

LEADERS WHO DEVELOP LEADERS

Strategies for Effective Senior Leader–Led Development

QUESTIONS ADDRESSED

- ∞ What impact does an effective leader-led development strategy have on key workforce outcomes?
- ∞ Which leader-led development capabilities have the greatest impact on rising leader performance and engagement?
- ∞ How can L&D enable senior leaders to be great at leader-led development?

SELECTED PROFILES

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The Goldman Sachs Group, Inc.
IBM Corporation
Johnson & Johnson
St. George Bank Ltd
Telecom Corporation
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Note to Members

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LETTER FROM THE LEARNING AND DEVELOPMENT ROUNDTABLE

In an era of heightened scrutiny on leadership quality, organizations are placing a new emphasis on building a bench of senior leadership talent. Learning executives are under greater pressure than ever to ensure that rising leaders will be ready and able to carry their organizations into the future.

Unfortunately, most learning executives lack confidence in the strength of their leadership benches. Roundtable research reveals that the leap into senior leadership can be especially difficult for rising leaders and exposes the business to significant levels of risk. Correctly, many organizations believe that their current senior leaders should play a significant role in boosting the performance and readiness of these rising leaders.

At the request of its members, the Roundtable directed its 2006 research on the roles senior leaders should play in developing the next generation of rising leaders and defining the most powerful approaches for enabling leaders to be effective in these roles. The inquiry sought answers to three central questions around leader-led development (LLD):

- *The Business Case for LLD*—What impact does an effective leader-led development strategy have on key workforce outcomes?
- *Mapping and Supporting Core LLD Capabilities*—Which LLD capabilities have the greatest impact on rising leader performance and engagement?
- *Driving LLD Effectiveness*—How can L&D enable senior leaders to be great at LLD?

To answer these questions, the Roundtable employed a two-pronged research strategy yielding data-driven insights from a quantitative analysis of survey data from more than 1,600 rising and senior leaders and conducted more than 100 interviews with learning executives to identify leading tactics for creating a robust LLD strategy. Our modest ambition is to influence critical leadership development investment decisions and help you focus your investments where they will achieve the greatest returns.

We encourage and look forward to your feedback.

With our deepest gratitude,

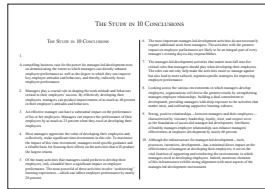
Learning and Development Roundtable
Washington, D.C., and London
Winter 2006

HOW TO USE THIS BOOK

Looking for...

...a concise overview of the main takeaways?

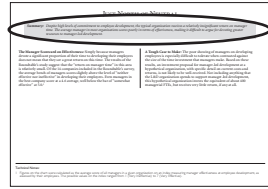
Read “The Study in 12 Conclusions”



(p. vi)

...the full results but not the details?

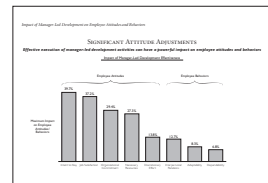
Read the “Summary” boxes on the text pages in Chapters I through IV



(pp. 1–138)

and

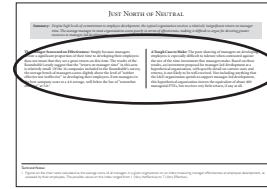
Scan the results on the graphical pages in Chapters I through IV



(pp. 7–144)

...the Roundtable’s complete analysis and discussion?

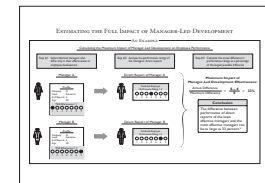
Read the “Discussion” on the text pages in Chapters I through IV



(pp. 77–144)

and

Read the results on the graphical pages in Chapters I through IV



(pp. 7–144)

...the research methodology and technical details?

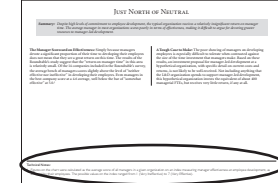
Read the “About the Study” in Appendix A



(pp. 145–152)

or

Read the “Notes” found on many of the text pages in Chapters I through IV



(pp. 7–144)

OTHER TIPS FOR NAVIGATING THIS STUDY

- ① To learn more about how to use the Roundtable’s research, refer to Chapter IV, “Crafting a Plan for Action.” (pp. 127–138)
- ② To find out how to access this study online, refer to the instructions at the end of the book. (pp. 165–166)
- ③ To order more copies of this study, refer to the order form at the end of the book.

THE STUDY IN 12 CONCLUSIONS

1. Leader-led development is not a “warm and fuzzy mandate.” It is a “need to have” rather than a “nice to have,” resulting in very real improvements to rising leader performance. Rising leaders reporting to senior leaders who are very effective at leader-led development outperform their peers by as much as 27%. These same rising leaders are also 25% more likely to stay, 25% more committed to their organizations, and put forth 18% more discretionary effort.
2. Leader-led development yields ripple effects that extend deeper within the organization. Rising leaders who report to senior leaders who are effective at leader-led development are not only 20% more effective at developing their own teams, but their direct reports also demonstrate much higher levels of readiness for their next promotion.
3. Although most senior leaders appreciate the value of developing their rising leaders, far too many are wasting the time they invest in this role. The performance of rising leaders reporting to senior leaders who are ineffective at developing them is no better than the performance of rising leaders reporting to senior leaders who devote no time to their development. Simply put, senior leaders are better off providing no development than ineffectively developing their rising leaders. L&D functions need to enable senior leader effectiveness before they encourage senior leader effort.
4. Of the many activities that senior leaders could undertake to develop their rising leaders, only a fraction have a significant impact on rising leader performance. The most powerful leader-led development activities fall into five key roles that senior leaders play: Performance Advisor, Relationship Broker, Experience Broker, Experience Optimizer, and Career Champion.
5. The most important leader-led development activities are far less formal or transactional in nature and much more facilitative than the activities lower-level managers employ to develop their direct reports. Moreover, the activities with the greatest impact tend to be blended into, not distinct from, the senior leader’s normal job responsibilities.
6. The best senior leaders manage two critical leader-led development ratios: 1) their “ask-tell ratio,” ensuring that they ask the right questions, not just give the right answers; and 2) their “performance-development ratio,” providing coaching that impacts not just the long-term development but also the short-term performance of their rising leaders.
7. Senior leaders are most effective at developing rising leaders when they leverage their privileged insight and uncommon influence to enable rising leaders to the right relationships with other leaders. While the breadth of the network they build for rising leaders makes a difference, the key role of the senior leader is to enhance network quality.
8. The most effective senior leaders help rising leaders mine their current jobs for development value. They provide “stretch assignments” that don’t require rising leaders to move to entirely different jobs, but rather occur within their current roles. Not content to provide the “right” experiences, they enable rising leaders to maintain a healthy “action-to-reflection-to-application ratio,” deliberately creating environments where rising leaders can safely reflect on, practice, and apply the skills they learn from those experiences.
9. The best senior leaders act as talent advocates for rising leaders, visibly broadcasting their talent across their organizations. By boosting the engagement and retention of their rising leaders, they avoid the trap of the “talent shield paradox,” wherein senior leaders who attempt to shield their talent from others are most likely to push rising leaders to positions outside their organizations.
10. The foundation of an effective leader-led development strategy rests on establishing healthy senior leader–rising leader relationships. A positive relationship between senior leaders and their rising leaders can boost senior leader effectiveness by more than 47%. In other words, without a foundation of healthy relationships, senior leaders have little hope of playing an effective role in the development of their rising leaders. The most powerful relationships for leader-led development are characterized by credibility and respect.
11. Senior leaders are far more effective at developing rising leaders when the senior leader and rising leader are open to development and clearly signal their receptivity to feedback. In essence senior leaders must demonstrate their own “coachability” if they hope to effectively coach others.
12. Just as senior leaders must demonstrate “coachability,” rising leaders must demonstrate “receptivity” to coaching. Those who are most open to coaching tend to receive the most effective coaching from their senior leaders.



CHAPTER I

The Business Case for Leader-Led Development

STARTLING TURNOVER RATES AT THE TOP

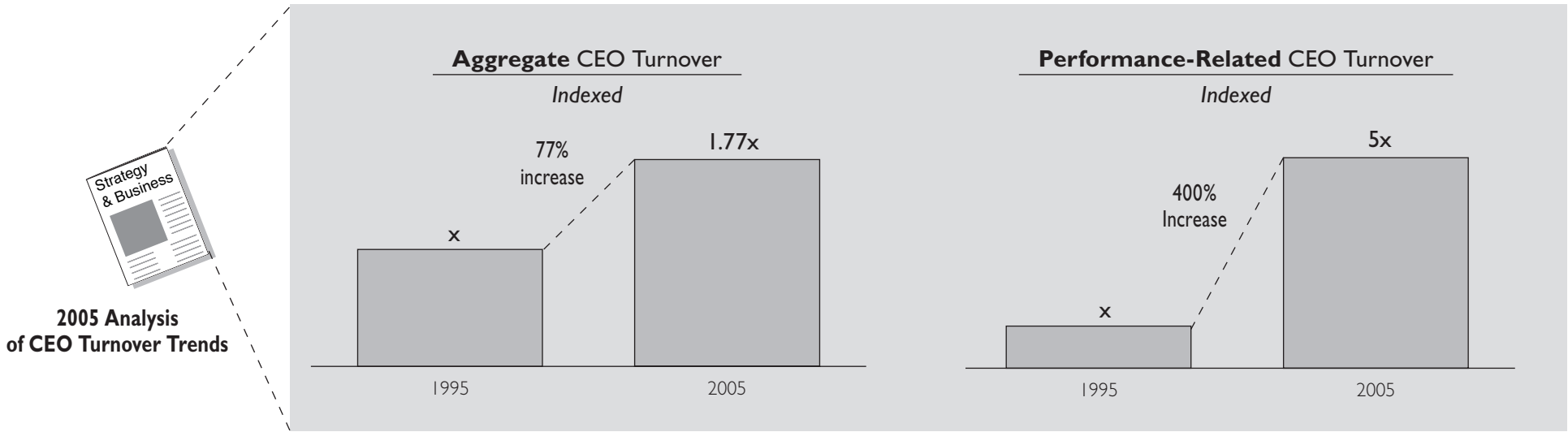
Summary: *Over the past decade, turnover has increased substantially at the highest levels of organizations, much of it performance-related. More recently, this volatility has spread throughout the “C-suite” to include chief financial officers and chief marketing officers, whose tenures have become surprisingly short.*

∞ **Unprecedented Levels of CEO Turnover**—According to current estimates, executive careers at the apex of organizations are experiencing greatly heightened levels of turnover. For instance, between 1995 and 2005 the aggregate CEO turnover rate rose by an astounding 77%. Of more significant concern, however, is the 400% increase in performance-related turnover for CEOs over the same period. In short, not only is CEO turnover rising, but much of this increase is due to lackluster performance.

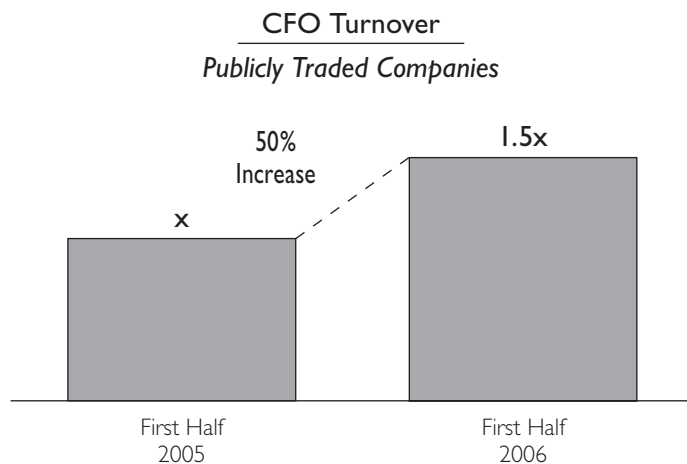
∞ **Career Volatility of the Entire Executive Suite**—Career volatility is not confined to CEOs; recently, other C-level executives have experienced increased levels of turnover as well. Between 2005 and 2006, the CFO turnover rate for publicly traded companies grew by 50%. In addition, the average tenure of a CMO in 2005 was approximately 22.9 months. These trends at the executive levels have prompted organizations to question the quality and readiness of the bench of rising senior leaders who are in line to move into their roles.

THE EXECUTIVE SUITE: GREAT PLACE TO MEET NEW PEOPLE?

Rising interest in senior leader development spurred by troubling levels of CEO turnover...



...and increasing career volatility across the executive suite



Source: Lucier, Chuck, et al., "CEO Succession 2005: The Crest of the Wave," strategy+business, Booz Allen Hamilton, (summer 2005); Learning and Development Roundtable 2005 Leadership Survey; Learning and Development Roundtable research.

