



CHAPTER 2

LEADERSHIP DEVELOPMENT MODEL AND PROCESS – THEORETICAL OVERVIEW

1. INTRODUCTION

According to Dixon (1998), personal development can be described as the movement the individual makes in achieving a more *open*, differentiated and integrated perspective. Being *open* implies a willingness to entertain alternative perspectives. *Differentiated* refers to the ability to draw finer distinctions between concepts. *Integrated* refers to the capacity to incorporate these different perspectives into an increasingly complex whole.

According to Mezirow (1991), development implies a movement toward a systems view and away from an ethnocentric or fragmented view. As adults become more developed, they are able to deal with increasing complexity, as opposed to being stuck in rigid and highly defended thought patterns that make them less able to adapt to changing conditions and less able to change themselves.

Leadership development in the Holistic Model for Leadership Development that will be discussed in this Chapter is seen as the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and processes are seen as those which involve groups of people to work together in productive and meaningful ways.

Three aspects should be noted about this definition of leadership development. Firstly, leadership development is seen as the development of capacities within the individual.

Secondly, it is believed that most people must take on leadership roles and participate in leadership processes in order to carry out their social commitments such as the organizations in which they work in, the social interaction of volunteer groups of which they are part, the neighbourhoods they live in, and the professional groups they belong to.

These leadership roles may be formal positions linked to the authority to take action and make decisions, for example a manager, an elected official, or a group's representative at



a meeting, or they may be informal roles with little formal authority, for example, the person who organizes the neighbourhood to contest rezoning efforts. Leaders may actively participate in business process re-engineering to create change, for example serving on committees or project teams, identifying and focusing attention on problems or issues, acquiring resources to implement changes or the more subtle processes for shaping culture such as telling stories that reflect organizational values and celebrating accomplishments. The underlying philosophy is that everyone can learn and grow in ways that make them more effective in their various leadership roles and the processes in which they participate. The process of personal development which improves leadership effectiveness is what the researcher regards as the essence of leadership development.

Thirdly, a key underlying assumption in this research is that people are able to learn, grow and change. In this study, the extent to which effective leadership is genetically determined, or is developed, is not debated. The focus of this study is on the philosophy that adults can develop and improve their leadership effectiveness. Although leaders learn primarily through their experiences, not all experiences are equally developmental. Situations that challenge an individual and provide meaningful feedback together with a sense of support are more likely to stimulate leadership development than situations in which any of these elements is absent.

Leadership development is seen by the researcher as a process requiring both a variety of developmental experiences as well as the ability to learn from experience. The latter is the inherent element that enables the individual to develop. The Holistic Model and Process for Leadership Development discussed in this Chapter follows a systems approach and is based on the Social Learning- and self-directed learning principles underpinned by a Learning Organization philosophy as described in Chapter 1.

2. A HOLISTIC MODEL FOR LEADERSHIP DEVELOPMENT

Despite an extensive benchmarking and literature search, no competency based model for leadership development could be found that includes 360° assesses and feedback process is suitable for self-directed learning and is easy to implement and maintain in a

large organization. The researcher therefore had to design a model for leadership development to use as part of this research project.

Based on the work and research of Senge (1990b), Jones and Bealry (1995), Yukl (1998) and the Center for Creative Leadership (1998), the following elements which appear to be key elements of effective leadership development, were identified:

- Leadership competencies and capabilities;
- Assessment and feedback;
- Development planning;
- Developmental experiences.

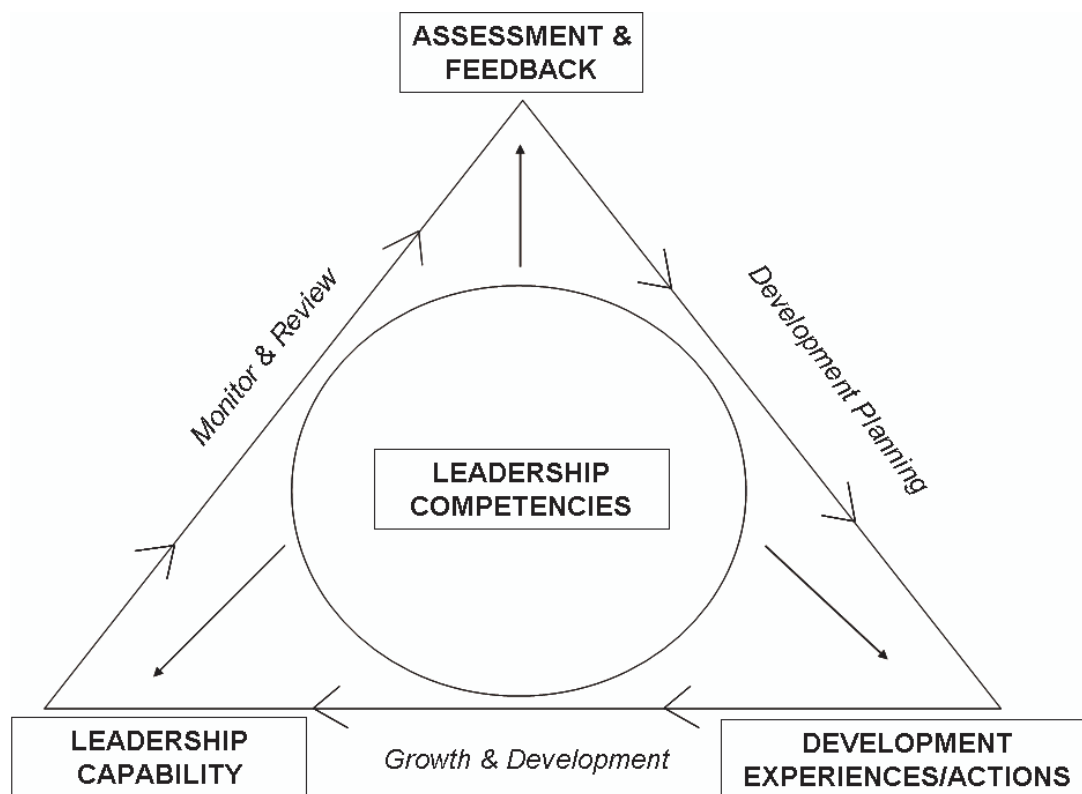
The above-mentioned elements seem to serve a dual purpose in the development process. Firstly, they motivate people to focus their attention and effort on learning, growth and change. Secondly, they provide input or an experience that facilitates learning such as the information, observations and feedback that lead to a more in-depth and even a completely different understanding of the world. In order for leaders to be developed effectively, they need a wide range of learning experiences which provide opportunities for assessment, enhancement of self-awareness and challenging developmental experiences, (Center for Creative Leadership, 1998).

Weinstein (1995) identifies and distinguishes three levels in learning that must occur in order to maximise the effectiveness of learning development:

- Level 1 - Understanding something intellectually;
- Level 2 - Applying some newly acquired skill, i.e., taking action and doing something differently;
- Level 3 - Experiencing, i.e. undergoing an inner development that involves beliefs and attitudes.

The researcher has endeavoured to capture the key elements of effective leadership development and the different levels of learning into the following Holistic Model for Leadership Development:

Figure 2.1 Holistic Model for Leadership Development



The Holistic Model for Leadership Development can be described as a competency based model following as systems approach to development. The model has also been designed to facilitate learning as an ongoing process and not a single event. The model has also been designed and implemented in such a way that it provides leaders with a number of tools that will enable self-directed learning (see Appendixes B, E, G & H). Self-directed learning can be described as a process in which individuals have primary responsibility for planning, implementing and even evaluating their own development (Hiemstra, 1994). According to Hiemstra (1994) the objective of self-directed learning is to empower people to take responsibility for their own development. The reason why self-directed learning is



an important aspect in the implementation of this model is the number of managers in the organization where the research was conducted. Due to the number of managers, the most practical way to manage the development was to provide them with tools and guidelines that will enable them to manage their own development to a large extent (see Appendixes B, E, F, G & H). Brockett and Hiemstra (1991) view the term self-directed learning as a process consisting of activities such as assessing needs, identifying learning opportunities, implementing learning activities and evaluating learning.

