windsor Leadership Programme is applicable for executive leaders who want to explore their current skill set and challenges, and who want to open up and re-evaluate their position. It is common for participants to realise in hindsight the causes or factors that were holding them back from achieving something they may not even have been conscious of, uncovering blockages and moving forward. The approach used in this programme, Systems Thinking, is beneficial for any organisation with potential impact in wider society.

Case Study 10: Fujitsu

Project Name	Global Organisation Leadership Development (GOLD) Programme
Date	The programme ran from 2007 - 2014
Company	Fujitsu
Participants	350+ senior leaders, all identified talent in their countries. Participants come from approximately 32 countries. Each year two cohorts of 30 people work on an eight month long programme.
Competencies	Developing Others, Inquiry, Emotional Intelligence, Communication, Understanding Others, Cross Cultural Communication, Systems Thinking, Strategic Agility, Partnership Building
Approach	The programme is based on Transformational Leadership and Action Inquiry. It focuses on the idea that leaders need to learn inquiry and action skills. Understanding the ‘right action’ requires inquiry into the situation at hand. The programme supports the ability to inquire in three domains: • Myself • Relationships • The System / Organisation • Interventions
Interventions	The programme involves four three-day modules and individual Leadership Challenges, with groups of six participants, over eight months. All the interventions use the process of Action Inquiry. They simultaneously conduct action and inquiry to increase awareness and effectiveness of actions. This helps to create transformational learning. The three-day modules focus on inquiry dealing with the individual, the individual and others, and their organisational system. The Leadership Challenges are an opportunity to put the learning from the modules into practice. They involve leaders designing and carrying out a leadership experiment. This helps individuals to expand their understanding of leadership, and their skills and capabilities. Every leader discusses with their manager and Leadership Challenge Group what they will be carrying out. The Challenge begins in the first module. Key learnings are presented in a fourth module to the rest of the group, along with an essay reflecting on the learning experience.
The Story	Fujitsu is a Japanese multinational information technology equipment and services company and the world’s third largest IT services provider measured by revenue. This leadership development programme has been designed to help Fujitsu to establish its next generation of business leaders through developing their leadership capabilities. The programme itself has been re-designed five times to take its current form. It aims to develop Fujitsu’s talent pool, create synergy across the seven Fujitsu companies and deliver a successful programme at higher value and lower cost than leading business schools. A stated aim of the programme is that ‘In 10 -15 years’ time you will look back on this programme and say ‘that changed the way I lead”. Although the programme is too young to measure this, feedback is very positive that the programme is having a long-term impact on participants. Some groups of participants continue to meet four years after their programme finished. In 2010 a benefit through cost saving or income generation of £18.5m was logged against a total programme cost of about £2m.
When Applicable	This approach is of value where there is identified leadership talent and a culture which will support managers to become increasingly inquiring in their leadership, rather than autocratic. It also requires executive leadership to open themselves up for inquiry and new thinking.