HEIGHTENED INVESTOR ATTENTION ON BENCH STRENGTH

Summary: *Rising scrutiny by Wall Street and market analysts into leadership quality has prompted organizations to place a greater emphasis on their strategies for building bench strength from within. Executives at some of the world's leading organizations are proactively offering outside stakeholders much greater detail about their efforts to develop future leaders.*

∞ **Building Confidence in the Bench**—With growing concerns over CEO underperformance and executive career volatility, organizations are experiencing higher levels of scrutiny from key stakeholders on the strength of their leadership benches—the Board of Directors, investors, and business partners—than ever before. As a result, executives in certain organizations have stepped up their public pronouncements about their leadership development strategies. Statements at the top of the page below from executives with JCPenney and J. Sainsbury plc illustrate the specificity of these pronouncements.

∞ **Increased Scrutiny from Investors**—Recognizing the critical importance of strong leadership pipelines, investment analysts are placing a commensurate emphasis on the bench strength and succession management practices of the world's leading organizations. The questions at the bottom of the page below from PepsiCo and Kellogg demonstrate the depths to which questions from investment analysts are probing into the very core of an organization's leadership strategy. In response to this pressure, executives are turning to L&D to provide assurances about the quality of their future leadership talent.

UNDER THE MICROSCOPE

Rising visibility of public pronouncements by executives regarding leadership...

JCPenney®

“Based on feedback from our engagement survey, we have a series of actions we’re taking, [including] skill building....[We’re] **focusing more on leadership development with active involvement by our senior leaders.**”

*Executive Presentation
to Analysts
19 April 2006*

J Sainsbury plc

“In the last three months **we’ve put the top 1,000 managers in this business**, including all of the Board...**through a leadership development program over two days.** So a real investment in time, effort, energy, and money in starting to drive real leadership change in the business.”

*Executive Presentation
During Earnings Call
16 November 2005*

...driven by increasing “leadership scrutiny” from Wall Street

 **PEPSICO**

“How high a priority do you put on showcasing the division and the depth chart at PI?”

*Analyst Question Posed
to Chairman/CEO of
PepsiCo International
During Analyst Briefing
14 August 2006*

Kellogg's

“With all due respect, I have to ask you this. ...Obviously, you are comfortable as chairman. You come across very strongly. **Should we be concerned about the succession here at Kellogg?**”

*Analyst Question Posed
to Chairman/CEO
During Analyst Briefing
22 February 2006*

Source: “JCPenney 2006 Analyst Meeting—Day 2—Final,” *Fair Disclosure Wire*, 19 April 2006; “Interim 2005 J Sainsbury plc Earnings Conference Call—Final,” FD (Fair Disclosure) Wire, 16 November 2005; “PepsiCo Conference Call—Final,” *Fair Disclosure Wire*, 14 August 2006; “Kellogg Co. at Consumer Analyst Group of New York 2006 Conference—Final,” *Fair Disclosure Wire*, 22 February 2006; Learning and Development Roundtable research.

LACK OF L&D CONFIDENCE IN INTERNAL LEADERSHIP POOLS

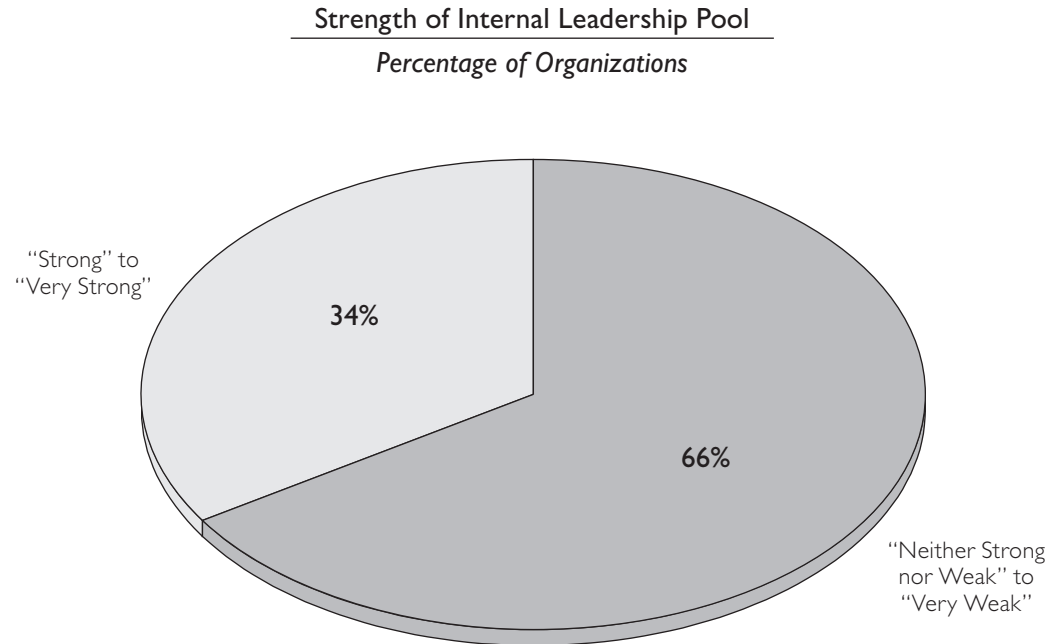
Summary: *The Roundtable estimates that only approximately one-third of learning executives are confident about the strength of their organizations' leadership benches. Addressing this problem requires not simply deploying more resources, but rather adopting new approaches to rapidly building leaders who will run their businesses in the future.*

☞ **Anxiety Over Internal Bench Strength**—Roundtable research reveals widespread concern among learning executives regarding bench strength. The chart on the page below shows the rating of the strength of internal leadership pools as perceived by learning executives in 2006. Though one-third of respondents rated their internal leadership pools as “strong” or “very strong,” the vast majority of learning executives were not as confident in the strength of their current and future leaders.

☞ **Not a Matter of “More”**—Despite the fact that the pool of rising leaders in the average organization is quite large, very few of these individuals possess the necessary skill set to be successful senior leaders. Learning executives are beginning to recognize that this problem cannot be solved by simply spending more money on leadership development or providing leaders with more training in the classroom. New strategies are needed to develop leaders who can fill future vacancies at senior leadership levels.

SIGNIFICANT CONCERNS ON BENCH STRENGTH

Recent Roundtable survey of L&D executives reveals widespread anxiety regarding internal bench strength



FROM A BROAD POPULATION, ONLY A FEW EMERGE

“Only a small percentage of our middle managers today have the right set of skills to fill senior leadership positions. No amount of time in the classroom will fill those gaps.”

Head of Training, Health Care Company

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

ATOP THE LIST OF LEADERSHIP DEVELOPMENT STRATEGIES

Summary: *Learning executives widely acknowledge the importance of leader-led development as a strategy for developing senior leadership bench strength. According to the Roundtable's research, "coaching provided by a leader's direct manager" is one of the top drivers of bench strength, outpacing even the most heavily used leadership development approaches.*

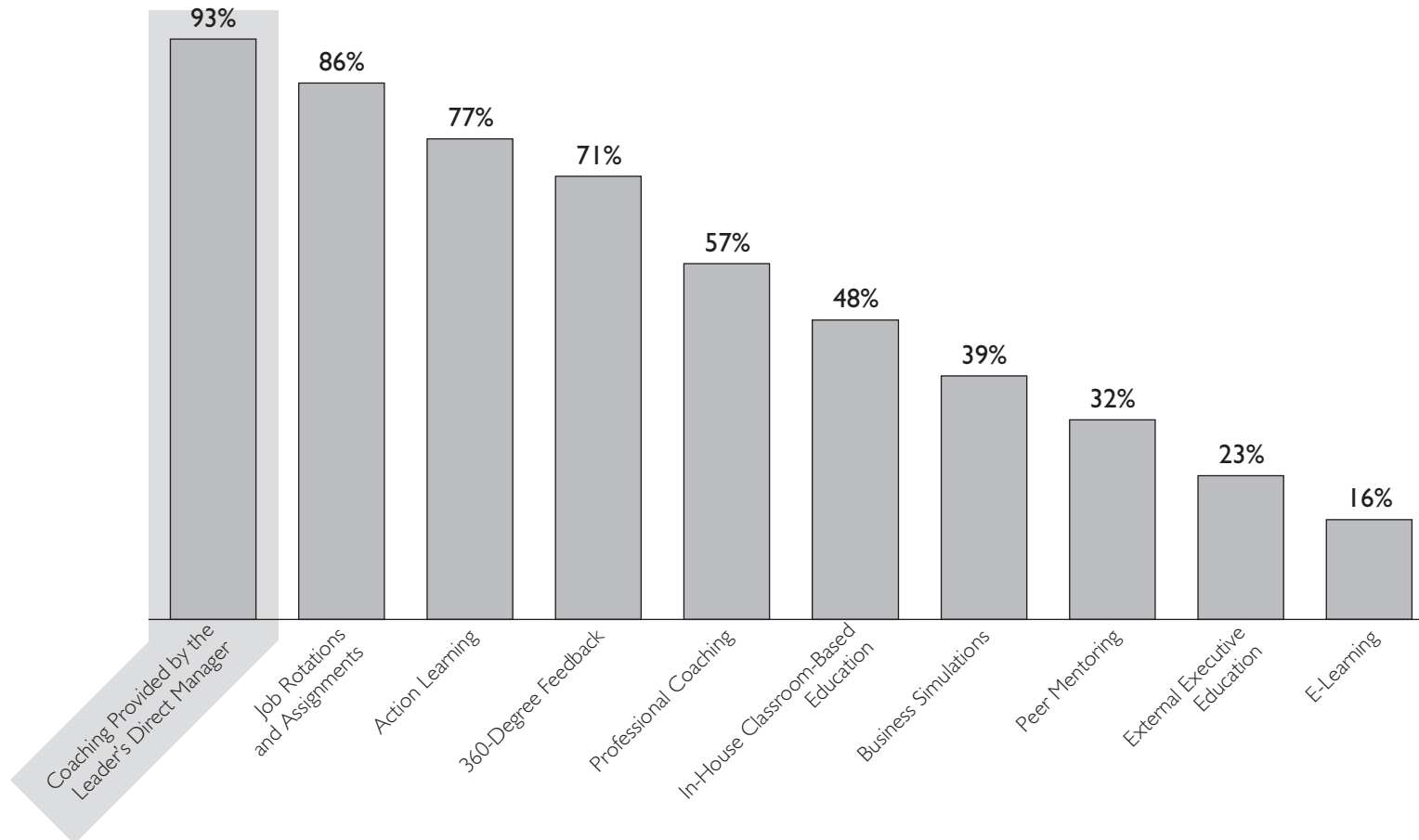
- ∞ **Recognizing the Power of Leader-Led Development**—In the Roundtable's 2006 Senior Leader Readiness Survey, learning executives were asked to identify the most important strategies for developing senior leaders. The graph below suggests that most learning executives have come to recognize the importance of leader-led development. More than 90% of learning executives rated "coaching provided by the leader's direct manager" as one of their top two drivers of senior leadership bench strength. In fact, leader-led development outscored all other possible strategies for developing senior leaders, including experiential learning strategies such as job assignments and action learning. Moreover, strategies that tend to receive the greatest amount of investment, such as classroom training and executive education, fell in the bottom half the list.

OUT OF MANY, ONE

Learning executives rate LLD as the single most powerful driver of bench strength

L&D Executive Perceptions of Bench Strength Drivers

Percentage of L&D Executives Rating Driver in "Top Two"



Source: Learning and Development Roundtable 2006 Senior Leader Readiness Survey; Learning and Development Roundtable research.

A TROUBLING PORTRAIT OF LLD EFFECTIVENESS

Summary: *While the benefits of LLD are clear, most senior leaders struggle to develop rising leaders. Less than a third of senior leaders are viewed as effective in this role by their rising leaders. However, senior leader effectiveness is only half of the picture—the vast majority of senior leaders, more than three-quarters, are not convinced of L&D’s effectiveness in supporting their efforts to develop rising leaders.*

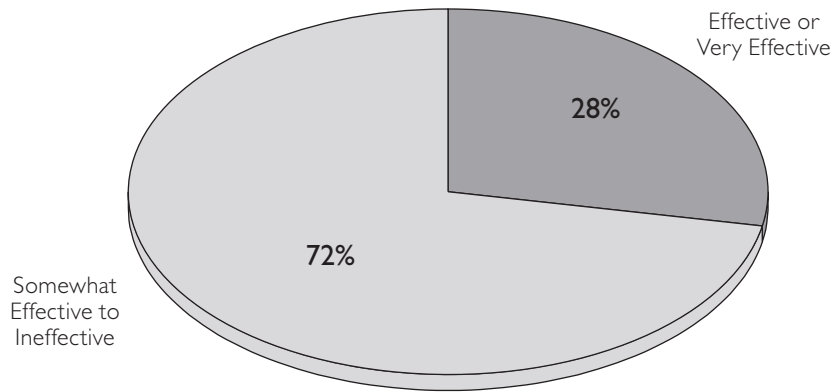
☞ **Senior Leaders with Room to Run**—Despite the importance of LLD, the current state of practice is largely wanting. For instance, when rising leaders rated the effectiveness of their senior leaders at LLD, only 28% of senior leaders were viewed as “effective” or “very effective” by their rising leaders. By contrast, more than seven out of every ten rising leaders believe their senior leaders have substantial room to improve in this critical role.