In the implementation of this model, the managers received an electronic feedback report on their 360° assessment results (see Appendix B), personal development planning guidelines (see Appendix G) and self-development guidelines for leaders (see Appendix H). Managers were therefore empowered to make sense of their own 360° assessment results, choose appropriate development experiences/actions from a wide variety of options and draw up their own development plans to monitor and track their progress.

The main focus of the Holistic Model for Leadership Development is on individual learning based on the philosophy that without individual learning there can be no collective learning. According to Marisick and Neaman (1997) individual learning is central to organizational learning and that without individual learning, there can be no collective learning. Although the main focus of the model is individual learning, it does not exclude team learning. Team learning can be incorporated into the model by means of team based action learning programmes as part of the development actions/experiences.

The reason why the model can be seen as following a systems approach to leadership development is because it involves more than only training. McCauley and Van Velsor (2003) noted that the approach of many organizations is events-based rather than systemic. According to them leadership development can be made systemic by making sure it involves more than training. They recommend that a number of developmental experiences should be utilised that are meaningfully integrated with one another. According to Alldredge, *et al.* (2003) leadership development must not consist of a single programme or event, but must be an ongoing process.

In the Holistic Model for Leadership Development, competencies form the core of the model. All other elements in the model are based on the competencies, e.g. 360° assessment and feedback, development planning and development experiences/actions. The reason why a competency based model was chosen for this research project was that a competency clearly defines the skills and behaviour expected from leaders in a way that is easy to understand and measure. According to Barrett and Beeson (2002), leading-edge companies define leadership by means of a set of competencies that guide leadership development at all levels.

The next element in the model is assessment and feedback. The reason why assessment and feedback are regarded as an important part of the model is because it can increase a person's level of self-awareness and self-insight which is an important part of development as indicated by Hernez-Broome and Hughes (2004). According to Hernez-Broome and Hughes (2004), 360° assessment and feedback can positively impact an individual's effectiveness as a leader by deepening that person's self-awareness about the impact of his/her behaviour on others. Chappelow (2004) noted that one of the most remarkable trends in the field of leadership development over the past 20 years has been the popularity and growth of 360° assessment and feedback. Others called it one of the most notable management innovations of the past decade (Atwater & Waldman, 1998; London & Beatty, 1993). The reason why 360° assessment and feedback has been chosen as the assessment methodology for this model was because of its ease of application in large organizations.

According to Chappelow (2004), 360° assessment and feedback should not be a stand-alone event. In addition to assessment there need to be development planning and follow-up activities. It is for this reason that development planning as well as a wide variety of development experience/actions has been included as key elements of the Holistic Model for Leadership Development.

The last key element in the Holistic Model for Leadership Development is Leadership Capability. Leadership Capability in this context can be described as a reflection of the overall competencies of all the leaders in an organization. The leadership capability of an

organization can therefore be seen as the collective capacity of all leaders in the organization. In the context of this model, the leadership capability of the organization can be reflected by calculating the average score for each competency measured by the 360° assessment questionnaire. This provides an overall picture of the collective leadership capability of the organization.

This information is important to enable key role players in the organization such as top management and Human Resource specialists to monitor and review progress with regards to development of the overall leadership capability of the company and make decisions regarding leadership development interventions.

Since the intention of this model is to facilitate learning as a continuous process, assessment must take place on an annual basis to ensure continuity of the learning process.

In reviewing the entire field of leadership development, McCauley and Van Velsor (2003) noted that the approach of many organizations is events-based rather than systemic. One method of making leadership development more systemic is to make sure it involves more than training. A number of developmental experiences must be designed and implemented that are meaningfully integrated with one another.

Leadership development efforts and initiatives must be ongoing, not a single program or event. This is exactly what the Holistic Model for Leadership Development endeavours to do.

Rooke and Torbert (2005) summarises the underlying philosophy of the Holistic Model for Leadership Development very well when they write:

The leader's voyage of development is not an easy one. Some people change little in their lifetimes; some change substantially. Despite the undeniably crucial role of genetics, human nature is not fixed. Those who are willing to work at developing themselves and becoming more self-aware can almost certainly evolve over time into truly transformational

leaders. Few may become Alchemists, but many will have the desire and potential to become Individualists and Strategists. Corporations that help their executives and leadership teams examine their action logics can reap rich rewards. (p. 76)

In this Chapter a brief literature overview will be given on each of the elements in the Holistic Model for Leadership Development. Together with the literature overview implementation guidelines based on best practices used for implementation of the model in the organization where the research was conducted will be given for each of the elements. Since this model has successfully been implemented in the organization where the research was conducted, the assumption can be made that it may also be suitable for implementation in other similar organizations. The literature overview and best practice guidelines discussed in this Chapter is not intended to be a comprehensive overview and critical discussion of all the literature available on the different topics. The purpose of the literature overview and implementation guidelines discussed in this Chapter, is to provide an overview of the theoretical approach and implementation guidelines that was followed in the implementation of the model in the organization where the research was conducted. The theoretical approach that was chosen to guide their compatibility with the culture of the organization as well as ease of implementation in a large organization.

2.1 LEADERSHIP COMPETENCIES

Leadership competencies (see Figure 2.1) form the basis of the leadership development model and process. One of the initial steps in leadership development is the creation or selection of a set of leadership competencies which are critical to the development of an effective, successful leader in a particular organization. The identified set of leadership competencies are then graphically represented in the form of a leadership competency model (see Chapter 5, Figure 5.1).

In their book, *Surveying Employees*, Jones and Bearley point out that working from models has several advantages over “flying by the seat of your pants” (Jones & Bearley, 1995, p. 21):

- Models help to reduce complexity and highlight critical success factors;



- Models can be heuristic; that is, they can lead to new knowledge and insights;
- Models help us to organize information in a meaningful way;
- Models can assist to make 360° assessment feedback understandable and meaningful to participants.

Jones and Bearley (1995) recommend the development of a set of leadership competencies that specify what is important to measure and then to develop a graphic representation of the identified set of competencies in the form of a leadership model, before starting with the development of a 360° assessment instrument and feedback process.

Bartram (2002) defines competencies as the set of behaviours that are instrumental in the delivery of desired results.

Dave Ulrich (2000) describes competencies as those behaviours that describe excellence in performance within a particular work context. A competency can be described as a set of behaviour patterns which an employee must display in order to effectively perform the tasks and functions of a designated role.

From these definitions it is clear that competencies are, in essence, descriptions of expected behaviour that should provide employees with a holistic picture of the most critical behaviours, values and tasks required for their company's success.

According to Jones (1980), the development of a leadership competency model starts with the selection and analyzing of a list of competencies to determine which competencies are critical to being an effective leader as well as how the competencies interrelate with one another and how they are linked to business success. The next step is to develop a graphic representation of the competencies, benchmarking the model with other leadership models and then revising the model if necessary. This process ensures that the 360° assessment and feedback will be useful to participants (Jones, 1980).

According to Jones (1980), models can be thought of as guidance mechanisms. Models can assist in the development of 360° assessment instruments. Models can also assist 360° assessment feedback recipients to gain perspective on their assessment data. Working from models is efficient in that both assessment and feedback rest on a foundation of clear, organized thinking.

If 360° assessment is done, based on a leadership competency model, 360° assessment and feedback are based on those aspects of leadership behaviour that the organization deems critical and reflects which skills, knowledge, and competencies are required of leaders in the organization.

Working from leadership competency models in 360° assessment and feedback, requires clear thinking about the critical dimensions of employee behaviour that are related to organizational effectiveness. When the model is comprehensive and clear, it guides the development of 360° questionnaires and feedback reports. Participants in 360° assessment processes can easily become overwhelmed by their assessment results. Using simple but powerful competency models can help participants to understand and accept the assessment results. In a sense, 360° feedback delivers a strong message to employees about what behaviour senior leaders regard as critical for leaders to develop. Leadership models graphically display the leadership competencies regarded as important in a particular organization.