Case Study 11: Royal Canadian Mint

Project Name	Catalysts For Agile Change
Date	2008-2011
Company	Royal Canadian Mint
Participants	Managers to Executive Directors (CIO)
Competencies	Reflection, Self-awareness, Systems Thinking, Stakeholder Engagement, Conflict Management, Creative Problem Solving, Teamwork, Drive for Results, Peer Relationships, Boss Relationships.
Approach	The programme approach is based on the Leadership Agility framework. People progress through a sequence of stages of leadership development. We can become more agile as we move through these stages. Development happens faster when leaders are: 1. Aware of developmental theories and different kinds of leadership development 2. Self-aware or open to reflecting on their current agility and to change their leadership approach based on 360 feedback 3. Aware of the thinking and behaviour needed to move to later levels of agility 4. Want to develop as a leader 5. Are part of a learning community
Interventions	This was a seven-month programme. It began with a two day Agile Change Leadership Lab, which every member of staff took part in. After, they could voluntarily sign up to the full programme. On signing up to the full programme, leaders had to commit to taking the Leadership Agility 360 Assessment and working with a Coach to develop individual action plans. They also have their progress reviewed by leaders, attend seven days of formal skill building workshops and take part in ten-minute mindfulness practice. In between sessions are weekly group peer action learning groups. Reading is set, and participants give monthly learning summaries to their peers. Each participant must also lead a change initiative and receives ongoing feedback from peers, coaches and leaders.
The Story	This programme had a strong grass roots commitment from staff at the Royal Canadian Mint. The aim was to change individual mind-sets rather than organisational openness to change. Many leaders at the Mint felt that they were not sufficiently able to influence, lead and motivate others. This, they recognised, was partly as a result of their own thinking, and less about the culture. Although the Mint had a strong hierarchy, the executive leaders were very open to individuals taking more initiative. Instead, the programme was designed to work on the block in people’s thinking. So the focus of the programme was about investing in staff, and also cross team collaboration. The programme had a clear impact; it created more agile leaders, better results and better working relationships. There was also a greater appreciation of opportunities and challenges in broader organisations. The Leadership Agility framework gives leaders a language for observing the environment and others in it. It helps them to see specifically how to grow and support others to grow, and once exposed to this roadmap, they can never go back. There is also a strong alumni community amongst leaders who have taken part in the programme. The alumni now voluntarily meet up once a year. Generally, there is less complaining about the organisational culture, and the focus has shifted to having the responsibility and potential to influence the culture. These leaders continue to benefit from reaching out to their alumni partners to think through how to solve problems more effectively and collaboratively.
When Applicable	Leadership agility is particularly appropriate for supporting leadership teams to lead change, either faced internally or in the wider community.

Case Study 12: LEAD Canada International Experience

Project Name	LEAD Canada International Experience – Brazil
Date	November 2013
Company	LEAD Canada (Leadership in Environment and Development)
Participants	There were two main groups of participants in the programme. The first were Associates in the LEAD Canada Professional Development Program who were completing training to become LEAD Fellows. The second were the community leaders in several favelas in Rio de Janeiro, in particular those from a Neighbourhood Association in Fallet.
Competencies	Self-knowledge, Vision Building, Building peer relationships, Ability to Inspire Others, Developing Others, Empowering Others, Creativity, Innovation, Decision Making, Team Working, Systems Thinking, Agile Management, Dealing with Paradox, Dealing with Ambiguity, Change Management, Communication.
Approach	The programme overall takes a Systems Thinking approach. It also has three principles. First, base knowledge about leadership skills is developed. Learning about competencies is akin to Trait Theory, in focusing on a set of competencies to aim for. Next, the programme uses both online and face to face learning, along with learning by doing. Finally, the programme includes a wide range of backgrounds, for instance business, academia, and government, NGOs, along with different sectors, such as environment, community, urban, rural, amongst participants. These three principles support a Systems Thinking approach because they encourage participants to see their leadership as part of a bigger system, and the impact of their development as being connected to other backgrounds and sectors. There is a cross-cultural component included to provide experience of working in a global setting.
Interventions	Action Learning, After Action Review, Formal Learning, Content Consumption, Networking The LEAD Canada participants (Associates) spent eight days in Rio working with the community leadership of the Fallet favela, as well as visiting several more nearby communities for additional perspective. They were able to gain knowledge enhancement important to sustainable development in Brazil (Rio and the favelas specifically) including current situations and trends, new innovations, global perspectives and cross-cultural sensitivities.
Impact of Programme	A short video of the programme can be seen at: http://www.leonardomartinsdias.com/What-I-offer/Projects/Leadership-Empowerment-for-Sustainability-Training-Program-202.html The goal of the programme was to create an interactive learning experience that allowed participants to put the leadership skills they learn to work in a meaningful way. The programme also aims to create a brighter future for the people living in deprived areas of Rio de Janeiro by working with the residents and leaders, businesses, government and non-profit organisations. It supports community groups to implement their vision of a more sustainable and liveable community. For the participants, the programme develops new perspectives on sustainability, new approaches to being ‘a leader’ and the application of leadership skills and attributes. It also opens the door to a worldwide network of Fellows with similar backgrounds and interests. Many describe their participation in the programme as ‘life changing’, transformational, and leading to changes in professional goals.