☞ **A Disappointing Scorecard on L&D**—Senior leaders themselves are only partly to blame for their ineffectiveness. Nearly eight out of every ten senior leaders state that their organizations are at best mildly effective at showing them how to prepare other leaders for more senior roles. In essence, they feel “adrift” in their efforts to develop other leaders. LLD is a two-way street: just as L&D functions encourage senior leaders to play a more effective role in the development of other leaders, they also need to ensure that they are actively supporting them in that role. In fact, L&D functions may actually have as much, if not more, room to improve the support they provide to senior leaders.

HOPE, PLEASE MEET REALITY

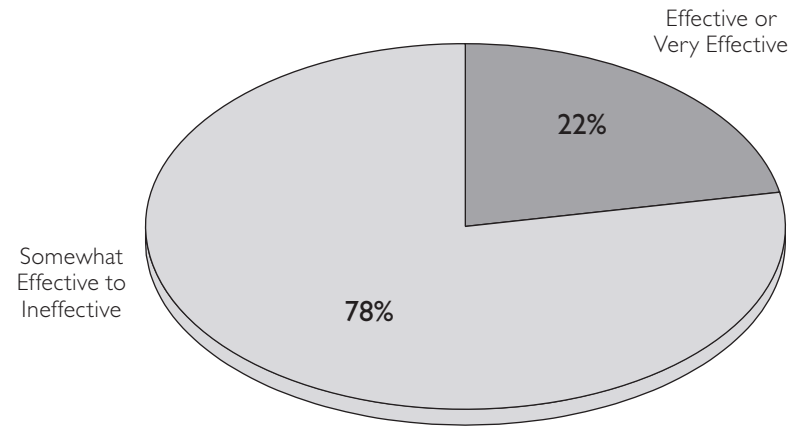
Senior leaders struggle to develop the rising leaders beneath them...

Senior Leader LLD Effectiveness
Ratings from Direct Reports of Senior Leaders



...and feel “adrift” in their developmental efforts

“My Organization Shows Me How to Prepare Other Leaders for More Senior Roles”
Ratings from Senior Leaders



WE’RE IN THIS TOGETHER

“For a long time, we’ve been exhorting our senior leaders to play a more effective role in the development of the leadership benches beneath them. And that demand was justified—overall, their effectiveness was pretty lukewarm. But we were really issuing an unfunded mandate. We were great at telling them why it was critical. We weren’t so great at providing guidance on how to do it.”

Head of L&D, High-Tech Company

DEFINING LEADER-LED DEVELOPMENT

Summary: *Leader-led development (LLD) represents the key input for the Roundtable's analysis. LLD is defined as a series of job-related interactions between a senior and rising leader designed to improve the rising leader's performance and prepare him or her for future leadership roles. The impact of LLD is measured in the form of two outcomes: rising leader attitudes and behaviors and rising leader performance.*

∞ **A Working Definition of LLD**—The page below provides the Roundtable's definition of leader-led development (LLD), which is the primary focus of this study. LLD consists of a set of job-related activities that ultimately increases a rising leader's performance and readiness to ascend to the next level of leadership within the organization. A representative lot of these activities is shown at the bottom of the page below.

∞ **The Impacts of LLD**—The goal of the Roundtable's analysis is to determine which LLD activities have the greatest impact on key workflow metrics. The Roundtable measured rising leader attitudes, behavior, and performance to illustrate the impact of LLD.

BEYOND LEADERS AS TEACHERS

The Roundtable's definition of leader-led development builds upon a number of other popular concepts culled from secondary literature including leaders as teachers, leader-coaches, leader-to-leader mentoring, and leader-sponsored action learning programs. Though these concepts contributed powerfully to the Roundtable's analysis, each represents only a narrow slice of a broader approach to leader-led development, which embeds learning into day-to-day interactions between rising leaders and senior leaders.

WHAT IT MEANS, WHY IT MATTERS

Roundtable analysis examines the concrete benefits of LLD

Defining the “Input”

Measuring the Outcomes

LEADER-LED DEVELOPMENT, DEFINED*

Leader-Led Development ('lē-dər • 'led • di-'ve-ləp-mənt): An **ongoing and dynamic series of job-related interactions** between a senior leader and rising leader designed to **improve the rising leader's performance and increase the rising leader's readiness** for future leadership roles.

* See the page above to understand how this definition differs from other commonly held definitions of LLD.



**Rising Leader
Attitudes and
Behaviors**

**Rising Leader
Performance**

Representative LLD Activities

- Ensure Development in Areas Needed to Advance
- Teach a Valuable Skill or Procedure
- Provide Opportunities to Practice New Skills
- Enable Reflection on Learning from Assignments
- Ensure Assignments Provide Learning
- Place in Situations That Push Comfort Zone
- Build Relationships with Other Key Leaders
- Serve as Sounding Board for Difficult Challenges
- Provide Feedback on Taking Advantage of Strengths

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

A FOCUS ON SENIOR LEADERSHIP

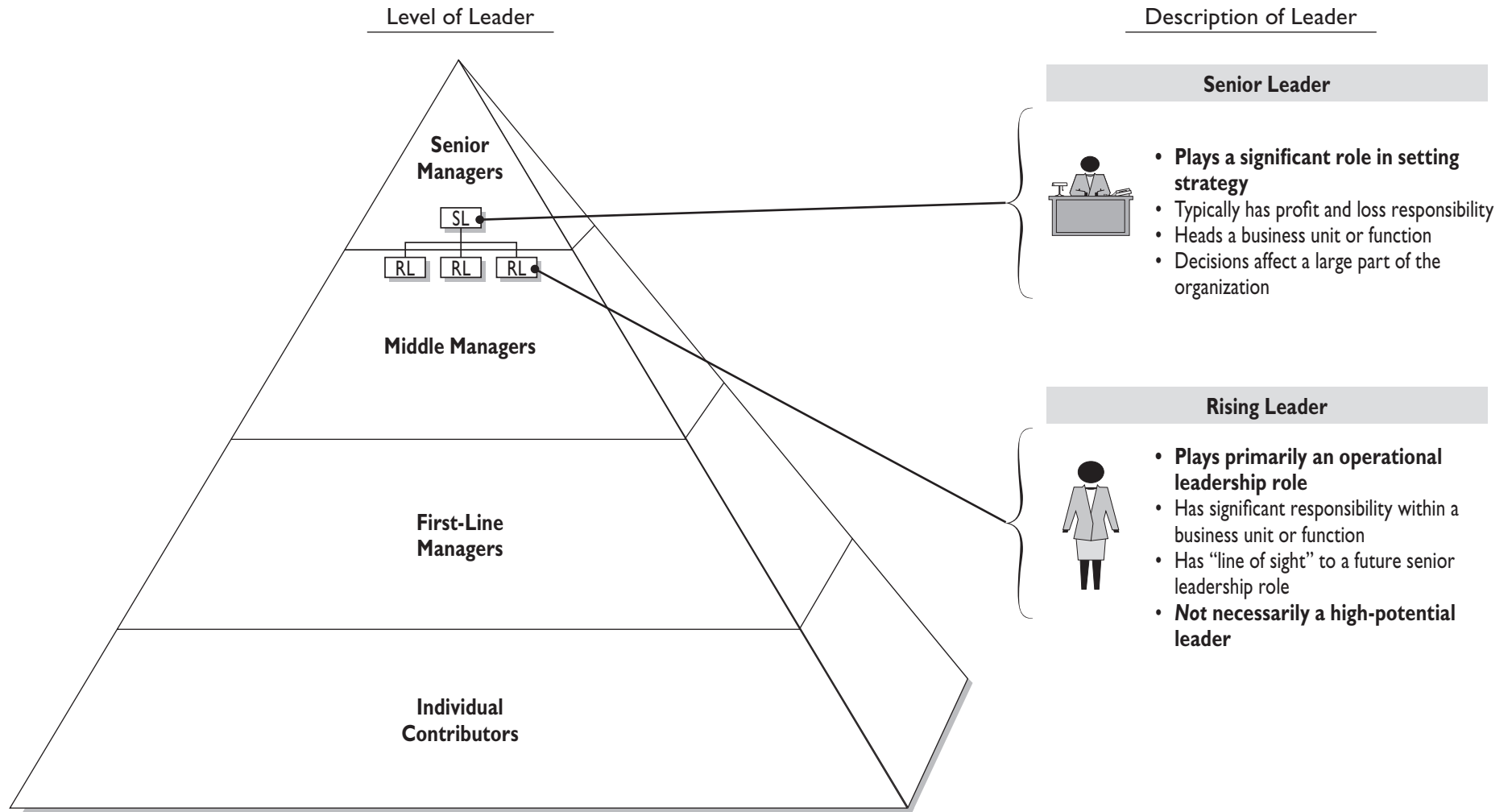
Summary: *The Roundtable’s research was directed at improving the relationships between today’s senior leaders and those leaders immediately beneath them with a clear line of sight to future senior leadership positions (i.e., “rising leaders”). The primary distinction between these two groups of leaders was the level of responsibility senior leaders currently hold for setting (as opposed to executing) organizational strategy.*

- ∞ **Two Groups of Senior Leaders**—The Roundtable’s analysis of leader-led development focused on two groups of leaders who occupy high-level leadership positions in their organizations: senior leaders and rising leaders.
 - **Senior Leaders**—These leaders currently reside in the topmost levels of leadership within their organizations. In the Roundtable’s analysis, these are the individuals responsible for delivering development to other leaders. They are distinguished primarily by the role they play in setting organizational strategy. Senior leaders typically lead the organization, a major business unit, or a function and usually have profit-and-loss responsibilities.
 - **Rising Leaders**—These leaders are the direct reports of senior leaders and are considered the bench for the senior leadership positions in their organizations. In the Roundtable’s analysis, these are the individuals who receive the development provided by today’s senior leaders. They can be identified primarily by the operational role they play in their organizations. While some rising leaders may be “high potential” leaders, the Roundtable also included a significant percentage of leaders with varying levels of performance and longer time horizons to senior leadership roles.

- ∞ **Why Senior and Rising Leaders**—Conversations with Roundtable members in 2005 revealed considerable concern over the bench strength for top leadership positions within their organizations. This concern was coupled with a belief that leaders at higher levels benefit from a different set of development activities than lower-level leaders. Thus, the present analysis focused on differentiating the contours of this critical relationship from that of the relationship between more junior managers and their direct reports (as described in the Roundtable’s previous study titled *Engaging Managers as Agents of Employee Development*).

PUTTING EDGES ON THE FUZZY CONCEPT OF RISING LEADERS

The Roundtable's analysis focused on leaders who help other leaders make the leap into senior management



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

BOOSTING RISING LEADER PERFORMANCE THROUGH LLD

Summary: *The foundation for a powerful business case for LLD begins with its impact on the performance of rising leaders. The magnitude of the impact is as striking as it is real: rising leaders who receive effective development from senior leaders perform at significantly higher levels, by as much as 27%.*

- ∞ **A Business Case That Begins with Performance**—Though most organizations and their senior leaders intuitively recognize that LLD matters, they generally lack definitive evidence of the impact that it can have when done well. The Roundtable’s quantitative analysis puts hard edges on the business case for LLD by demonstrating the degree to which it drives critical workforce metrics. The foundation for the business case rests on LLD’s impact on rising leader performance.
- ∞ **A Side-by-Side Comparison**—To illustrate the impact of LLD on rising leader performance, the Roundtable’s analysis compared the performance of two groups of rising leaders who were alike except that one group of rising leaders reported to senior leaders who were very ineffective at developing their rising leaders (Senior Leader A below) and the other group of rising leaders reported to senior leaders who were very effective at developing their rising leaders (Senior Leader B below).

- ∞ **Development That Makes a Difference**—Rising leaders who report to senior leaders who are effective at developing them perform significantly better than rising leaders who report to senior leaders who are ineffective at developing them. Rising leaders who receive the best development from their senior leaders outperform their peers by as much as 27%. These results provide substantial support to the belief expressed by learning executives earlier in this study that LLD is one of the most powerful tools at their disposal for developing their future senior leaders.