2.2 ASSESSMENT AND FEEDBACK

Assessment and feedback are amongst the key elements of the Holistic Model for Leadership Development (see Figure 5.1). What is known as 360° assessment and feedback can be described as a process in which one evaluates oneself on a set of behavioural criteria, one's manager/supervisor evaluates one, as well as one's peers and direct reports. The benefit of collecting data of this type is that the participant receives feedback based on different perceptions rather than only self-perception (Atwater, Rousch & Fischtal, 1995).

According to researchers such as Atwater, *et al* (1995) as well as Hazucha, Hezlett and Schneider (1993), the impact of formal 360° feedback can be significant when imbedded in a holistic leadership development process. According to these researchers, research results indicate that 360° feedback can improve performance and lead to behaviour change.

2.2.1 The Assessment and Feedback Process

The person being assessed, identified in this Chapter as the participant, selects a number of co-workers and peers who are called *raters* to participate in the assessment process. The supervisor of the participant also rates the participant. All the raters as well as the participant complete surveys designed to collect information about the participant's specific skills or specific behaviours which are deemed important to managerial or leadership effectiveness within the organization.

Once the raters have completed the surveys, the completed surveys are returned to a central point for scoring. A feedback report is generated, based on the assessment results of the different rater groups, and delivered to the participant. The participant then uses this feedback to establish a development plan geared toward increasing leadership effectiveness.

2.2.2 The Importance of Structured Feedback

Owing to the high level of work pressure, people often find themselves feedback-starved. Two factors play a role in this.

Firstly, people get caught up in day-to-day pressures and responsibilities and fail to identify the cues. It is a fundamental theme of this research that the leadership development process is more effective if the three key components of assessment, challenge, and support are incorporated into the process.

The assessment component is self-evident. It can be used to help participants answer the question "How am I doing?" by providing the multiple perspectives. It can enhance self-



awareness by providing new information about existing strengths and key developmental needs.

Receiving 360° assessment feedback is also a source of challenge. As a *Fortune* magazine writer states “What your boss, your peers, and your subordinates really think of you may sting, but facing the truth can also make you a better manager” (O’Reilly, 1994, p.93). The challenges provided by 360° feedback can be aspects such as a new experience, comparing oneself to a model of excellence or examining one’s previous self-concept.

Obtaining multiple perspectives on performance is an improvement over the traditional assessment approach of having only the supervisor evaluating performance (known as the top-down approach). According to London and Beauty (1993) as well as O’Reilly (1994), the multiple views of a 360° assessment process are preferable because:

- Multiple views provide a more holistic representation of a leader’s behaviour;
- The supervisor often does not observe the individual’s behaviour daily, especially if the person is located elsewhere. Such conditions make it very difficult to provide an accurate assessment;
- The increase in team-based work has also dictated the need for collecting and synthesizing feedback from different sources;
- Previously untapped sources of feedback can be included. Some leaders are in positions where they can be assessed for their effectiveness in terms of how well they work with people outside the organization, such as customers, suppliers, or clients;
- Multiple assessments reduce the potential for bias.

Formal 360° assessment and feedback provides a structured means of collecting and processing data and an opportunity to reflect on this valuable information. It may be the only time some leaders ever consciously reflect on their leadership behaviour and how it is perceived by other people.

Providing and receiving feedback can be seen as threatening activities by some people, and they may not think doing either is worth the risk. This is particularly the case for leaders in higher level positions (Kaplan, Drath & Kofodimos, 1985). Anonymously provided feedback, by its very nature can help to reduce the interpersonal threat of face-to-face feedback for both parties.

2.2.3 Implementation of a 360° Assessment and Feedback Process

According to Dalton and Hollenbeck (1997), Edwards and Ewen (1996) and Jones and Bearley (1995), this methodology is usually implemented as follows:

- **Determine the need for, and purpose of, the assessment.** This entails determining the objectives for the use of 360° assessment and feedback. Validity is directly related to the purpose of such an instrument.
- **Establish a competency model.** If the assessment focuses on competencies, it is best to work from some sort of model that shows how the competencies being measured are linked to one another and/or to meaningful criteria for success.
- **Determine data sources and develop assessment items.** This type of assessment involves the gathering of ratings from several respondents about one person. It is important to consider the data sources and determine whether data from separate sets of raters will be treated equally or weighted differentially.
- **Develop an assessment questionnaire.** After determining the items that will be used in the 360° assessment instrument, the next step is to develop the actual questionnaire. Instructions concerning the questionnaire should emphasize the importance of the survey and must assure raters that their anonymity will be protected. Other considerations include the choice of a rating scale, the format for responding to the items, and the overall look and feel of the instrument.
- **Administer the questionnaire.** The easiest way to gather 360° assessment data is to electronically distribute questionnaires to the participants, who then complete



the questionnaires and return them. Whatever method is used, it is vital to assure participants that their assessments will remain confidential. Since the 360° assessment can seem threatening to some individuals, it may be advantageous to use a fully automated computer based system to receive and process the questionnaires.

- **Process the data and develop feedback reports.** The main factors in processing the data are speed, accuracy and confidentiality. Carefully consider the form of feedback reports, since the focus is on understanding and development, not on statistical complexity.
- **Deliver the feedback reports.** In a 360° assessment and feedback system intervention, reports are usually delivered electronically, followed by a series of sessions devoted to different leadership levels. The design of these meetings should emphasize aspects such as confidentiality, the development of an understanding of the statistical results and the development of a personal development plan. The meetings should start with highest management levels of the organization and then be cascaded down to the lower management levels.
- **Brief the executive team on group trends.** Once all of the feedback reports have been received by individual leaders at all levels of the organization, the human resource staff should study the overall assessment results. The overall findings enable the senior leaders in the organization to make informed decisions regarding the development of their leaders as a strategic organizational objective.
- **Evaluate the intervention.** The design of an evaluation of the 360° feedback system intervention should be approved by the executive team. This may include an annual assessment in order to monitor changes in leadership behaviour and competencies.



2.2.4 Benefits of 360° Assessment and Feedback

Providing 360° assessment and feedback information to leaders about how they are perceived by significant others in their work environment can have enormous benefits, both to the individual and to the organization. The following are the major benefits as described by Edward Ward and Ewen (1996); Hoffman (1995); London and Beatty (1993) as well as O'Reilly (1994):

- The assessment is systematic and structured in such a way that it can be repeated and validated;
- The process can assist individual leaders to draw up personal development plans to improve their leadership capabilities;
- Thoroughly working through the assessment data before drawing up personal development plans can lay the groundwork for a genuine commitment to following through on the plans;
- This kind of assessment and feedback which is accurately aligned with the overall developed strategy of the organization can send the following message to leaders: "This is what you need to become good at in order to help us realize our organizational vision";
- This kind of assessment and feedback can form the basis for a monitoring system to measure the results and benefits of developmental programs in organizational leadership. Repeat studies on groups of leaders should show improvement over time if the organization's training and development efforts are effective.

The main value of 360° assessment is the personal nature of the process – its emphasis on providing relevant information to the individual for development planning.

2.2.5 The Importance of Feedback

The following reasons are cited in the literature by amongst others Hoffman (1995) and O'Reilly (1994) as to why it is important for leaders to receive regular feedback on their competencies and behaviour, namely:



- Regular feedback provides answers to the vital question, “How am I doing?” As leaders move up in the hierarchy, they receive less and less honest feedback and 360° assessment and feedback can provide them with the information they require in order to improve their leadership competencies;
- Receiving regular feedback can provide a guidance mechanism for continuous improvement. For leaders to serve as role models for others, they must receive reliable and valid information on how they are perceived by others;
- Participating in 360° assessment and feedback can help leaders validate their self-perceptions. Leaders require honest feedback from others in order to test their own understanding of their strengths and weaknesses;
- Leaders require feedback from significant others in order to ensure that they are viewing themselves realistically;
- This type of assessment and feedback encourages investment in the development of leaders. Soliciting feedback from supervisors, peers and subordinates actively involves them in a process of development. Employees are more likely to support leaders who ask for feedback and act on it.

Soliciting feedback is consistent with the modern emphasis on self-management in organizations.