	The participants were able to develop their skills in sustainability through direct community engagement and discussions, listening to community leaders and speaker presentations, site visits and making presentations to the community and its leadership. The final project created by the programme Challenge sessions was presented by the participants to the host community in Fallet and followed up with a more detailed report. The project was to create a cooperative for garment manufacture and sales, building on the indigenous presence of local skills and equipment. The plan is being further developed so that it can be and was approved by the community. Leaders, with a background and experience in sustainability, learn how to deliver social projects that generate real impact while at the same time, the grassroots leaders from favelas learn how to structure, communicate and implement their project. There is an impact on both participants and the host group/community. Several communities in the programme have brought their leaderships together and created an opportunity for dialogue and partnership. This resulted in a bigger multi-stakeholder network and more visibility for local leaders in different regions. It also opened the door to cross-sectoral partners through including such different participants in the programme. Private companies such as Banco Santander and Light, government agencies such as the Instituto EixoRio, the UPP - Police Peacekeeping Unit, and NGOs such as Observatório das Favelas, along with experts in communication, engagement and fundraising were all introduced to each other as part of the programme and enhanced the networks of these deprived communities. The programme provides the setting for a ‘win-win’ outcome - practical experience for the participants to enhance their knowledge base and skill set, and a better overall understanding of the situation and suggestions for steps forward for the community.
When Applicable	This learning by doing approach to leadership development is best applied in a context where there is a group or community that will benefit in a concrete manner from the contribution of the programme’s participants. A guest speaker or a site visit means that the participants do learn something new or useful but they don’t reciprocate and (usually) don’t get to apply what they have learned. This approach however is bi-directional because it allows for participants to provide something of value in return while learning in an experiential setting.

Case Study 13: Cadbury & Kraft (Mondelez)

Project Name	Leadership for Performance
Date	Ongoing since July 2008
Company	Cadbury and Kraft (Now Mondelez)
Participants	Usually 12 - 16 participants in a cohort. A mix of senior and senior middle managers
Competencies	Strategic Agility, Vision Building, Leading in partnership, Innovation, Creativity, Self-Awareness
Approach	Transformational Approach, Adaptive Leadership
Interventions	Personalised interventions to develop individual talent, Action Learning, After Action Reviews, Buddying, Executive Coaching Face to Face, Phone Call Coaching, The six-month development programme includes a five-day core learning event in the middle. This creates a programme that combines both experiential and action based learning, and has formal training and strategy building, Development Networks, Assessments every six months after the programme ended, and a self-chosen personal ‘leadership challenge’ to work on and monitor over the six months.
The Story	The company had previously worked on an enterprise development project in South Africa and wanted to replicate this work in Port Elizabeth. The project was designed to develop the skills of 60 high potential unemployed youth (ages 19-30) in the first year. This would enable these individuals to earn a living wage. The project will develop a product range of confectionary, ice cubes, school and other uniforms, garden produce and African bead accessories. It will provide sales coaching and logistical support to the individuals from previously disadvantaged backgrounds, enabling them to create micro-franchises manufacturing and selling these products to a variety of potential markets. Local teams in the organisations decided who was nominated for the programme, the community partner or business issue selection, and the local leadership messaging. The core design of the programme was maintained to a global standard. The first two days of the project were spent in the community; meeting people, getting involved with enterprise project members and then holding stakeholder conversations. It was found that few organisations offer practical, on-the-job training enabling trainees to apply what they have learned in the classroom. The programme was designed in response to the needs observed. There were three major findings on which the programme was based. There is a need to combine long term strategic challenges faced by local businesses with the development of individual people. Cadbury and Kraft have a history of volunteering and community involvement, but this does not provide sustainable and long-term support. The company wanted to expand the impact of the project by working on a strategic rather than a volunteering agenda. Local teams in the organisations decided who was nominated for the programme, the community partner or business issue selection, and the local leadership messaging. The core design of the programme was maintained to a global standard. The programme is based on the idea that real leadership development requires transformative experiences. Sustained behaviour change is not just about acquiring formal knowledge, but also feeling differently and thinking differently. Fundamental to this programme is the idea that the effectiveness of senior leaders is more a consequence of