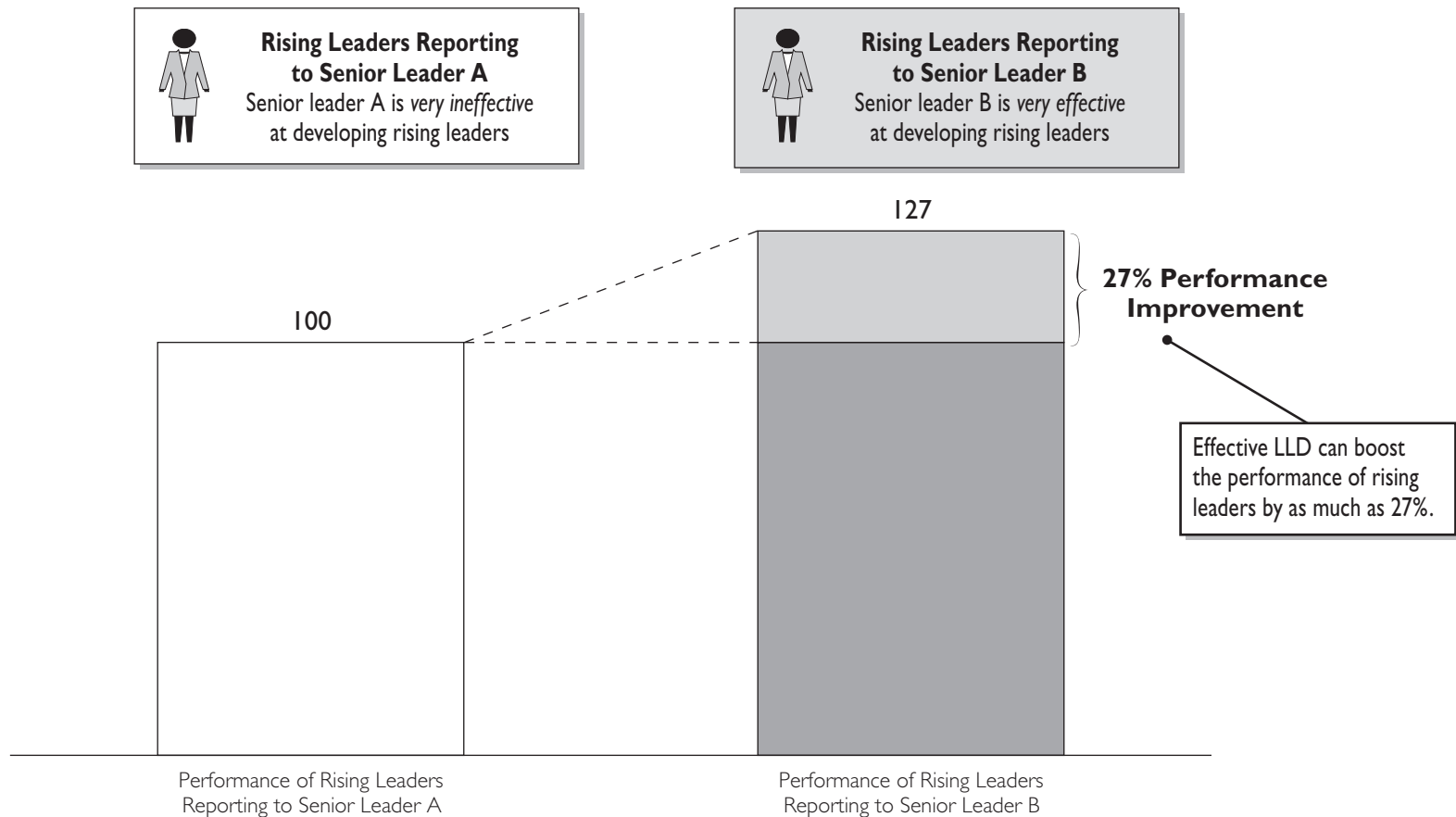
Benefit #1: The Impact of LLD on Rising Leader Performance

THE POWER OF LLD

Rising leaders who receive effective development from a senior leader outperform their peers by up to 27 percent

Impact of LLD on Rising Leader Performance*

Indexed



* For the purposes of illustration, rising leader performance scores were indexed to a scale on which 100 points indicates performance of rising leaders who report to senior leaders ineffective at developing other leaders.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

RESULTS THAT EXTEND BEYOND PERFORMANCE

Summary: *The second part of the business case for LLD focuses on its profound influence on the engagement and retention of rising leaders. When senior leaders are effective at LLD, their rising leaders not only work much harder, but are also far more committed to the organization and significantly less likely to leave.*

- ∞ **Part II of the Business Case: Attitudes**—The business case for LLD does not end with its impact on individual performance. LLD can yield substantial improvements in the attitudes of rising leaders as well. To quantify these benefits, the Roundtable again compared rising leaders and senior leaders who were identical except in the effectiveness of the senior leaders at LLD. The results of the Roundtable's analysis uncovered significant differences in the retention and engagement levels of the two sets of rising leaders:
 - *Intent to Stay Rises*—The extent to which rising leaders plan to stay with their current organizations, a measure of turnover probability or retention, is up to 25% higher among rising leaders who receive effective LLD. Given the high cost of turnover for positions at this level in the organization, even modest improvements in retention can yield significant cost savings for most organizations.
 - *Emotional Commitment Deepens*—The extent to which the rising leaders derive emotional meaning from belonging to their organizations is also far higher, as much as 25%, for rising leaders reporting to senior leaders effective at LLD.
 - *Discretionary Effort Improves*—The extent to which rising leaders are willing to go beyond the call of duty and put forward additional discretionary effort rises by up to 18% for rising leaders who receive effective development from their senior leaders.

Benefit #2: Impact of LLD on Rising Leader Effort, Engagement, and Retention

DRIVING EFFORT, ENGAGEMENT, AND RETENTION

Rising leaders reporting to leaders who excel at LLD are significantly more engaged and substantially less likely to leave

Impact of LLD Effectiveness on Rising Leader Attitudes and Behaviors

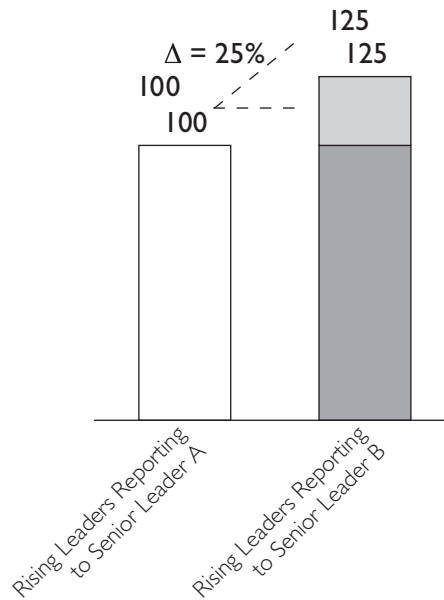


Rising Leaders Reporting to Senior Leader A
Senior leader A is very ineffective at developing rising leaders

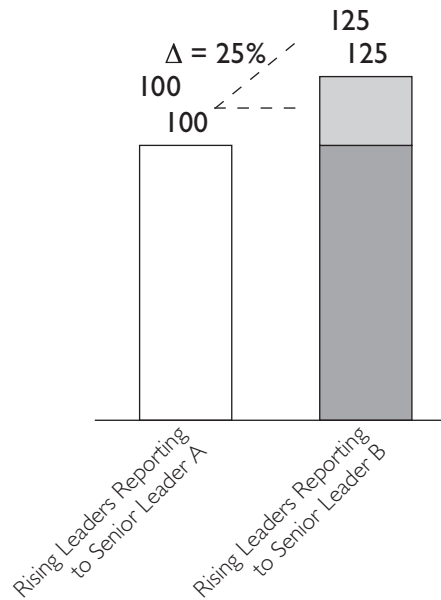


Rising Leaders Reporting to Senior Leader B
Senior leader B is very effective at developing rising leaders

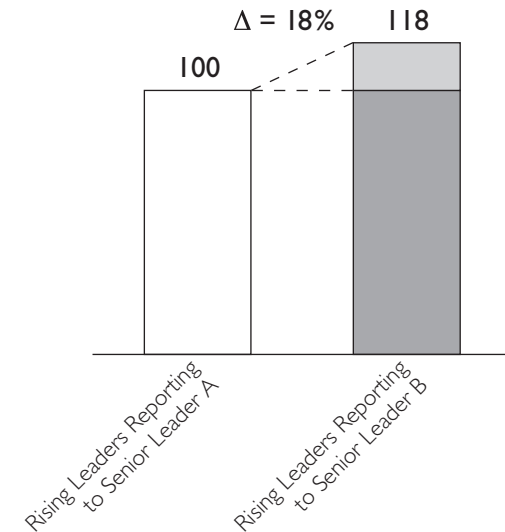
Intent to Stay



Emotional Commitment



Discretionary Effort



* For the purposes of illustration, rising leader performance scores were indexed to a scale on which 100 points indicates performance of rising leaders who report to senior leaders ineffective at developing other leaders.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

EXTENDING THE REACH OF LLD

Summary: *The third part of the business case for LLD is built around its impact beyond the rising leaders themselves. Roundtable analysis reveals that the effects of LLD cascade deeper into the leadership ranks to the direct reports of rising leaders. The teams working for rising leaders who receive effective LLD exert significantly more discretionary effort and are noticeably more “promotable” than their peers.*

• **Impacts One Step Removed**—The positive influence of effective LLD goes beyond the effort, engagement, retention, and performance of the rising leaders themselves and cascades down to the direct reports of those rising leaders. Direct reports of rising leaders reporting to senior leaders who are very effective at LLD also demonstrate notably higher levels of discretionary effort and promotability (i.e., the extent to which they are ready for their next promotion) compared to the direct reports of rising leaders reporting to senior leaders who are very ineffective at LLD.

- **Direct Report Discretionary Effort Increases**—Direct reports of rising leaders who receive effective development from senior leaders exert up to 16% more discretionary effort than their peers. Thus, senior leaders who are effective at LLD boost not only the discretionary effort of their rising leaders but the discretionary effort of their rising leaders’ direct reports as well.
- **Direct Report Promotability Improves**—Individuals who report to rising leaders working for senior leaders who are effective at LLD exhibit 11% greater readiness for promotion into their next role. In essence, they are better prepared to step into the roles currently occupied by their managers, ensuring continuity of leadership when their manager move onto their next leadership role.

THE CASCADE EFFECT

The positive impacts of effective LLD extend to the direct reports of rising leaders

WHAT'S GOOD FOR MY BOSS IS GOOD FOR ME



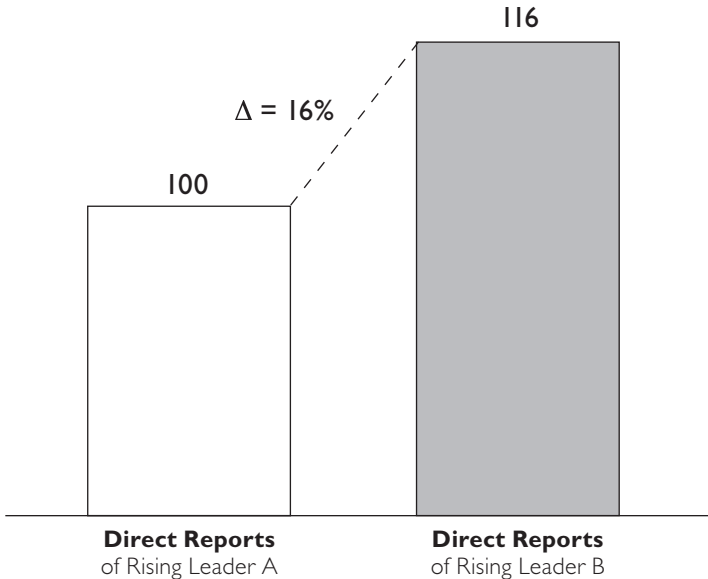
Rising Leader A
Reports to senior leader who is very ineffective at developing rising leaders



Rising Leader B
Reports to senior leader who is very effective at developing rising leaders

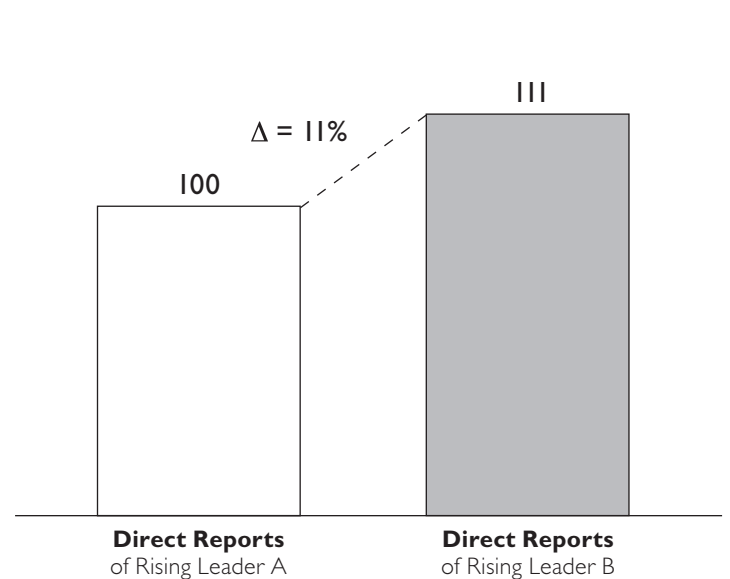
Discretionary Effort of Rising Leaders' Direct Reports

Indexed



"Promotability"* of Rising Leaders' Direct Reports

Indexed



* Promotability refers to the extent to which the direct reports of rising leaders are ready for their next promotion.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

LEADERS WHO GET RESULTS AND BUILD THE BENCH

Summary: *Contrary to conventional wisdom, senior leaders do not have to trade away business results to be effective bench builders. Senior leaders who are effective at LLD actually have higher levels of business capability and are much more likely to exceed their financial goals than senior leaders who are ineffective at developing future senior leaders.*

∞ **Debunking a False Trade-Off**—Senior leaders often believe that they have to make a trade-off between getting business results and developing rising leaders. As a result, they tend to place greater priority around the former. The Roundtable’s analysis reveals, however, that the perceived trade-off is largely a myth—that senior leaders who excel at developing rising leaders also exhibit greater business savvy and results than their peers who fall short in this area. In short, developing the bench or getting business results is not an either/or proposition: the best senior leaders not only get business results today but also develop the leaders who will produce results in the future.