2.2.6 Effective Feedback

According to Daniels (1989), meaningful feedback provided to leaders must meet with the following basic criteria:

- **Individualized.** Every leader who participates should receive an individualized feedback report;
- **Clear and unambiguous.** Feedback should be specific and open to only one interpretation;
- **Well presented.** Feedback should be represented in such a way that it is self-explanatory and easy to understand;
- **Focused on modifiable behaviour.** A recipient cannot improve behaviour if the behaviour is impossible to change;



- **Current.** The feedback should be based on the recent or current behaviour of the recipient;
- **Affirming and reinforcing.** The feedback should highlight the recipient's strengths, and not focus only on development areas;
- **Sensitive.** Feedback should be provided in such a way that it is sensitive to the recipient's needs;
- **Voluntary.** People are more receptive to feedback that is solicited rather than imposed;
- **Descriptive.** Descriptive feedback is preferable to evaluative feedback;
- **Specific.** Specific information about behaviour is more useful than vague general statements.

2.2.7 Best Practices in 360° Assessment and Feedback

Dalton and Hollenbeck (1997) list the following best practices in the implementation of 360° assessment and feedback processes:

- **Communicate your purpose.** All participants, raters and supervisors involved should know the purpose of the 360° assessment, their role in terms of the assessment process and how the results will be used. Some organizations communicate the purpose and process in a newsletter.
- **Prepare the participants.** Orientation sessions to explain the assessment and feedback process to participants, should be planned in advance.
- **Make top management visible players.** Make sure that senior executives participate in the process.
- **Integrate feedback data with other processes.** Be clear about how this specific assessment activity supports the business strategy and how it links with other processes and systems, e.g. training, performance management, etc.
- **Clarify ownership of data.** Clearly state who owns the feedback data, and who has access to the data.
- **Maintain integrity.** It is crucial to maintain the integrity of the process through confidential handling of sensitive information.



- **Strive for accuracy.** Implement administrative checks to ensure that all raters are provided with accurate information.
- **Make it easy to participate.** Plan ahead, provide lead time, and provide clear instructions to participants.
- **Provide support.** Ensure that there is always a contact person who can provide assistance for everyone involved in the process. Always allow time for individual consultation should anyone have a negative emotional reaction to the feedback.
- **Check the timing.** Be sensitive to what else is taking place in the organization. In the middle of a downsizing process or during periods when most employees are on holiday is probably not the best time to conduct this activity.
- **Ensure confidentiality and anonymity.** An electronic process that permits automated scoring, gives a greater perception of rater anonymity. Confidentiality of results should be assured before implementation.
- **Always use recent data.** What is the shelf life of an individual's assessment data? A reasonable rule of thumb is not to use data gathered more than a year previously.
- **Anticipate what can go wrong.** Plan for unexpected events such as technical problems in e-mail systems, etc.
- **Start small.** An organization's first 360° intervention should preferably start with a small pilot group in order to work out the systems prior to rolling out a big invention.
- **Align with other interventions.** Be sensitive to other ongoing activities within the organization which may negatively impact on successful implementation, such as climate surveys.

2.2.8 Pitfalls of 360° Assessment and Feedback

Dalton and Hollenbeck (1997) as well as Chorpade (2002), have noted the following common pitfalls encountered in implementing 360° assessment and feedback processes.

- **No return on investment.** As with most organizational initiatives, the implementation of a 360° feedback instrument has cost implications. The best way to ensure a return on investment is to plan the implementation carefully prior to developing and implementing a 360° assessment instrument and feedback process.



Make sure that the process is linked to a specific business issue that the organization is trying to address and that the strategic context is clear.

- **Compromised anonymity or confidentiality.** Effective implementation requires the absolute anonymity of raters, so that respondents feel free to answer the questions honestly and without fear of retribution by the participant. The integrity of the instrument and the feedback process also depend upon complete confidentiality of the participants' feedback report. Feedback reports should be held completely confidential.
- **Survey fatigue.** The increased popularity of 360° feedback means larger workloads for those completing the assessment forms. This is particularly an issue with large teams. In some cases, the raters may have to complete surveys for each person in a team. At twenty to thirty minutes for each survey, this can become very time consuming. It could also lead to the raters answering the survey questions by comparing the different participants that they have to assess. The best way to overcome this problem is to allow the raters as much lead time as possible in order to spread the completion of questionnaires over time and to inform raters in advance of the time required to complete one survey.
- **No clear objectives and scope.** Many organizations implement 360° assessment and feedback without clearly defining the objectives and the scope of the intervention. Consequently, employees who receive feedback after the assessment are left to figure out for themselves how to cope with the results and tend not to develop personal development plans after they have received feedback.
- **Poor logistics.** The distribution and collection of surveys, feedback reports and other supporting materials must proceed smoothly and on schedule in order to ensure the integrity of the assessment and feedback process. HR consultants should identify the kind of internal administrative tasks associated with such an intervention and assign specific responsibilities for those tasks.



- **Missed deadlines.** In order to protect the confidentiality of the participants, most 360° feedback instruments require that a certain minimum number of instruments (typically three) be returned from each rater group. It is therefore important, for each rater to complete a survey and return it on time. Communication of the schedule together with deadlines must start well in advance. E-mail or SMS reminders can be used to remind respondents as the deadline date for the completion of questionnaires approaches.
- **Negative reaction to feedback.** It is possible that participants could feel offended if they receive negative feedback from co-workers. This can lead to tension between them after the assessment process is completed. This risk can be reduced by using a credible 360° assessment instrument process with experienced feedback facilitators. Conducting participant and rater training before the intervention can also reduce the risk of negative reaction to feedback.

2.2.9 The Future of 360° Feedback

Most of the existing 360° feedback instruments measure the current knowledge and skills necessary for effective leadership behaviour. Awareness of these skills is critical for an individual leader's effectiveness, yet they place the focus of feedback on current behaviour rather than on future challenges (McCall, 1997). Since the work environment changes rapidly, these reactive measurement techniques – even though they address the organization's list of expected competencies – do not measure an individual's ability to meet future business challenges.

Bartlett and Ghoshal (1997) describe the phenomenon of identifying and developing executives by using only reactive assessments based on the "Russian doll" theory of management development. In this classic toy, a series of dolls, each smaller than the one before, fit in to each other. By opening up the largest doll and progressing through the smaller dolls inside, one notices that they are painted to look exactly alike. The smallest doll is an exact copy of the largest, differing only in size. In this analogy, the largest doll represents a mature, experienced leader in the organization. By using only reactive competency assessments, organizations are developing future leaders who have the



same skills and experiences as do the current successful leaders. The risk is that the organization identifies and develops leaders based on a model of past success, rather than on the future business challenges likely to face leaders.

Organizations may benefit from using both reactive assessments as well as those who help the participants to develop skills that will help them to meet future business challenges.

2.2.10 Summary

There are many reasons for using a valid 360° feedback instrument as part of this Leadership Development Model and Process, despite the pitfalls. Feedback from such an instrument provides people with formal assessment data from multiple perspectives and enables them to set developmental goals. Given an organizational context that supports efforts to work toward those goals, the outcomes include improvement of leadership capabilities in the organization as well as increased leadership bench strength.

Gorpade (2000, p.16) summarises this very well when he writes:

It would be difficult to argue against the general notion of multi-source feedback in today's business climate. Corporations have decentralized their management systems and considerable importance is placed on teamwork with the role of the manager, particularly the middle manager, being closer to that of a team leader than that of an officer in the traditional bureaucratic sense. In this competitive context, it would be difficult for any manager in any complex organization to go very long without receiving some feedback from the multiple constituencies that the role serves. The 360° concept enables such feedback at a relatively low operating economic cost. Research indicates that the gains from 360° feedback, when used as a developmental tool, are substantial. Changes in behaviour brought about by such programs tend to be immediate and frequently dramatic.



Organizations get better results if 360° assessment and feedback forms part of a holistic longer-term developmental process. By using the best practice information presented in this section, the benefits of using 360° feedback instruments can be enhanced and many of the common problems can be avoided.

