

CHAPTER 3

THE IMPLEMENTATION OF THE HOLISTIC MODEL FOR LEADERSHIP DEVELOPMENT AS PART OF THE RESEARCH PROJECT.

1. INTRODUCTION

The 360° Leadership Assessment Questionnaire (LAQ) as described in Chapter 5 has been implemented as part of the Holistic Model for Leadership Development in the organization under research. The annual results of the 360° Leadership Assessment Questionnaire over a period of 3 years has been utilised for this research. The research results are discussed in Chapter 6. In this Chapter, the implementation of the Holistic Model for Leadership Development as part of this research project will be discussed.

2. IMPLEMENTATION OF THE HOLISTIC MODEL FOR LEADERSHIP DEVELOPMENT.

The Holistic Model for Leadership Development (see Figure 2.1 in Chapter 2) has been implemented in the organization where the research was conducted based on the theoretical framework and guidelines as discussed in Chapter 2.

The following process was followed in the implementation of the Holistic Model for Leadership Development:

2.1 LEADERSHIP COMPETENCIES

- The Leadership competencies regarded as critical for all leaders in the organization have been determined and validated by means of benchmarking and focus groups as described in Chapter 5 and graphically depicted in a Leadership Competency Model (see Figure 5.1).
- Each competency was described in terms of a general definition followed by a list of observable, measurable behaviours for each competency (see Appendix E).



2.2 ASSESSMENT AND FEEDBACK

- After the Leadership Competency Model had been approved by top management, a 360° Leadership Assessment Questionnaire (LAQ) was developed to measure the competencies in the Leadership Competency Model. The development and validation of the 360° Leadership Assessment questionnaire is discussed in detail in Chapter 5.
- Prior to the implementation of the Leadership Competency Model and 360° Leadership Assessment Questionnaire a half-day Leadership Assessment workshop was conducted with leaders on all levels in the organization to introduce them to the Leadership Competency Model and the 360° Leadership Assessment Questionnaire (LAQ). All leaders also received a 360° Leadership Assessment Guideline document at the workshop (see Appendix F).
- Subsequent to the workshops, the 360° Leadership Assessment Questionnaire was implemented in the organization as described in Chapter 5. Leaders participated on a voluntary basis for development purposes only.

2.3 DEVELOPMENT PLANNING

- Every leader who participated received a confidential individual feedback report (see Appendix B). Leaders were also requested to draw up personal development plans based on the results of the LAQ feedback reports (see Appendix C). A two hour workshop was also conducted with groups of 12 - 15 leaders at a time to assist them with the interpretation of their 360° assessment results as well as to provide them with guidelines on how to compile a personal development plan (see Appendix G).

2.4 DEVELOPMENT EXPERIENCES/ACTIONS

- Leaders were encouraged to include a variety of development actions as described in Chapter 5 in their development plans, based on their individual development needs.



- Leaders were encouraged to include a combination of the following types of development experiences/actions as described in Chapter 2 into their personal development plans:
 - Formal training courses and/or workshops;
 - Reading;
 - Self-monitoring;
 - Coaching, consulting, mentoring;
 - Job assignments;
 - On the job development activities (see Appendix H).

2.5 GROWTH AND DEVELOPMENT

Once leaders had a clear picture of their development goals, they were requested to decide how they would reach them. This largely depended on the individual's personality and the specific areas he or she wanted to develop.

The first question leaders should ask is, "How do I learn and grow?" All leaders have their own personal preferences for learning new behaviours that they have developed and become used to over time. Therefore, each leader needs to identify his or her own approach to learning before undertaking a specific action toward development. Although these preferred learning methods will often be the main focus of the development plan, leaders have been encouraged to be open to other approaches that may be more effective for learning a particular skill or behaviour. For example, we may prefer first 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 as appropriate for developing negotiating skills. Reading can be helpful, but the best way to develop this skill is to practise it and learn from experience. Every leader received a Self-development Guide with practical development actions that can be utilized by leaders to develop the leadership competencies in the Leadership Competency Model (see Appendix H).

The objective of the Holistic Model for Leadership Development is to have a positive impact on the following areas of capability as described in Chapter 2:

- Knowledge acquisition



- Self-awareness
- Perspective change
- Skills development
- Behaviour change

In the organization where the research was conducted, the development of leadership capabilities were monitored by means of an overall 360° Leadership Assessment company report based on the average rating for each competency. The average rating for each competency was calculated annually over the three-year period of this research and the results are reflected in Table 6.1.