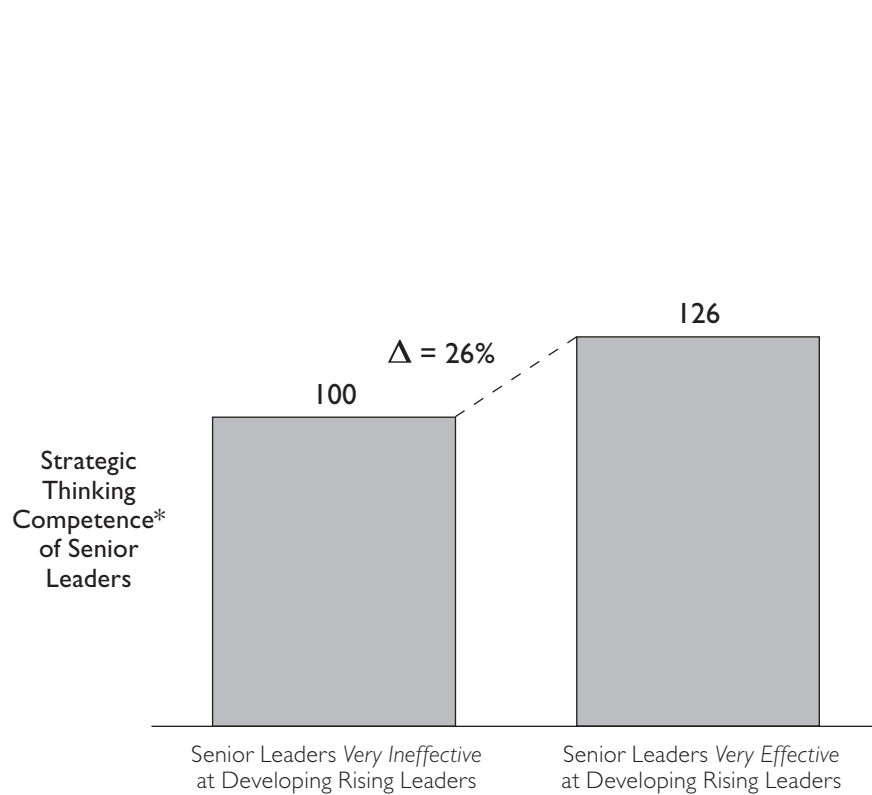
- *Linking LLD to Business Capability*—Senior leaders who are very effective at developing rising leaders are also significantly better at strategic thinking. In fact, they demonstrate 26% higher competence in strategic thinking than senior leaders who are very ineffective at developing rising leaders.
- *Linking LLD and Business Performance*—Perhaps even more compelling is the finding that senior leaders who are effective at developing rising leaders are one-and-a-half times more likely to exceed their financial goals than senior leaders who struggle to develop rising leaders. When it comes to building the leaders of the future, the most effective senior leaders are able to leverage their own success at running the business.

Benefit #4: Leaders Who Develop Leaders Also Get Results

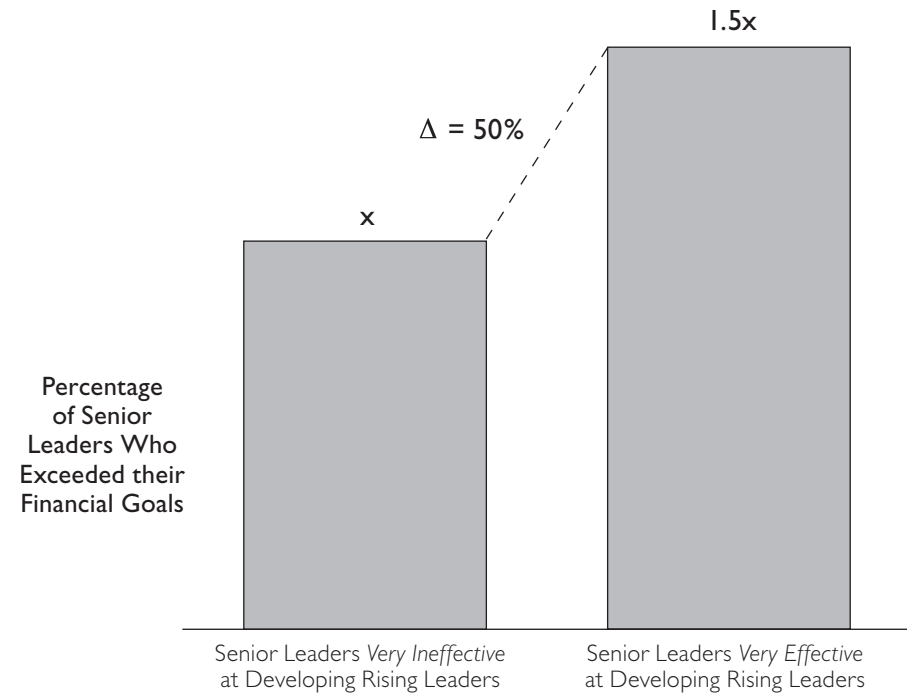
BEST BENCH BUILDERS = BEST BUSINESS LEADERS

Senior leaders who are effective at developing other leaders also demonstrate a far superior business management capability and a greater ability to get business results

The Link Between LLD and Business Capability



The Link Between LLD and Business Performance



* For the purposes of illustration, senior leaders' scores at strategic thinking were indexed to a scale on which 100 points indicates the scores of senior leaders ineffective at LLD, as represented by the bars on the left.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

WANTED: MORE THAN GOOD INTENTIONS

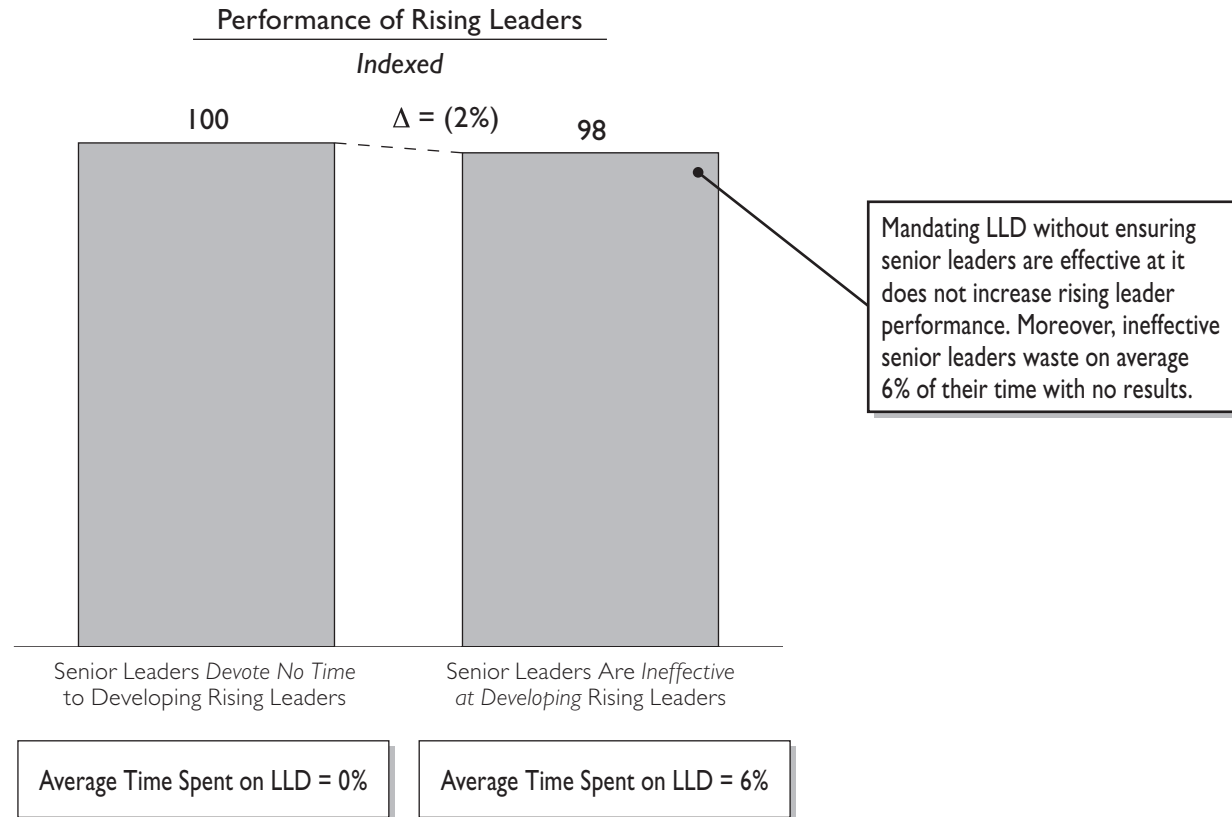
Summary: *Encouraging senior leaders to devote time to developing rising leaders without improving the quality of the development they provide is largely a waste of their time and energy. Rising leaders who receive ineffective development from their senior leaders perform no better than rising leaders who receive no development from their senior leaders at all.*

∞ **No Significant Difference**—The Roundtable’s analysis demonstrates that even when senior leaders spend time on developing rising leaders, their efforts may not boost the performance of those leaders. As shown below, the performance of rising leaders who report to senior leaders who spend virtually no time on their development is no better than the performance of their peers who senior leaders spend time on developing them but are ineffective at it.

∞ **A Poor Return on Time**—Senior leaders who were rated as ineffective at LLD by their rising leaders spent an average of 6% of their time on their development, a sizeable figure considering everything on a typical senior leader’s plate. Unfortunately, their efforts to develop rising leaders are largely a waste of time, resulting in no appreciable improvements to rising leader performance. In short, quantity is not a substitute for quality. As the quotation below suggests, driving LLD effort without boosting LLD quality can actually do more harm than good.

BETTER NO DEVELOPMENT THAN POOR DEVELOPMENT

Rising leaders who receive no LLD perform at the same level as rising leaders who receive poor LLD



FIRST THINGS FIRST

“When we recently launched a new performance and development system, our CEO stated that he wanted to set a target of 100% compliance for development conversations between leaders and their direct reports. His intentions were good, but I had to gently push back. I said, ‘If we mandate this immediately, we’re going to force a lot of people to endure really awful conversations with their leaders and managers. Before we mandate compliance, we need to emphasize quality.’”

Head of L&D, Services Company

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

SUMMARIZING THE BUSINESS CASE FOR LLD

KEY TAKEAWAYS FOR L&D

1. The Business Case for LLD Is Real—LLD is not a “warm and fuzzy mandate” that is “nice to have” rather than “need to have.” Roundtable analysis reveals that rising leaders who report to senior leaders who are very effective at LLD outperform their peers by as much as 27%.

In addition to the impact on individual performance, rising leaders who report to senior leaders who are very effective at LLD are also more engaged and likely to stay in their organizations.

2. Ripple Effects of Effective LLD—The impact of LLD extends deeper within the organization. Direct reports of rising leaders who report to senior leaders who are very effective at developing rising leaders demonstrate higher levels of discretionary effort and promotability (i.e., the extent to which they are ready for their next promotion).