2.3 DEVELOPMENT PLANNING

2.3.1 Introduction

The 360° assessment and feedback process should result in a focused development plan as part of the Holistic Model for Leadership Development (see Figure 5.1). Effective developmental planning is more than just an exercise in goal setting. It is a blueprint for achieving and sustaining behaviour change by using a variety of development strategies proven to enhance learning. According to Chappelow (1998), a leader can choose from several development approaches such as:

- Identify a development need and improve upon it;
- Identify a strength and capitalize on it. This means that leaders take something they do well and become more visible in their approach to it. They may teach it to someone else or when appropriate, do it more often;
- Identify a development need and make changes to improve it. Rather than trying to turn weaknesses into strengths, a leader may only need to tweak certain behaviour a little to improve a weakness to an acceptable standard;
- Compensate for a weakness by accepting it and adopting strategies to work around it. Use strength in order to tackle a weakness;
- Address lack of experience in a certain area by seeking out new opportunities to gain practical experience.

2.3.2 Compiling a Development Plan

Once a recipient of the feedback has identified a clear set of development objectives, clarified his or her development actions and determined targets, all the information should be consolidated for easy reference in order to refocus or clarify an objective. A development plan is recommended as a good tool for this type of consolidation (Yukl,

1995). Not only does it serve as a reference and reminder, but the process of planning specific action steps forces leaders to think through all their development activities and how they can be monitored.

According to Yukl (1995), a good development plan would include the following information:

- A clear, written statement of the specific development goal;
- The measurement to be used for measuring when the target has been successfully reached;
- The development strategies that will be followed;
- The action steps and learning techniques that correspond to each development strategy;
- The role players who will be involved in the implementation or monitoring of the plan.

(See Appendix C for an example of a development plan)

2.4 DEVELOPMENT EXPERIENCES/ACTIONS

2.4.1 Introduction

According to Van Velsor and Guthrie (1998), people learn from a variety of development experiences and development experiences enhance their ability to learn. The best approach in helping leaders to develop a wide range of leadership skills is to combine multiple kinds of development experiences (Van Velsor & Guthrie, 1998). According to Moxley and Wilson (1998), no single development experience, no matter how well designed, leads to maximum development. Leadership lessons are learned best when one development experience is reinforced by other experiences. Development experiences/actions is a key element of the Holistic Model for Leadership Development (see Figure 5.1)

2.4.2 Approaches to Leadership Development

a) Skills-based Training approach to Leadership Development

Different methods are often used in skills-based training such as lectures, case studies, role-plays, behavioural role-modelling and simulations. Skills-based training methods are based on the theory that active experience facilitates learning better than passive techniques and that participants learn better through interactive methodologies (Thiagarajan, 1996).

Although each method is discussed separately, it is important to note that some training programs make use of a combination of these methods. A multi-method approach is often used because it helps to maximize learning (Van Velsor and Guthrie, 1998).

The following methods are often used in skills-based training:

- Lectures

A lecture efficiently presents content-specific information to a relatively large group of participants in a relatively short period of time.

The traditional lecture format, familiar to anyone who ever sat in a classroom, uses one-way communication. Some experts, however, insist that active participation by participants is critical in training (House, 1996).

An interactive lecture presents content-specific information but also engages participants in discussions and debate about the information. An interactive approach stimulates questions, generates group discussions and even encourages discussion of disagreements (House, 1996).

- Case studies

A case study presents participants with information describing an organization, a situation in the organization, how the situation was handled as well as the outcome. The facilitator requests participants to debate the situation and outcome in light of the

information they have received in order to decide whether the action taken was appropriate and what could have been done differently.

Case studies serve several functions in training programs: they are icebreakers, they provoke thought and the development of insight, they afford practical learning opportunities, and they test participants' learning (Alden & Kirkhorn, 1996).

As a thought provoker, a case study may make participants aware of previously unrecognized issues and/or their need to learn a new skill (Alden & Kirkhorn, 1996). In any of these situations, a case study could effectively set the context for skills-based learning.

The greatest value of case studies is probably the opportunity they offer for the practising of skills. They are particularly useful for practising complex skills such as the ability to identify different solutions, question assumptions, explore ambiguity, think analytically as well as detect and solve problems. These skills underlie leadership competencies such as creativity, systems thinking and critical evaluation.

- Role-plays

Role-plays are defined as exercises in which “*players spontaneously act out characters assigned to them in a scenario*” (Thiagarajan, 1996, p.521). Once participants understand the theories, principles, and techniques underlying the topic at hand – effective conflict management, for instance – each participant gets a partner for the role-play. One partner must resolve a conflict being experienced with another manager in the organization and that has affected interactions between the two work groups. The partners take on the role of the two managers and act out the situation, practising what they have learned about conflict management in order to resolve the problem.

Role-plays are designed in order to reflect reality, but provide the participants only limited information about the hypothetical situation. Because of this, the range of behaviours that might unfold during the exercise is almost unlimited. Responding



appropriately to whatever evolves; using the knowledge gained is an inherent part of the exercise.

As a rule, role-plays are most useful for practising interpersonal skills such as conflict management, negotiation, influencing, team building, active listening, giving and receiving feedback as well as communication (Thiagarajan, 1996, p.521).

- Behavioural role-modelling

Behavioural role-modelling, an elaboration of the role-play technique, is based on the social learning theory (Bandura, 1986). It first presents participants with models of appropriate behaviour, after which they role-play the behaviour and receive feedback on their performance. For example, in learning effective negotiation skills, participants start by watching a video show of an effective negotiation. At the end of the video show they are reminded of the key steps necessary to complete a negotiation successfully. They then receive role-play materials and practice negotiating with partners, using the key steps that have been modelled and described.

As is the case with role-plays, behavioural modelling is useful for learning interpersonal skills. Goldstein and Sorcher (1974) used the approach to improve interpersonal and managerial skills. Behavioural role-modelling is regarded as one of the more effective training methods (Burke & Day, 1986).

- Simulations

Simulations usually offer a realistic representation of one or more aspects of the leadership role such as setting direction, acting on values, building relationships or acting strategically. Simulations are like role-plays in that they mimic aspects of work reality. Simulations provide more detailed information and more structure for the participants than do role-plays.

In a typical simulation, participants receive a packet of detailed information about a fictitious company, such as an organizational chart, detailed background on the company's financial results, descriptions of the various departments, and the

challenges facing both these departments as well as the organization as a whole. They are assigned, or they select a role as one of the organization's leaders and receive additional information about the person in question and the specific problems and opportunities the leader faces. Once roles have been assigned and materials have been received, participants run the fictitious organization. They set priorities, make decisions (or fail to make them), work with disgruntled customers and solve problems. At the end of the exercise, participants give and receive feedback on the *what* (the content) and the *how* (the process) of their performance.

b) Personal Growth approach to Leadership Development

These types of leadership training programs emphasize personal growth. They are generally based on the assumption that leaders are individuals who want to be in touch with their personal dreams and talents and who will act to fulfil them (Conger, 1992).

Personal growth programs induce participants to reflect on their behaviour as well as on their personal values and desires by making use of outdoor-adventure activities and psychological exercises. They also empower participants through experiences that teach them to take responsibility for their behaviour – rather than blame problems on the job or outside influences and events (Galagan, 1987).

At the heart of personal growth programs is Abraham Maslow's idea of finding what your true self is and what one wants and in that process of discovering one's leadership abilities (Conger, 1992). The activities utilised in personal growth programs to facilitate the development of self-insight, range from jumping off cliffs, to intense personal explorations with others.

c) Conceptual Understanding approach to Leadership Development

According to Conger (1992), training and the conceptual understanding of leadership has traditionally been the domain of the universities. Graduate and undergraduate programs generally focus on the issue of leadership development through a cognitive understanding of leadership. Models and case studies are often used to explain to students and managers what leaders actually do.

The lecture-case-discussion format however, provides few or no opportunities for students to reflect deeply on their own desires to become leaders or to test their leadership abilities. Skills' building in these settings is limited because the development tools are often lectures and discussions, rather than experiential exercises.