	who they are than what they know. 100% of people attending the programme saw sustained behaviour change in a critical leadership indicator.
When Applicable	When your organisation is facing significant strategic challenges and is trying to equip its leaders to think beyond the current conventions. This kind of programme also works when thinking about how to develop the most important talent pool in the organisation to become fit for future leadership.

Case Study 14: Monsanto

Project Name	Global Leadership Exchange This was chosen as the name because participants are learning from each other as well as other leaders and are sharing/exchanging ideas and experiences and lessons. Here, leadership is seen as much as a collective endeavour as it is about an individual developing him or herself as a leader.
Date	The programme has had four cohorts, with the current cohort programme running from November 2012 to Summer 2014.
Company	Monsanto
Participants	Mid to high-level leaders. The programme works with senior leaders who are selected for positions on Monsanto’s executive team, or who will report directly to the executive team. 160 leaders have participated on the programme so far, all from the top 100 positions in the company. Monsanto is global, so leaders are from all over the world, and from different roles and functions.
Competencies	Systems thinking, Emotional Intelligence including self-awareness and self-management, Vision building (catalyst level), Dialogue skills
Approach	The programme uses the Leadership Agility approach. All of the leaders are at the achiever level, and the programme supports them to develop towards the catalyst level.
Interventions	Leadership Agility 360, Residential Learning, Action Learning, Peer Learning, Coaching, Buddying, Mentoring, Team Building, Systems Thinking, Content Consumption. As well as these experimental activities, participants receive coaching after their first week. This includes nine hours of executive coaching which participants can choose how to split up over the next seven of eight months. Participants attend a second residential learning week four months after the first. Half of this is spent learning about leadership agility and half the time on action learning projects. For Leadership Agility they assess how what they’ve learned so far has impacted their challenge project. They also have peer feedback, giving each other feedback about their behaviour and its impact. (2) Participants were assigned to read the book The Power of Full Engagement between sessions. They develop their own personal Leadership Philosophy, which they worked on in the first week. A year and a half after the beginning, the participants re-take the leadership agility 360 to see their progression and how they take those goals forward Managers are involved throughout the process. If the manager is too busy or disengaged, participants are supported to find a mentor for the process.
The Story	Over recent years, Monsanto has carried out many mergers and acquisitions. Currently, it has a partnership with two other major companies, along with a large number of smaller companies, each with very different cultures. For instance, it has many small partners like a family owned seed company in the American midwest with a highly independent and traditional culture. Monsanto wants its partners to remain independent and continue using their approaches, whilst maintaining close and supportive business relationships. For Monsanto, its leaders are required to work at the interfaces between companies. They must be highly skilled at understanding different working cultures, maintaining independent cultures, and also keeping the companies.