3. Better No Development Than Poor Development—Roundtable analysis reveals the performance level of rising leaders reporting to senior leaders who devote no time to developing them is no better than the performance level of rising leaders reporting to senior leaders who are ineffective at developing them. Simply put, senior leaders are better off providing no development than ineffectively developing their rising leaders. Given the potential for wasting (already precious) senior leader time, L&D functions need to enable senior leaders to be effective at LLD before encouraging them to engage in such activities.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

ADDRESSING THE CENTRAL LLD CHALLENGES

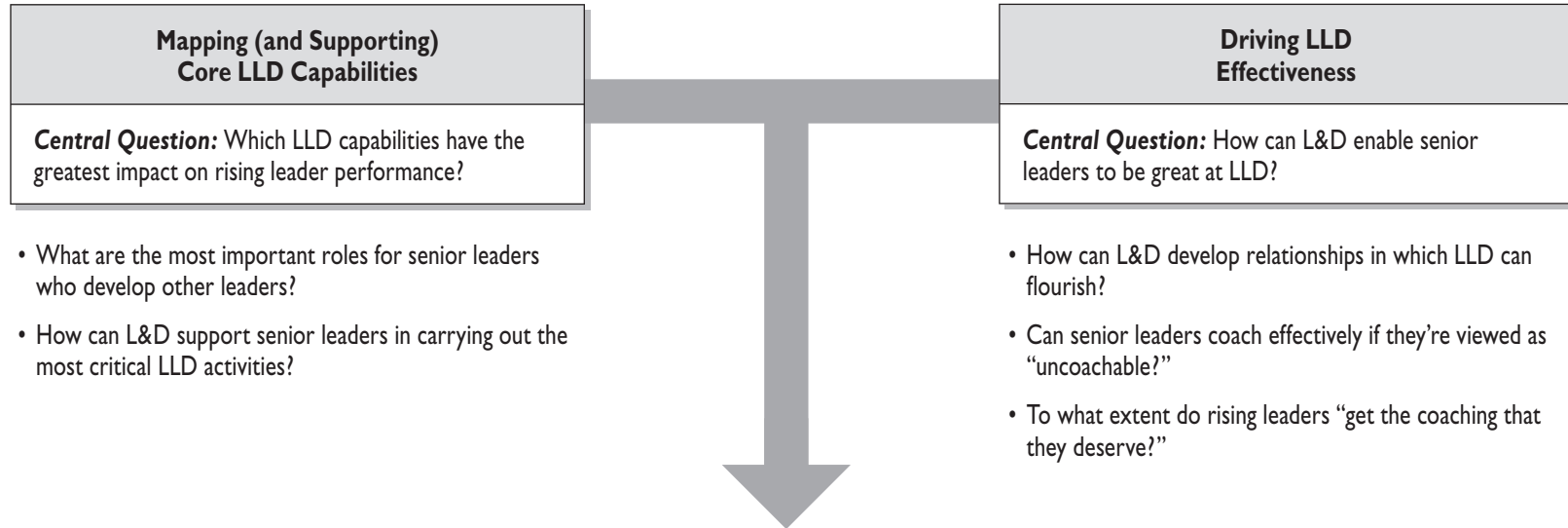
Summary: *Given the business case presented on the previous pages, the Roundtable's research on LLD focuses on two central questions: 1) which LLD capabilities have the greatest impact on rising leader performance, and 2) how can L&D enable senior leaders to be effective at LLD? To answer these questions, the Roundtable relied on a two-pronged approach of survey data and best practices research that identified the most powerful LLD activities for senior leaders and the key enablers of their effectiveness at these activities.*

∞ **Realizing the Full Value of LLD**—To help organizations achieve the full benefits of LLD, the Roundtable has focused this study around two core challenges confronting L&D functions. The first challenge is one of prioritization: pinpointing the specific LLD activities that will result in the greatest return on senior leaders' time. The second, equally critical challenge, revolves around identifying the conditions that enable senior leader effectiveness at LLD, helping L&D functions invest in the most effective LLD strategies.

∞ **Two Approaches to Solving LLD Challenges**—To address these challenges, the Roundtable employed a two-pronged research process: 1) a quantitative analysis of survey data from more than 1,400 rising and senior leaders provided data-driven insights into the LLD activities and enablers that matter most, and 2) interviews with more than 100 learning executives to yield profiles of the leading approaches and tactics for creating a robust LLD strategy.

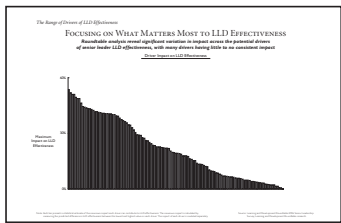
ANSWERS TO CORE LLD CHALLENGES

Roundtable research is designed to help L&D executives position senior leaders as powerful “bench builders”



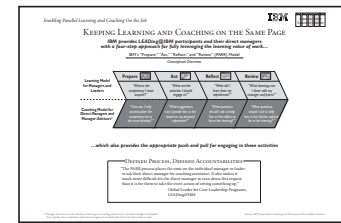
TWO PATHS TO OUR OBJECTIVES

Quantitative Analysis of Proprietary Datasets



More than 1,400 surveyed senior leaders and rising leaders

Best Practice Profiles



More than 100 interviews with L&D executives across every major industry sector

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



CHAPTER II

Mapping and Supporting Core LLD Capabilities

- What are the most important roles for senior leaders who develop other leaders?
- How can L&D support senior leaders in carrying out the most critical LLD activities?

A PORTRAIT OF LLD FROM A TO Z

Summary: *The first step in the Roundtable's analysis involved identifying all of the possible ways that senior leaders could develop their rising leaders. Based on an extensive review of the literature and conversations with members, the Roundtable developed a list of 60 activities that senior leaders could undertake in this critical role.*

- ∞ **All the Things Leaders Can Do**—The Roundtable conducted conversations with hundreds of learning executives and scoured learning and development research to understand the full spectrum of LLD activities. From these sources, the Roundtable identified 60 ways that senior leaders could develop other leaders as found on the page below. The importance of these activities was examined through surveys administered to senior and rising leaders. Based on its analysis, the Roundtable was able to determine, of all the activities senior leaders *could* undertake, which activities they *should* undertake to develop rising leaders.

LEADER-LED DEVELOPMENT FROM A TO Z*

The Roundtable examined 60 ways senior leaders could develop other leaders

Survey Question to Rising Leaders: How Effective or Ineffective Do You Feel Your Manager Has Been At...

1. Helping you set challenging, yet achievable development goals
2. Making sure that you develop in the areas most important to succeeding in your current position
3. Making sure that you develop in the areas most important to advancing your career
4. Preparing you for successful moves to a higher-level position or another part of the organization
5. Helping you achieve the right balance between the time you spend on your day-to-day work and learning new things
6. Directing you to the most valuable classroom training experiences
7. Holding you accountable for the success of your efforts to develop your direct reports
8. Giving you a clear sense of where you stand on achieving your development goals
9. Making sure that others are able to see your long-term potential within the organization
10. Giving you feedback that helps you understand your greatest strengths
11. Giving you helpful guidance on how you can take advantage of your strengths
12. Giving you helpful guidance on how you can take action in areas where you need to improve
13. Giving you feedback about how you can address areas you need to improve
14. Serving as a sounding board for your most difficult issues and challenges
15. Increasing your awareness of the most harmful behaviors you might display
16. Helping you identify the perspectives and approaches you need to change to achieve your performance objectives
17. Teaching you valuable skills, concepts, processes, or procedures
18. Giving you freedom to solve difficult problems on your own
19. Showing you the best informal ways of getting things done
20. Giving you useful advice based on his or her own experience
21. Helping you remove the obstacles that prevent you from achieving your performance objectives
22. Helping you resolve conflicting priorities, responsibilities, and roles
23. Helping you understand the unintended consequences of the decisions you make
24. Helping you translate your organization's strategy into a clear set of priorities for you
25. Helping you learn how to assess your organization's performance
26. Helping you learn how to think about strategic choices that confront your organization
27. Helping you learn how to improve your organization's execution against its strategic objectives
28. Helping you learn how to address issues that span across the entire organization
29. Helping you learn how to address very complex issues

30. Building strong relationships between you and other key leaders in the organization
31. Providing you with guidance on the individuals that have the most influence in the organization
32. Connecting you with the best individuals to coach and mentor you
33. Creating valuable opportunities for you to learn by collaborating with other leaders
34. Providing opportunities for you to get to know all areas of the organization
35. Enabling you to reflect on what you have learned from challenging projects or assignments
36. Providing you with opportunities to safely try out or practice new skills
37. Helping you learn from, rather than simply punishing you for, your mistakes and failures
38. Providing you with opportunities to apply new skills or knowledge you have gained
39. Placing you in situations that push you toward the edge of your comfort zone
40. Placing you in situations where you have to fix or stabilize failing organizations or projects
41. Placing you in situations where you have to take action under uncertainty
42. Making sure that many of your projects or assignments are valuable learning experiences
43. Giving you the appropriate sequence of work experiences and assignments to develop you
44. Giving you responsibility that is increasingly broader and different than what you have had before
45. Providing you with a significant amount of decision-making responsibility
46. Directing you to job assignments that will significantly advance your career
47. Clearly explaining the performance standards on which you are evaluated
48. Clearly explaining what you need to do to get promoted
49. Helping you set challenging, yet achievable performance objectives for your work
50. Helping you determine which of your performance objectives matter most
51. Teaching courses to other leaders in the organization
52. Creating a safe environment where leaders can learn from their mistakes
53. Building strong relationships between leaders at the same level
54. Helping his or her peers learn how to effectively coach other leaders
55. Removing the primary barriers to cross-functional or lateral assignments in the organization
56. Recognizing and rewarding leaders who develop other leaders
57. Identifying the individuals with the highest potential for senior leadership positions
58. Modeling the most important coaching behaviors for other leaders to follow
59. Allocating enough resources for developing our leaders
60. Making a visible commitment to the importance of developing other leaders

* Source of Information: 2006 Senior Leadership Survey, Rising Leader Questionnaire.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

FOCUSING SENIOR LEADERS ON WHAT MATTERS

Summary: *Given that most senior leaders do not have a great deal of time to devote to developing rising leaders, the greatest challenge for them is to focus on the activities with the greatest impact. The Roundtable's analysis revealed that less than half of LLD activities have a consistent impact on the performance of their rising leaders, and more importantly, only a handful result in truly significant performance gains.*

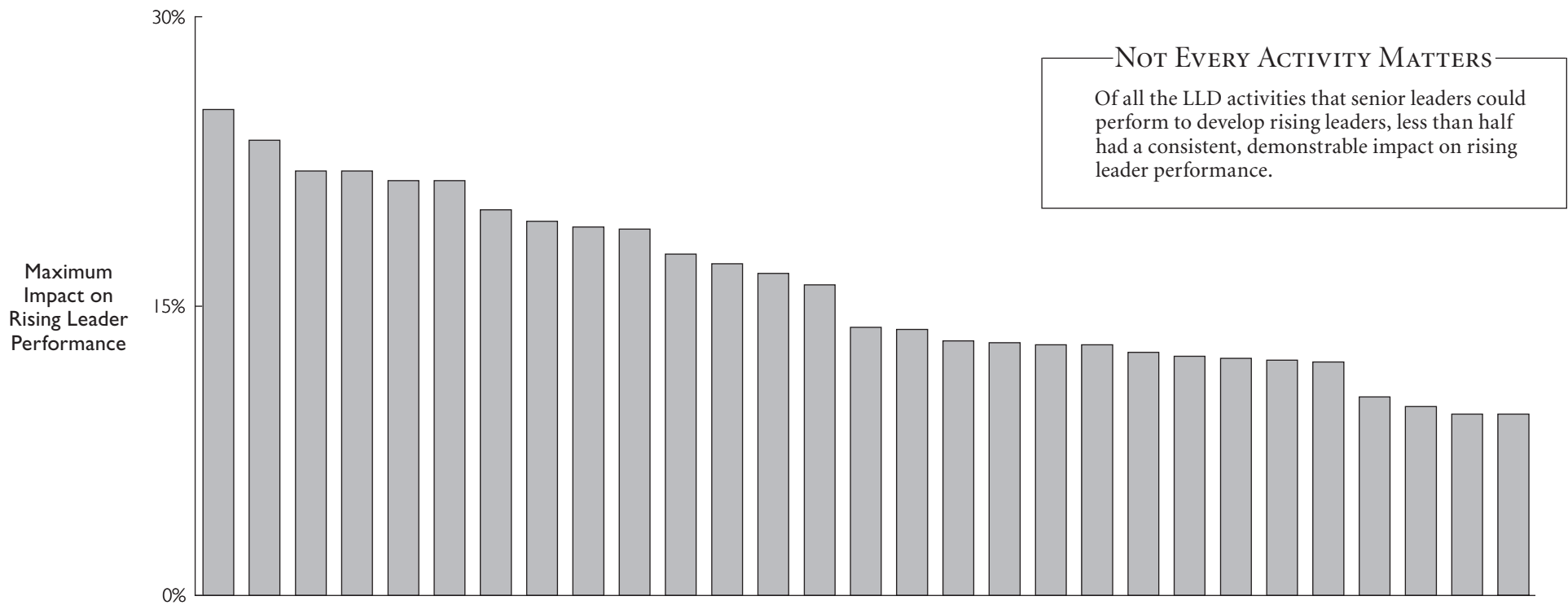
∞ **Out of Many, Only Some Matter**—The Roundtable's quantitative analysis began by examining the impact on rising leader performance of the 60 LLD activities that senior leaders could perform. The chart below shows the potential impacts of the 29 LLD activities that significantly improve rising leader performance. By contrast, more than half of the activities the Roundtable tested had no consistent, significant impact on rising leader performance.