Beyond university settings, there are several commercial leadership development programs whose orientations are strongly conceptual (Conger, 1992). These programs, usually based on a single model of leadership, often also make use of skills-building exercises and feedback material.

Conceptual training serves the function of expanding a participant's perceptions of the process and what it requires, as well as generating interest in becoming a leader (Conger, 1992).

d) Feedback Approach to Leadership Development

Leadership training can be approached from the perspective that many already possess leadership skills in varying degrees and strengths. Through effective feedback processes, leaders can learn about their strengths and weaknesses in a number of leadership skills. The next logical step is to develop the weaker skills or to acquire those skills which are absent while continuing to optimise stronger skills. Programs, in which feedback is emphasized, often make use of learning methods such as feedback and experiential exercises.

In some programs, feedback constitutes a large portion of the program time and measures participants' skills in a wide range of behaviours (Center for Creative Leadership, 1998). A program that follows this approach is the Leadership Development Program offered by the Center for Creative Leadership in North Carolina. While this six-day leadership program involves experiential exercises and some conceptual material, its predominant feature is feedback (Center for Creative Leadership, 1998).

Before commencing the program, participants fill out feedback instruments such as the Myers Briggs Type Indicator, the Firo-B and the Management Skills Profile, along with other instruments designed by the Center for Creative Leadership. These instruments are also given to the participants' peers, supervisors and subordinates to assess the individual. Throughout the six days, participants receive bits and pieces of feedback, until the fifth day, which is devoted entirely to feedback. Armed with information on an array of dimensions, participants return home with insights into how their behaviour affects themselves and others. It is assumed that having completed the program, participants will have the personal motivation to improve (Center for Creative Leadership, 1998).

The value of the feedback-oriented approach to leadership development is in making participants aware of the areas where their competencies are weak and in building confidence through positive feedback on strengths (Center for Creative Leadership, 1998).

e) Action Learning approach to Leadership Development

Action learning is a set of organization development practices in which important real-time organizational problems are tackled. Three kinds of objectives are sought: delivering measurable organizational results, communicating learning's specific to a particular context, and developing more general leadership skills and capabilities (Palus & Horth, 2003). Effective action learning may range from tacit, non-facilitated learning at work to focused and high-impact learning projects to transformations of people and organizations (Marisic, 2002).

Mumford (1995) believes that action learning is effective because it incorporates the following elements necessary for effectively training leaders:

- Learning for leaders should mean learning to take effective action and this is the focus of action learning;
- Taking effective action *necessarily* involves actually *taking action*, not recommending action or undertaking an analysis of someone else's problem;
- The best form of action for learning is to work on a specific project or on an ongoing problem of actual significance;



- Leaders learn best with and from each other;
- In action learning leaders can share problems on which to take action;
- Rather than being taught through case studies or simulations, participants in action learning learn from exposure to actual business problems and to each other's insights.

Action learning is so flexible and adaptive that it can be effective in developing leaders in all areas of business, in all cultures, and at all levels. The process leverages and builds upon each person's knowledge and experience.

Action learning is less structured because it has no syllabus of its own, no textbooks and very little classroom training. It is a self-guided course of learning that is unique to each leader and his or her problem (McNulty & Canty, 1995).

In action learning groups, the actions of leaders are evaluated by their colleagues. Through this process of continuous self-revelation, leaders are able to get in touch with why they say the things they say, do the things they do and value the things they value. Leaders also begin to transcend false self-images that are built on the assumption that their actions are entirely congruent with their espoused intentions.

As Revans (1983) notes, "*action learning is the Aristotelian manifestation of all managers' jobs: they learn as they manage, and they manage because they have learned- and go on learning*" (p.49).

Brooks (1998) notes that action learning builds leaders who "*metaphorically speaking, (have) the capacity to find a new and better path through the jungle, rather than be the first one down a path that already exists*" (p.53).

Learning how to conceptualize complex issues is a skill often developed through action learning. Creating visions, particularly shared visions, occurs frequently in action learning groups as the members develop system-oriented, holistic solutions to complex problems.

2.4.3 Other types of Development Action.

a) Reading

There are hundreds of books, journals, magazines, and newspapers related to the field of management and leadership. Leaders should also keep in mind the value of reading on topics that are not directly related to business but may nonetheless provide valuable information on management and leadership issues. Books and articles on figures like General George Patton and Sir Winston Churchill can for instance be useful for understanding strategic and tactical thinking. Science fiction might inspire leaders to think creatively (Kouzes & Posner, 2002).

b) Self-monitoring

According to Kouzes and Posner (2002) a monitoring system helps leaders to monitor their progress. This approach does not require outside assistance. Firstly, leaders must decide which skill or behaviour they want to concentrate on. It is best to select a skill that is directly relevant to their jobs, but which they do not use very often. Examples of behaviours that are well suited to self-monitoring are informing, consulting, monitoring, recognizing, and supporting.

Secondly, leaders should select several concrete and relevant examples of this skill or behaviour. Most 360° assessment feedback reports include specific examples of behaviour. They may select all the examples from such a feedback report or, if they wish, identify other examples that are more relevant to their jobs and add them to the list. It is best to have between four and six examples of behaviour (Kouzes & Posner, 2002).

At the end of the day, the leader should make a note of which behaviour he or she used during the day. Ideally, each behaviour should be used at least once per week, if appropriate. No behaviour should however be overused, or used for its own sake. At the end of each week, leaders should review their behaviour and determine how well they performed.

After a period, the leader will probably find that he or she is using the behaviour naturally, without conscious planning. When this happens, it is time to switch to another behaviour



requiring improvement, using the same process. Leaders can use self-monitoring for more than one leadership behaviour at a time. However, it may not be a good idea to work on more than three behaviours at a time since this can become confusing.

c) Coaching, Consulting and Mentoring.

According to Hall (in Hernez-Broome & Hughes, 2004), developmental relationships primarily take two forms: coaching and mentoring. Coaching involves practical, goal-focused forms of one-on-one learning and, ideally, behavioural change. It can be a short-term intervention intended to develop specific leadership skills or a more extensive process involving a series of meetings over time. The most effective coaching allows for collaboration to assess and understand the developmental task to challenge current constraints while exploring new possibilities, and to ensure accountability and support for reaching goals and sustaining development. According to Ting and Hart (in Hernez-Broome & Hughes, 2004), mentoring is typically defined as a committed, long-term relationship in which a senior person supports the personal and professional development of a junior person.

In many organizations mentors are thought to enhance, if not ensure, the development and success of talented newcomers. Increasingly, mid-career leaders seek mentors and/or coaches when they wish to develop new levels of expertise and to advance in the organisation (Meyer and Fourie, 2004).

d) Job Assignments.

Challenging job assignments are a potent form of leadership development and provides many of the developmental opportunities in organizations today. The level of organizational involvement in making job assignments part of their leadership development process varies from simply providing people with information about developmental opportunities in their current job to a systematic program of job rotation. Using job assignments for developmental purposes provides benefits that go beyond getting the job done and may even result in competitive advantages for the organizations (Ohlott, 2004).



Confirming the old principle that experience is the best teacher, research has shown that the most effective classroom is the job itself. In several studies conducted by the Center for Creative Leadership (1998), executives reported that almost half the events that had a lasting impact on their leadership abilities to manage were job assignments. Both new jobs and new challenges within current jobs are critical for continuous learning, growth and change.

The following are the valuable learning experiences identified from the research done by the Center for Creative Leadership:

- *Challenging assignments* include a considerable increase in responsibility, moving into an unfamiliar line of business, or being moved to a line management position from a specialist position. Leaders are faced with larger-scale, bottom-line accountability and the need to practise new skills or knowledge, such as managing direct reports and dealing with customers;
- *Creative assignments* include building something from nothing and taking action in the face of uncertainty. Leaders are challenged to stand alone, make quick decisions, and identify talented people for their teams;
- *Problem-solving assignments* focus on areas where an organization experiences difficulties and corrective actions must be taken. These complex situations require leaders to persevere, make tough decisions and manage staff;
- *Project or task force assignments* are short-term, highly visible and often require leaders to work in areas where they have limited or no experience or knowledge;
- *Leaders are tested* in areas such as decision-making, communicating and establishing relationships;
- *A move from a line to a support function* such as planning, finance and administration, requires leaders to learn new technical skills on the job, as well as appreciate the importance of influencing others in areas where they have no direct authority;
- *Demotions, missed promotions and unchallenging jobs* can also be learning experiences, although no one would intentionally seek them out. They teach humility and challenge leaders to persevere.