	To keep succeeding at these acquisitions Monsanto recognised it was working in an increasingly complex environment, and that its employers needed to cultivate skills to cope with this complexity. Over recent years, Monsanto has carried out many mergers and acquisitions. Currently, it has a partnership with two other major companies, along with a large number of smaller companies, each with very different cultures. For instance, it has many small partners like a family owned seed company in the American midwest with a highly independent and traditional culture. Monsanto wants its partners to remain independent and continue using their approaches, whilst maintaining close and supportive business relationships. For Monsanto, its leaders are required to work at the interfaces between companies. They must be highly skilled at understanding different working cultures, maintaining independent cultures, and also keeping the companies. To keep succeeding at these acquisitions Monsanto recognised it was working in an increasingly complex environment, and that its employers needed to cultivate skills to cope with this complexity. Out of its 160 leaders who have taken part in the programme 75% grow significantly through the 360 Leadership assessments. Many people develop in multiple areas, but even if their development does not register on the assessment, their managers still notice a strong difference in their mind set and ability to cope with complexity. The programme developers also note that it can take a while for new ideas to turn into new behaviour, so would like to continue monitoring development of participants over a longer time period. Participants have ongoing and continued support that lasts for up to a year and a half after the formal programme finishes. For instance, after the residential week, participants continue working on their challenge alongside their regular work for four months. They return four months later and present their work on the challenge. There are wide effects from the programme. Teams where over half of members have participated on the programme notice that they are far more effective, focus more on the entire company, make decisions with greater foresight and think more systematically. Finally, the people who participate are being promoted faster and more often.
When Applicable	Leadership agility suits organisations that are trying to develop to deal with increasing complexity in their work environments and relationships. The only requirement for impact is that participants understand the need to become comfortable with complexity.

Case Study 15: Honda UK

Project name	The Three Realities of Honda
Date	The Honda philosophy was written in 1956
Company	Honda (UK)
Participants	350 Associates, with a further 4,000 Associates employed in the manufacturing plants in Swindon
Competencies	Charismatic Leadership, Developing Others, Creativity, Communication, Building Effective Teams, Customer Focus, Delegating, Sharing Responsibility, Empathy, Compassion, Agility
Approach	Honda (UK) showcases a Servant Leadership approach. It tries to put The Three Realities of Honda into practice every day. Reflecting the values of Servant Leadership, these principles are: ● Go to the place (i.e. direct to the people doing the job, who know what the issues are). ● Know the actual situation (don't rush to action but first pay attention to what is happening). ● Be realistic (use the information gained from applying the first two principles, and be realistic in your assessment and judgement as to how to go forward). This is combined with at least two other principles. First, everyone is encouraged to see themselves as a leader and take responsibility. The general manager builds the vision, and then encourages every member of staff at all levels to work out how they can contribute and feed into that vision. Secondly, a learning culture has been cultivated so that new ideas and experimentation are encouraged.
Interventions	The general manager spends much of his time coaching staff members to see their own value and how they can contribute further. 30 Associates, many with no technical skills in the area they work, manage staff. These 30 Associates are only focused on developing the people they manage, through motivating and building them into expert leaders. In the spirit of Servant Leadership, there are no formal career plans. Instead everyone is encouraged to take risks and lead their own development. Finally, many graduates are hired to take responsibilities and widen existing staff perspective. They are encouraged to give much feedback to ensure fresh perspective.
The Story	When Servant Leadership informs the ethics of a company, it can have large economic benefits. Strong team relationships built on trust, combined with creative thinking and support to learn by doing, create a strong working culture. Servant leadership develops, and is developed by, this culture.
When Applicable	Using these kinds of methods to develop distributed leadership also helps staff at every level to think innovatively and competitively. This demonstrates how leadership development can also bring financial benefits to organisations.