∞ **A Few Matter More Than Others**—Even across the 29 LLD activities that boost rising leader performance, the Roundtable found additional opportunity for prioritization. Less than half of those activities truly stood out, producing maximum impacts greater than 15% on rising leader performance. This represents good news for time-oppressed senior executives—they need not perform all of these activities to realize a significant return on their time.

LLD ACTIVITIES THAT TRULY MATTER

Roundtable analysis identified the most important activities for senior leaders who develop rising leaders

The Impact of LLD Activities on Rising Leader Performance



Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

A FRAMEWORK FOR LLD

Summary: *The LLD activities that lift rising leader performance can be simplified into a framework of five essential roles: 1) Performance Advisor, 2) Relationship Broker, 3) Experience Broker, 4) Experience Optimizer, and 5) Career Champion. The roles should send a liberating message to senior leaders since they are all closely connected to the typical responsibilities of senior leaders.*

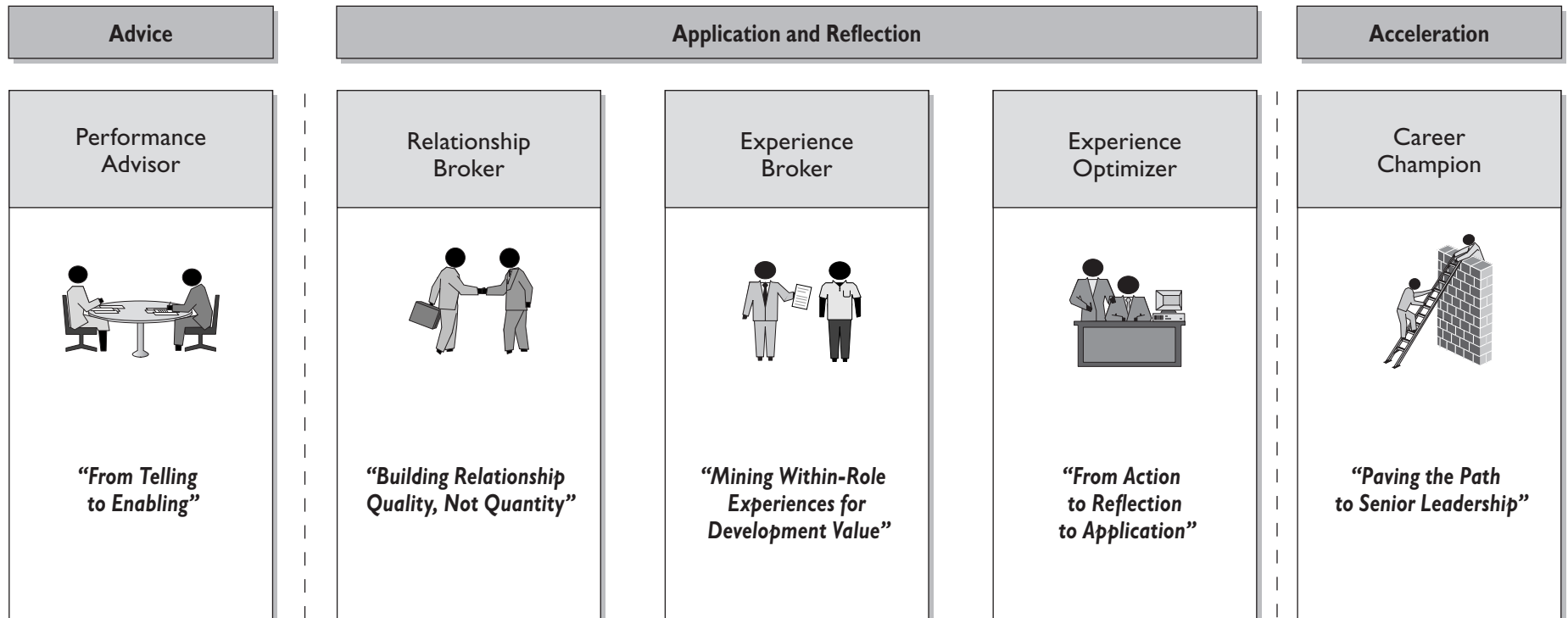
- ∞ **Roles to Simplify LLD**—Senior leaders are unlikely to be able to focus on, let alone remember, all 29 LLD activities that matter. The good news is that the most powerful LLD activities cluster around five essential roles that simplify the messages that L&D must send and make these activities more concrete for senior leaders. These five roles include:
 - **The Performance Advisor**—Activities in which senior leaders provide less instruction and provide more advice that helps rising leaders find the answers to their questions themselves.
 - **The Relationship Broker**—Activities in which senior leaders play an active role in helping rising leaders build the right relationships with other leaders.
 - **The Experience Broker**—Activities in which senior leaders ensure that rising leaders are exposed to a broad array of learning experiences, especially those occurring within their current roles.
 - **The Experience Optimizer**—Activities in which senior leaders help rising leaders extract maximum learning value from their experiences by providing ample opportunity for them to reflect upon and apply what they learned from those experiences.
 - **The Career Champion**—Activities in which senior leaders create visibility across the organization for senior leaders and prepare them for the leap into senior leadership.

The rest of this chapter explores each of the five LLD roles in greater detail. The next section provides a closer look at the Performance Advisor role.

- ∞ **Embedded in Day-to-Day Work**—The five essential roles have several traits in common. First, the activities that compose them are not distinct or separated from their normal work responsibilities. The most powerful roles tend to be blended into the senior leader's job. Second, and just as important, the roles illustrate that development at this level of the organization is far less formal and much more facilitative. Rising leaders tend to benefit most from development that is closely connected to their jobs, not additional hours spent in the classroom or executive development seminars.

FIVE ESSENTIAL ROLES FOR LLD

The most important activities for senior leaders fall into five essential roles that range from providing valuable advice to helping leaders grow from critical relationships and experiences



PROFILED ORGANIZATIONS



Source: Learning and Development Roundtable research.

LLD ROLE #1: THE PERFORMANCE ADVISOR

Summary: *The Performance Advisor role centers around managing two critical ratios: 1) the “ask-tell ratio,” ensuring that senior leaders provide less instruction and more advice to their rising leaders; and 2) the “performance-development ratio,” enabling rising leaders to drive both short-term and long-term benefits from the advice of senior leaders. The role demonstrates that developing rising leaders tends to be far less transactional, and much more facilitative, than developing other employees.*

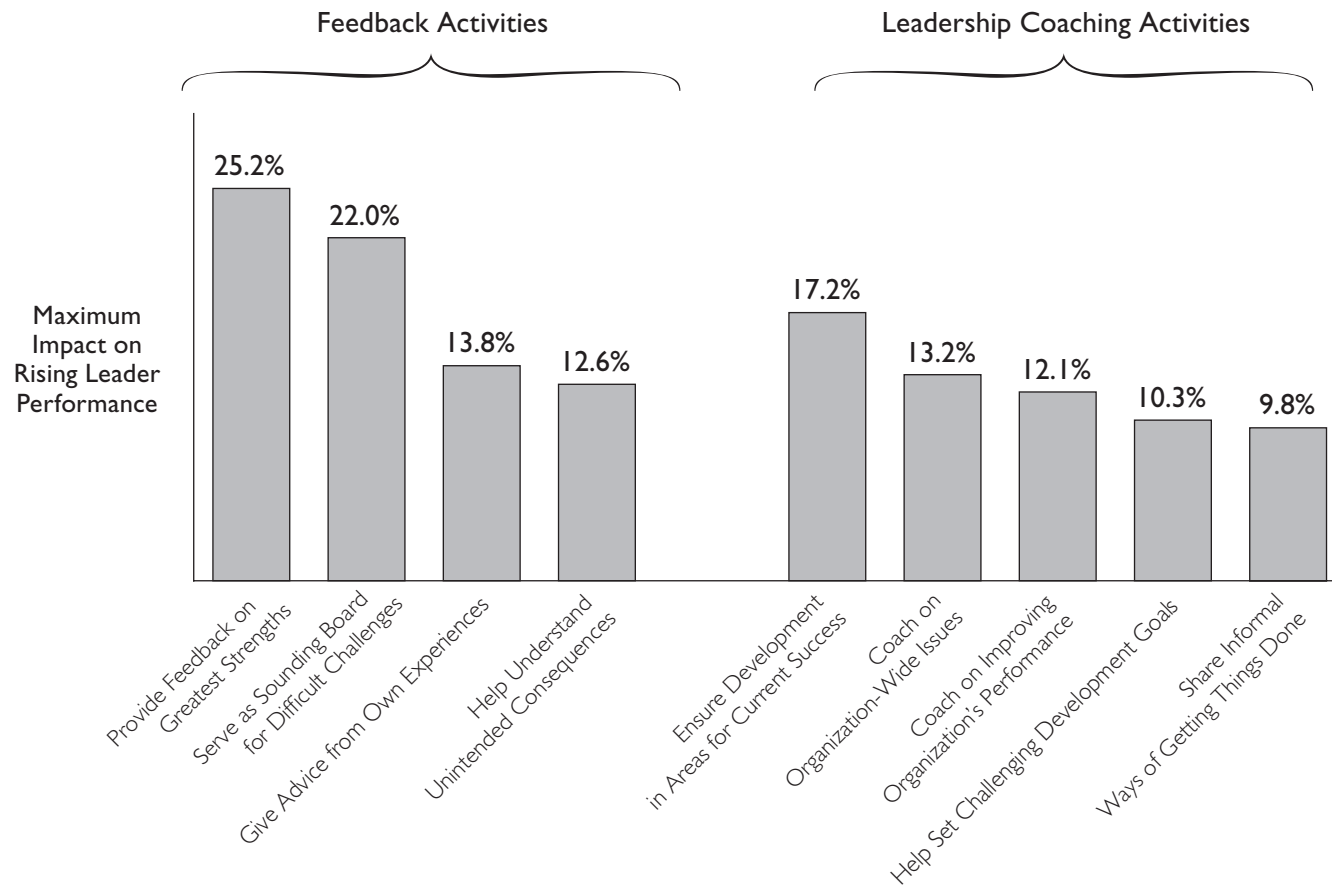
- ☞ **Two Dimensions of Performance Advisors**—The Performance Advisor role consists of nine LLD activities that drive rising leader performance. These activities can be grouped into two closely related categories shown on the page below.
 - **Feedback Activities**—These activities can be characterized as those activities that consist of listening to the rising leader and asking the appropriate questions to facilitate development of the rising leader. Of these activities, the most powerful activities involve giving feedback on strengths and serving as a sounding board for the rising leader’s issues and challenges, both of which can improve rising leader performance by 22% or more. They have a much greater impact than the more proactive coaching activities found in the second category. In short, leaders need to manage their “ask-tell ratios.” At this level, direct instruction is helpful, but asking the right questions and listening is much more powerful.
 - **Leadership Coaching Activities**—These activities can be characterized as those activities that focus on providing rising leader with hands-on coaching and guidance. Within this group of activities, ensuring that rising leaders develop in the areas most critical to their success in their current jobs has the greatest impact. The importance of this activity demonstrates that senior leaders must also manage their “performance-development ratios.” They are the best leadership coaches when they make sure that rising leaders benefit from their coaching twice—that it impacts not just their long-term development but also their short-term performance in their current role.

- ☞ **Beyond a Transactional Approach to Development**—Many of the activities traditionally associated with performance management and development, such as creating a written development plan and conducting formal performance appraisals, are noticeably absent from this role. While they can be important at this level of leadership, these activities by themselves don’t differentiate the best rising leaders from their peers. Senior leaders can have the biggest impact from facilitating the right conversations, not checking the boxes on lists of coaching activities.

PERFORMANCE ADVISOR: FROM TELLING TO ENABLING

Rising leaders benefit greatly from senior leaders who provide critical advice that leverages strengths while enhancing short-term performance

Impact of Performance Advisor Activities on Rising Leader Performance



KEY TAKEAWAYS

- Performance Advisors guide rising leaders to the right answers by asking, not telling.
- Performance Advisors ensure a healthy performance-development ratio when coaching rising leaders.
- Performance Advisors seek to leverage rising leaders' strengths rather than address their weaknesses.

Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



SHIFTING THE FOCUS AND TENOR OF COACHING

Summary: *The goal of St. George Bank's segment-specific modules is to help managers make the requisite shifts in the focus and tenor of their coaching activities as they advance up the organization. As managers transition to broader, more strategic roles and manage diverse and experienced team members, their coaching efforts must focus less on on-the-job training but emphasize tactics their direct reports can take to become more effective people-managers and decision makers and contribute to the culture of collaborative learning.*

☞ The goal of St. George Bank's segment-specific modules is to help managers make the requisite shifts in the focus and tenor of their coaching activities as they advance up the organization. As managers transition to broader, more strategic roles and manage diverse and experienced team members, their coaching efforts must focus less on on-the-job training but emphasize tactics their direct reports can take to become more effective people-managers and decision makers and contribute to the culture of collaborative learning.