2.6 LEADERSHIP CAPABILITIES

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2.7 MONITORING AND REVIEWING PROGRESS

The leadership behaviour of the leaders in the organization under research was measured annually over a period of 3 years by means of the 360° Leadership Assessment Questionnaire and analysed as described in Chapter 6.

In the organization where the research was conducted, the development of leadership capabilities were monitored on an individual level by means of the annual 360° leadership assessment reports distributed to each leader who participated. In order to enable leaders

to track the development of their leadership capabilities, each report also reflected the results of the previous assessment as discussed in Chapter 6.

At company level, the development of leadership capabilities was monitored by means of an overall 360° Leadership Assessment Company Report based on the average ratings for each competency, as discussed in Chapter 4.

3. ACTIONS TAKEN TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF THE MODEL

The following actions were taken to ensure the successful implementation of the Holistic Model for Leadership Development based on the best practice guidelines in Chapter 5:

- The leadership competencies that forms part of the Holistic Model for Leadership Development has been identified by the top management team of the organization to support the strategic direction of the company. This ensured that the top management team supported the project and therefore encouraged the rest of the leaders in the company to participate;
- A comprehensive communication plan was drawn up to support the implementation of the model. This ensured that all leaders understood what was going to happen, why it was going to happen and when it was going to happen;
- Workshops were conducted with all leaders to explain the leadership model and competencies as well as the 360° assessment and feedback process. These workshops provided leaders with the opportunity to ask questions and discuss their concerns;
- Copies were printed of the leadership model and each leader received a framed copy of the leadership model to hang in their office. In this way the leadership model and competencies became part of the work environment and culture of the organization;
- The 360° Leadership Assessment Questionnaire that was developed based on the identified leadership competencies were validated. This ensured that it was perceived as a credible and valid instrument to measure leadership behaviour by the leaders in the company;



- The 360° Leadership Assessment Questionnaire was computer based. This made it easy for leaders to participate and they were able to complete it at a time that was convenient for them and did not interfere with their work commitments;
- Confidentiality of the 360° assessment results were protected by only allowing two HR specialist's access to the data. This enhanced the credibility of the 360° assessment and feedback process;
- Feedback reports were distributed electronically. This allowed leaders to read their feedback reports and draw up their development plans at a time that was convenient for them;
- Leaders were provided with a set of personal development planning guidelines (see Appendix G) as well as a set of self-development guidelines (see Appendix H). This enabled leader to take responsibility for their own development which started to build a culture of self directed learning in the organization.
- Focus groups were conducted with leaders after each 360° assessment and feedback process to discuss the overall results and obtain feedback from them on what interventions are required. This established learning as a continuous process;
- Feedback were given to top management after every 360° assessment and feedback process on the overall results as well as the suggestions for possible interventions from the focus groups. Top management then evaluated the suggestions and decided which interventions will be implemented. This ensured that learning and decision-making became a participative process.

4. SUMMARY AND CONCLUSION

In this study, leadership behaviour has been measured and monitored over a period of three years by means of a 360° Leadership Assessment Questionnaire (LAQ) as part of a Holistic Model for Leadership Development. The objective of this research was to measure and monitor leadership behaviour and to analyse the assessment results. Based on a study of the analyses of the assessment results, statistically significant trends and patterns were identified for different groups in terms of gender, race, age, job level and rater groups. The results of the analyses were then interpreted to determine what focused



development experiences and interventions are required for specific groups, e.g. middle managers, female leaders, etc. as part of a Holistic Model for Leadership Development.

The overall assessment results for the company were also analysed by calculating the average rating for each competency every year as reflected in Table 6.1. These results were used to monitor and track the development of the leadership capability of the organization. It was also used to determine what company-wide development interventions are required to enhance the overall leadership capability of the company as part of the Holistic Model for Leadership Development.

Measuring and monitoring leadership behaviour at individual level over time provides individual leaders with valuable feedback on how their efforts to change and improve their leadership behaviour are being perceived by others, as well as what else they have to focus on to improve their leadership capabilities.

Drath (1998, p.431) summarises the purpose and contribution of this research in the context of a holistic model and process for leadership development very well when writing:

Leadership development as a profession is being aced to play a vital role in bringing forth a new idea of leadership and in supporting the new idea as it emerges. Some current practices, especially those seeking to combine leadership development with ongoing work and those seeking to create a framework for practising leadership development more systemically in organizations, are already pointing the way toward promising new directions.