Case Study 16: Dell

Project Name	IdeaStorm
Date	February 2007
Company	Dell
Participants	Customers
Competencies	Transparency, Openness, Innovation, Creative Thinking, Strategy, Vision Building, Partnership Building, Customer Focused The programme also requires two Open Leadership qualities: Humility and Confidence ● Humility – to open up control, invite expertise and ideas from the general public and customers, and accept that one cannot choose to ignore expertise from the outside world. ● Confidence that openness and transparency are the right decision, that competitors won't steal ideas and that the public will respect this openness rather than see it as a weakness.
Approach	The Dell project showcases the Open Leadership mind-set that social media technology can be used effectively to open up organisations, and that this openness can be balanced with some control. This tension between open leadership and controlled vision can produce efficiency, communication, and decision-making for leaders and their organisations. The underlying philosophy of Open Leadership is trust.
Interventions	Developing Open Leadership requires specific interventions. For instance, organisations can develop 'sandbox covenants' whereby they decide how much information or decision-making they are comfortable sharing. They can also think about the kinds of responsibilities they are comfortable with employees and customers taking on. Dell was comfortable with pushing down the innovation process to customers. IdeaStorm.com allows customers to submit ideas and then vote for them. The voting system enables Dell to receive a list of prioritised ideas. Each organisation will have specific boundaries that it feels comfortable opening or keeping closed. Generally, these boundaries can be expanded over time. Specific social media training can support the growth of openness and transparency, and consequently open decision-making and responsibility.
The Story	In 2006 a Dell laptop caught on fire. Having previously been notoriously ill equipped at responding to customers on social media, Dell began to use their blog to talk about the laptop incident, and even wrote a series of blog posts on it. Dell quickly became social media savvy, and with this came a new style of openness and transparency that most companies wouldn't have been comfortable with. They defined why openness was important to the company, how it would improve employer-employee relations, and customer relations, and defined what transparency meant specifically for them. They built a flexible road map for the future, about integrating open leadership into their company. The IdeaStorm in 2006 was a clear success. After just 60 days, Dell launched the Linux-based consumer PC (whereas it normally takes 12 to 18 months to launch a product). After four years, 13 000 ideas had been submitted, 700 000 votes had been counted, and the site had gathered over 90 000 comments. 389 ideas were implemented within a year of the site launching. It only takes one person to run IdeaStorm, and the company are not interested in measuring the quality of the ideas. Instead, it's about the communication with customers, and the amount of engagement and participation they stimulate.
When Applicable	Open Leadership can be applicable for any kind of organisation, no matter its sector or size. Being open is easier than being a closed organisation, and the way to create buy-in is to encourage people to think through its benefits. By encouraging employees and stakeholders to air their ideas, suggestions and discontents, people can create solutions, rather than denying the problem or challenge. Without this openness of knowledge, you can't respond and therefore you can't grow as quickly or as directly in response to the customer or client's needs.

A4: The Research Process

We carried out desk based research and interviews with leadership development experts including David Rooke, Matthew Mezey, Nick Petrie, Bill Torbet, Bill Joiner, Susanne Cook-Greuter, Ralph Lewis and Charlene Li. We also investigated the Education and Training sector, its current structure and the challenges that it faces, through conversations with Linda Simpson from the Education and Training Foundation, and Kate Green from the 157 Group. At this time, we ensured that we continued to work closely with research being carried out for the ETF by the Institute of Education and the CFE. We held workshops with Paul Granger, Tristram Hughes and Abi Diamond to make sure that we were working collectively, aware of each other's work, and sharing our own perspectives and knowledge with each other.

Our next step was to design Leadership Development 1.0, 2.0 and 3.0. After this, we began interviews and research to explore leadership development in practice. For our case studies, we carried out further desk based research. We also contacted Peter Hawkins, Keith Grint, Anton Baumohl, Martin Sandbrook, Lee Sears, Stephanie Cunnah, Rob Briner, Fiona Elridge, Chloe Fitzgerald, Dorothy Hutt, Dr. Joel M Rothaizer, Dr Sandra Hill, Susan Wu, Pam Caraffa, Edward Kellow, Leonardo Martins Dias, Hugh Maynard, Beena Sharma, Alice Dyke, and Richard Perry, for information.

During this time, we remained in close communication with researchers from the Institute of Education and CFE to ensure that our research would work together. Throughout the process, we liaised closely with the ETF, ensuring that we were responding to their needs and concerns. We wrote the guide before sending a draft to the ETF, leadership development experts, and Education and Training sector experts for feedback, including Lynne Sedgemore, CEO of the 157 Group.

We iterated our first draft of the guide and continued to communicate with the ETF to ensure that our final guide fulfilled the research brief.

A5: Authors

This guidance has been written by Richard Wilson and Vanessa Lefton, with significant support from Nick Nielsen and Thom Townsend.

A6: References

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