2.5 GROWTH AND DEVELOPMENT

Once leaders have a clear picture of what their development goals are, they must decide how they will attain them as part of the Holistic Model for Leadership Development as shown in Figure 5.1. How leaders are going to reach their development goals, will depend largely on the individual's personality and the specific competencies he or she wants to focus on. It may be useful, however, to consider the strategies for development that have been successful for other leaders in the past.

The first question to ask is, "How do I learn and grow?" We all have our own personal tactics for learning new behaviours that we have developed and became accustomed to over time. Therefore, each person must identify his or her own approach to learning prior to undertaking specific development action. Although these preferred learning methods will often be the main focus of the development plan, leaders must be open to other approaches that may be more effective for learning a particular skill or behaviour. For example, a person may prefer to read about a subject to become more familiar with it. This works very well for knowledge-based development targets, but it may not be quite as appropriate for developing negotiating skills. Reading can be helpful, but the best way to develop negotiating skills is through practice and to learn from experience.

The following list of development actions used by successful learners was compiled by the Center for Creative Leadership (1998):

- Building new strengths or testing current strengths in new situations;
- Teaching someone else how to do something;
- Compensating for a weakness by, for example, working with someone who is good with taking care of detail if one is poor at doing so oneself;
- Imagining certain situations by, for example, imagining what things could look like in the future, examining the past for similar events, planning a series of activities to try, mentally rehearsing how one will act before handling problem situations, asking what the ideal leader or professional would do;



- Practice action learning by taking action in order to solve real business problems, placing oneself in a situation where one must overcome or neutralize a weakness, emulating the behaviour of an admired person;
- Enhancing self-awareness by obtaining feedback on strengths, weaknesses and limitations;
- Making less obvious choices and trying new behaviour to overcome old habits;
- Regularly asking, “What lessons have I learned?”;
- Developing many flexible rules of thumb that can be applied in different types of situations;
- Regularly analyzing successes as well as failures and mistakes in an effort to learn;
- Seeking help in structuring learning by looking for role models, keeping a learning diary, talking to others who have faced similar challenges, talking with previous job incumbents, attending courses and getting on-the-job coaching;
- Searching for examples that provide points of comparison, such as thinking of a good team builder with whom to compare oneself;
- Thinking about one’s feelings and attitudes after a learning event;
- Asking oneself many questions and trying to answer them from different perspectives.

2.6 LEADERSHIP CAPABILITIES

The enhancement of leadership capabilities is another key element of the Holistic Model for Leadership Development (see Figure 5.1). Boyatzis (1982) describes a competency as an underlying characteristic of an individual, which is causally related to effective or superior performance in a job. Boyatzis placed the concept of competency firmly in the context of effective performance. According to Boyatzis (1982), effective performance is the attainment of specific results (outcomes) through specific actions while maintaining policies, procedures and conditions of the organizational environment. A person’s competencies enable the performance of these actions. A leader’s capability is reflected by the total set of competencies of that leader.

Most leadership development interventions are focused on individuals, but when these interventions are attended by many individuals in the same organization, the capabilities of

whole groups may be positively influenced. Under these conditions, an assessment of impact might focus on both individual and group or organizational impact.

The objective of the Leadership Development Model and Process is to have a positive impact on the following areas of capability:

2.6.1 Knowledge Acquisition.

New knowledge can be acquired in almost any development intervention, such as feedback-intensive programs, skills-based training, or job assignments. According to Van Velsor (1998), one purpose of developmental experiences, for instance, could be to transmit knowledge. Multirator or 360° assessment questionnaires are often based on models of effective leadership or on skills that are linked to an organization's strategic direction. Those who use a 360° assessment instrument not only learn about themselves, but simultaneously learn what it takes to be an effective leader in their organization (Van Velsor, 1998).

According to Van Velsor (1998) the knowledge acquired through all these experiences takes various forms. Leaders gain new information about themselves or about how others perceive them, or they learn new concepts about leadership itself, such as the components of transformational leadership or the dimensions of personality that affect leadership style.

As might be expected, acquisition of new knowledge often triggers the development of a higher level of self-awareness (Van Velsor, 1998).

2.6.2 Self-awareness.

A leader's understanding of his/her own strengths and weaknesses, and the impact his/her behaviour and attitude have on other people, can be enhanced through experiences that are rich in feedback from others, such as participation in a 360° assessment and feedback process.

Increased awareness can be general such as “I am a reasonably good leader” or more specific, such as “I am not being seen as listening well to others”. After participating in a 360° assessment and feedback process, some leaders report a higher level of awareness about how they see themselves such as “I judge myself too harshly” or about their own needs for inclusion, achievement, or acceptance such as “I want to be involved and sometimes my requests for involvement overload me” or “I need challenges to keep me driven” (Van Velsor, Ruderman & Phillips, 1989).

It makes sense to reason that a higher level of self-awareness must precede behaviour change. In addition, a higher level of self-awareness often motivates the development of new skills.

2.6.3 Perspective change.

According to Van Velsor (1998), perspective change is similar to building increased self-awareness in that it is a change in attitude rather than an observable behaviour. Perspective change however has a different focus; instead of a person’s own strengths and weaknesses, attention is rather paid to insights about others and the environment in which the person lives and works. According to Von Velsor (1998), significant perspective change usually occurs more slowly than does new self-insight, but both can occur as a result of a single powerful event or experience.

Perspective change, like increased self-awareness, can be the result of knowledge acquisition (Van Velsor, 1998). For example, the realization that “it is possible to manage a team or division without becoming a technical expert”, is a change in perspective. A leader may come to this understanding by acquiring more information about what leadership involves.

According to Van Velsor (1998), perspective change, like self-awareness change, can underlie a change in behaviour. Perspective changes are transformational since a person’s views of certain aspects of reality are fundamentally changed and it is likely to facilitate and result in changed behaviour. The person who, for instance, recognizes that

being a leader is different from technical work, finds it easier from that point on to let go of the need to remain in hands-on mode with subordinates.

2.6.4 Skills Development.

Intentional skills development or improvement often begins after an assessment experience such as a feedback-intensive program or a 360° assessment and feedback has created awareness of the need for improvement (Van Velsor, 1998). Skills can, of course, be developed or improved without formal assessment, as often happens when one takes on a new assignment or challenge. Skills-based training and on-the-job learning are probably the two most frequently used methods for developing new skills (Van Velsor, 1998).

Mastering new skills often takes time and exposure to multiple experiences. This is particularly true for skills that involve significant personal change in perspective or self-understanding, such as empowerment. Skills that are dependent on learning a process, such as giving constructive feedback or conflict resolution, can be acquired more quickly.

2.6.5 Behaviour Change.

Behaviour change involves acting and reacting differently to situations and problems.

Behaviour change is like skills development in that both take great effort and practise. Similarly, both can be thought of as having simple and complex varieties. Simpler behaviour change may result from new awareness gained during assessment, or from learning new skills, for instance when a person decides to stop interrupting others, to schedule regular meetings with staff, or to spend more time with the family. More complex behaviour changes, such as collecting further data before making a decision or actually allowing the perspectives of others to influence one's own, are only achieved with more time, more effort and higher motivation (Van Velsor, 1998).

According to Van Velsor (1998), real behaviour change is not usually the result of any single development experience. It happens only over time, through repeated efforts, ongoing feedback and the use of multiple, preferably linked, development events.



2.7 MONITORING AND REVIEWING PROGRESS.

The monitoring and reviewing of progress is an important process in the Holistic Model for Leadership Development as indicated in Figure 5.1.

According to Kouzes and Posner (2002), leaders feel more motivated to persist in their efforts if they experience a series of successes. The process of development should therefore consist of a series of milestones. Development targets can therefore be pursued in manageable increments rather than asking leaders to take giant leaps. The milestones should be identified in terms of achieving goals, such as completing the study of management development literature, attending a seminar or completing a challenging assignment.

Monitoring performance data over a period of time to determine the impact of someone's behaviour on results and deliverables for which that individual is responsible, is the most powerful way to demonstrate the link between behaviour change and results. It is, however, only appropriate when there is a clear, definable connection between the behaviour of the individual and productivity measures. Given the complex nature of work processes and work relationships, it is not always easy to establish a clearly defined connection between the development of a leader and his or her work performance.

3. GROUP AND ORGANIZATIONAL IMPACT OF THE MODEL

According to Van Velsor (1998) organizations can use individual leadership development to foster change in groups. Usually, the expectation is that leaders who are given opportunities for development become more effective group leaders and enhanced leadership generates increased productivity in the workgroup. If leaders are sent to development events in large numbers, there is often an expectation that the impact will be felt throughout the organization. At this level, the desired impact can also be financial through improved organizational performance (Van Velsor, 1998).

One way of assessing change at the group level is to use climate surveys or other measures of group satisfaction. Another is to take advantage of measures of performance or group output that already exist in the organizations' financial systems. Although the main purpose of the Holistic Model for Leadership is to facilitate individual development, the fact that a large number of leaders participate in individual development may have an impact on workgroups and teams. The collective impact of the development of many individual leaders may also have a positive impact of the overall leadership capability of the organization as indicated by Van Velsor (1998).

4. LINKING THE MODEL TO HUMAN RESOURCE MANAGEMENT SYSTEMS.

According to other Alldredge, Johnson, Stolzfus and Vicere (2003), leadership development interventions must be linked to other HR systems to enhance its effectiveness and business impact. This means incorporating the assessment feedback not only into training and development processes but also into performance management, succession planning and reward systems. If managers know that they will be measured and rewarded according to the progress they make toward reaching their development goals, they should be even more motivated to translate their feedback into action.

5. SUCCESSFUL IMPLEMENTATION OF THE MODEL

The following are seen by the researcher as critical factors for the successful implementation of the Leadership Model and Process described in this Chapter:

- Leadership development must be linked to the strategic objectives of the business so that the value of the development interventions in the business are clear;
- A clearly defined strategy is of critical importance. The desired results/outcomes of the development process should be clearly stated;
- The senior executives must support the process. They must demonstrate, through their attitude and behaviour, that development is important;
- The process must be tailored to meet the needs of the organization;



- Leadership development must be a holistic process that becomes part of the culture of the organization;
- Leadership development is a process; there must be a systematic process for development of which formal training is only one component;
- There must be a commitment by all leaders to development. They must be held accountable for the management of their own development.

The critical success factors listed above are based on research done by Chappelow (2004).

The Leadership Development Model and Process discussed in this Chapter is based on the following development philosophies and principles:

- This Leadership Development Model and Process is based on a long-term systems approach to development since development is viewed as a process that occurs over time. There is no such thing as a quick fix;
- Formal training is viewed as only one component of the development process. Effective development should consist of a range of development experiences and actions as described as part of this Leadership Development Model and Process;
- Development is seen as a complex multidimensional issue owing to an environment where organizations face continuous change, fierce competition and increasing globalisation. Developmental goals are continuously evolving and consist of a mix of clearly defined goals, ambitious, challenging goals and broad competencies;
- Employees at all levels – individual employees, their managers, senior executives and the organization at large – must be closely involved with all aspects of development, from planning to implementation, ongoing support and continuous evaluation of the impact of development processes.

6. THE FUTURE OF LEADERSHIP DEVELOPMENT

According to Hernez-Broome and Hughes (2004) the following trends will have a major role in our future understanding and practice of leadership and leadership development:

- Leadership competencies still matter;
- Globalization/internationalization of leadership concepts, constructs, and development methods;
- The role of technology;
- Increasing interest in the integrity and character of leaders;
- Pressure to demonstrate return on investment;
- New ways of thinking about the nature of leadership and leadership development.

7. SUMMARY AND CONCLUSION

Leadership development is seen by the researcher as a process requiring both a variety of developmental experiences as well as the ability to learn from experience. The latter is the inherent element that the individual brings to the development process. The Holistic Model and Process for Leadership Development discussed in this Chapter, follows a systems approach and is based on the Social Learning Theory and High Performance Leadership Competencies underpinned by a learning organization philosophy as described in Chapter 1.

The researcher has endeavoured to capture the following key elements of effective leadership development and the different levels of learning into a Holistic Model for Leadership Development:

- Leadership Competencies

Leadership competencies (see Figure 5.1) forms the basis of the proposed leadership development model. One of the initial steps in leadership development is to create or select of a set of leadership competencies which are critical to being an effective, successful leader in a particular organization. The identified set of leadership competencies are graphically represented in the form of a Leadership Competency Model.

- Assessment and Feedback

Assessment and feedback is one of the key elements of the Holistic Model for Leadership Development (see Figure 2.1). What we call 360° assessment and feedback can be described as a process in which one evaluates oneself on a set of behavioural criteria; the

manager/supervisor evaluates one, as well as one's peers and direct reports. The benefit of collecting data of this type is that the person gets to see different perceptions rather than only self-perception. This affords a more complete picture.

- Development Planning

A 360° feedback process should result in a focused development as part of the Holistic Model for Leadership Development (see Figure 3.1). Effective developmental planning is more than just an exercise in goal setting. It is a blueprint for achieving and sustaining behaviour change by using a variety of development strategies proven to enhance learning.

- Development Experiences/Actions

According to Van Velsor and Guthrie (1998), people learn from a variety of development experiences and development experiences enhance their ability to learn. The best approach in helping leaders to develop a wide range of leadership skills, is to combine multiple development experiences.

- Growth and Development

Growth and Development is an important process in the Holistic Model for Leadership Development (see Figure 2.1).

Once leaders have a clear picture of what their development goals are, they must decide how they will attain these.

The first question to ask is, "How do I learn and grow?" We all have our own personal tactics for learning new behaviours that we have developed and became accustomed to over time. Therefore, each person must identify his or her own approach to learning prior to undertaking specific development actions.

- Leadership Capabilities

The enhancement of overall Leadership Capability is another key element of the Holistic Model for Leadership Development (see Figure 2.1). Boyatzis (1982) describes a

competency as an underlying characteristic of an individual, which is causally related to the effective or superior performance in a job. A leader's total set of competencies reflect the leadership capability of that leader.

The objective of the proposed Leadership Model and Process is to have a positive impact on the following areas of capability:

- Knowledge acquisition;
- Self-awareness;
- Skills development;
- Behaviour change;
- Perspective change.

- Monitoring and Reviewing Progress

The monitoring and reviewing of progress is another important process in the Holistic Model for Leadership Development as indicated in Figure 2.1.

According to Kouzes and Posner (2002), leaders feel more motivated to persist in their efforts if they experience a series of successes. The process of development should therefore consist of a series of milestones along the way. In this way, development targets can be pursued in manageable increments rather than asking leaders to take giant leaps.

Performance data should be monitored over a period of time to determine the impact of someone's behaviour on the results and the deliverables for which that individual is responsible. This is the most powerful way to demonstrate the link between behaviour change and results.

Van Velsor, Moxley and McCauley (1998) describe leadership development as an ongoing process that happens over time, involving a variety of development experiences. According to Drath (1998), current leadership development practices seeking to create a framework for practising leadership development more systemically in organizations, are already pointing the way toward promising new directions. This is exactly what the



researcher endeavoured to do with the Holistic Model for Leadership Development as discussed in this Chapter.

In this Chapter, each of the elements in the Holistic Model for Leadership Development has been discussed from a theoretical perspective to reflect the approach that was followed with the implementation of the model in the organization where the research was conducted. In the next Chapter, the implementation of this model in the organization where the research was conducted will be discussed together with the utilisation of the 360° assessment research results in the context of this model.