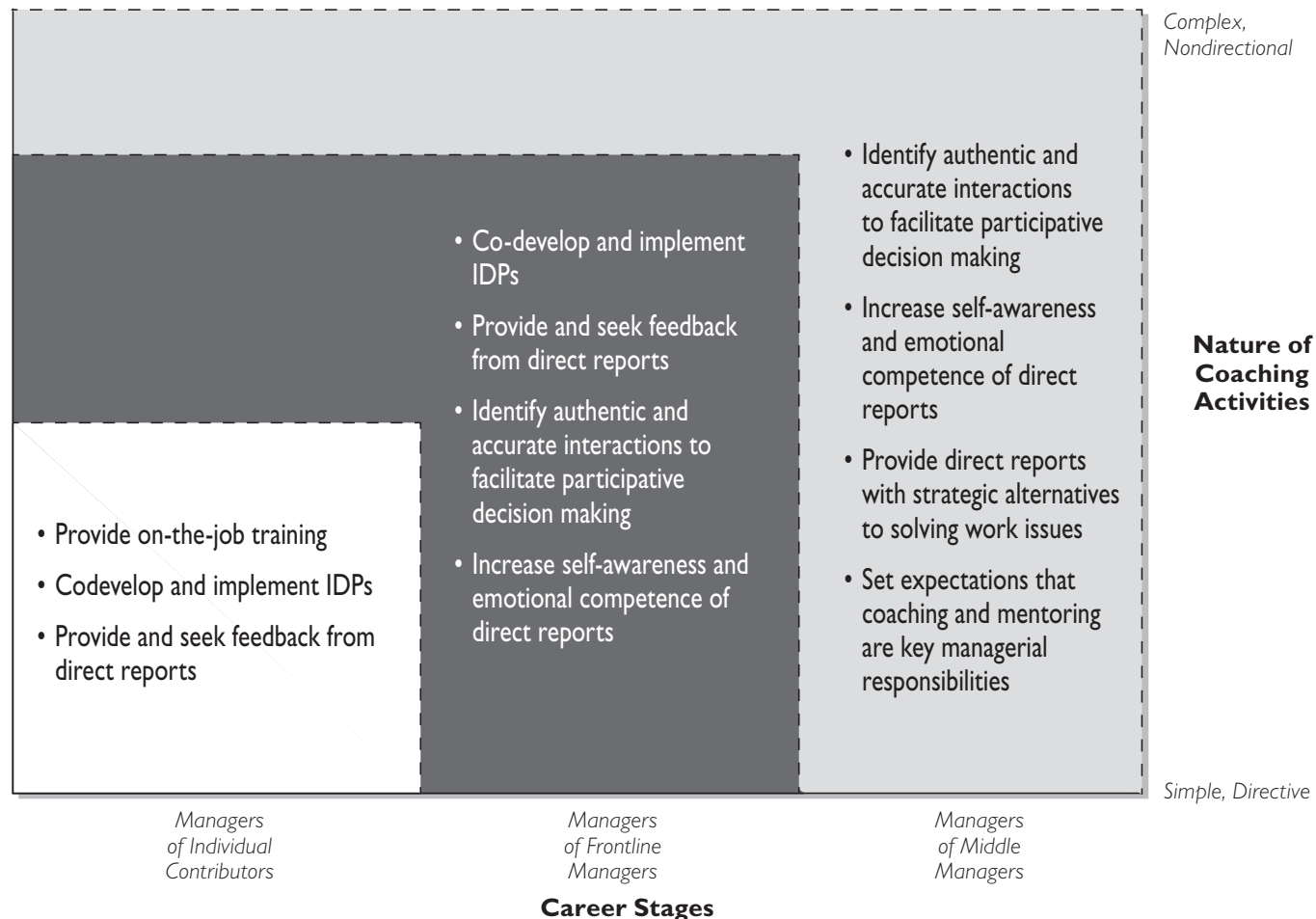
☞ While the initial objective of coaching is to improve individual performance, its ultimate objective is to help direct reports own and improve their performance and that of their own team members. In other words, the true indicator of coaching effectiveness is if it enables self-sustaining performance improvements.

ST. GEORGE BANK: SEGMENT-SPECIFIC COACHING MODULES*

The goal of St. George's segment-specific coaching approach is to enable managers to make the appropriate shifts in the focus and tenor of coaching activities as they ascend the organization

St. George Bank's Coaching Activity Continuum

Across Career Stages



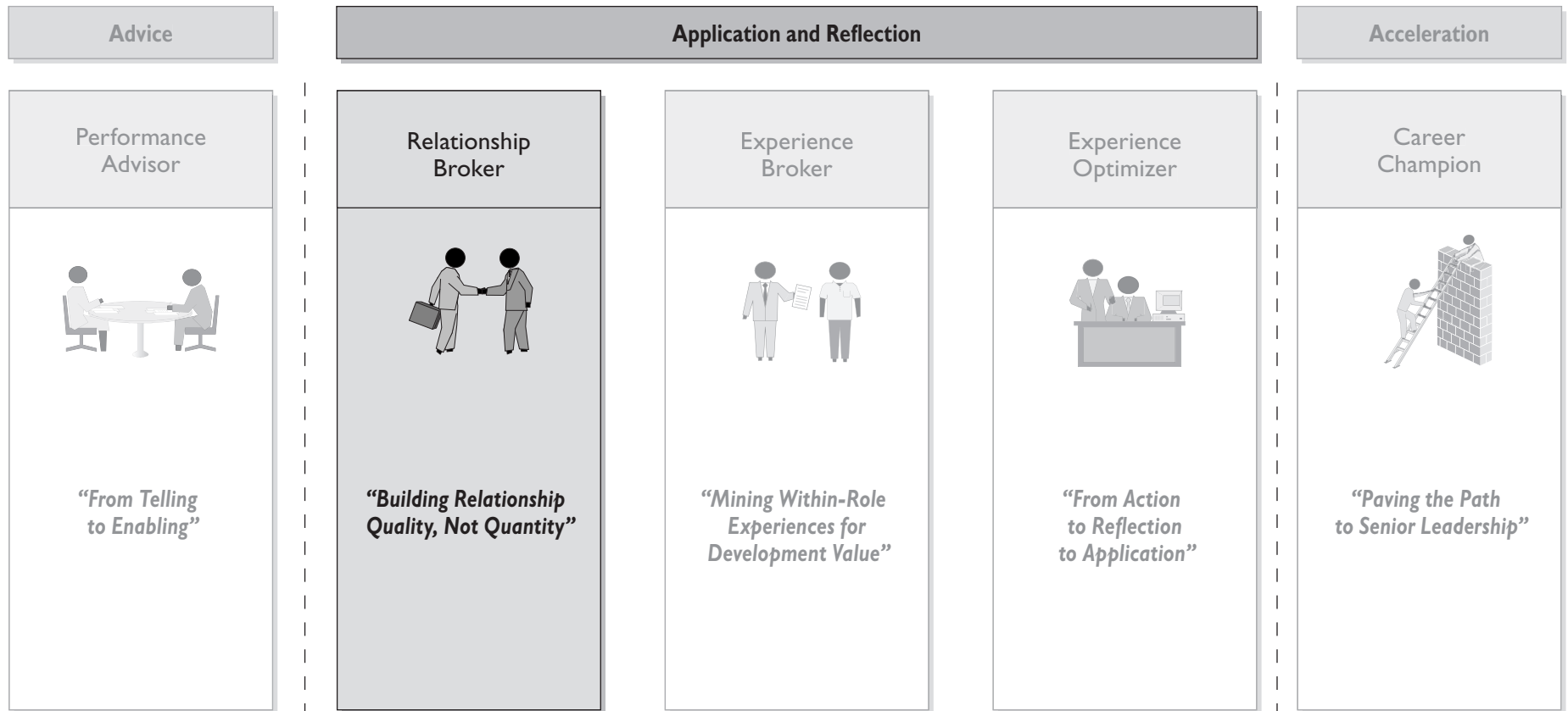
* Please refer to the upcoming study titled *Profiles of Coaching Programs and Tactics* for a full version of this case profile.

Source: St. George Bank Limited; Learning and Development Roundtable research.

LLD ROLE #2: THE RELATIONSHIP BROKER

∞ **Developing the Right Relationships**—The next section of this chapter explores the Relationship Broker role in greater detail. The central emphasis of the Relationship Broker role is enabling rising leaders to develop the right relationships, not merely more relationships. The activities that have the greatest impact on rising leader performance are those that connect rising leaders to other key leaders.

THE LLD ROLES: RELATIONSHIP BROKER



THE POWER OF LEADERSHIP NETWORKS

Summary: *The best Relationship Brokers don't simply enable rising leaders to increase the size of their networks; they focus on building the right relationships between them and key leaders in the organization. Senior leaders are most effective at this role when they draw upon their knowledge of and access to the leaders most critical to the success of their rising leaders.*

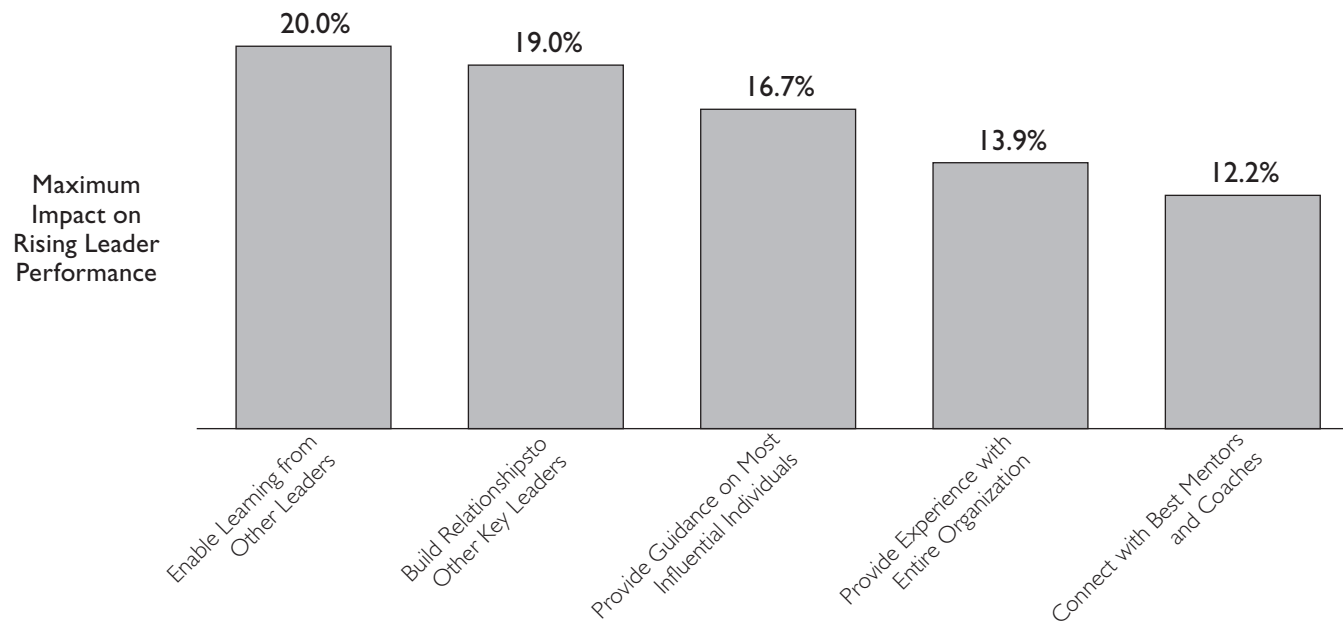
∞ **Network Quality Trumps Network Breadth**—The Relationship Broker role consists of five LLD activities that drive rising leader performance. Of these activities, the most powerful activities center around steps the senior leader takes to connect rising leaders to other leaders who will be critical to their success. For example, senior leaders who provide rising leaders with opportunities to learn from other leaders and to build relationships with influential leaders can increase rising leader performance by about 20%. These activities tend to be more important than those shown to the right of the page below, which focuses on broadening the networks of the rising leaders, but not necessarily with other key leaders. In short, network breadth makes a difference, but the key role of the senior leader is to enhance network quality.

∞ **From a Position of Privilege**—Senior leaders are better positioned to play the Relationship Broker role than more-junior leaders. Their positions as senior leaders accord them with privileged knowledge and uncommon influence—knowledge of the key leaders and the influence required to broker connections to them. Because of their access to key nodes of their organization's leadership network they can build the right networks for rising leaders.

RELATIONSHIP BROKER: BUILDING RELATIONSHIP QUALITY, NOT QUANTITY

The best senior leaders use their knowledge of the organization's landscape to help rising leaders develop and learn from powerful personal networks

Impact of Relationship Broker Activities on Rising Leader Performance



KEY TAKEAWAYS

- Relationship Brokers actively assist rising leaders with building the right relationships, not simply more relationships.
- Relationship Brokers leverage their privileged insight and influence to help rising leaders navigate networks across their organizations.

Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



EMPHASIZING RELATIONSHIP-BASED DEVELOPMENT WITHIN AND BEYOND CURRENT ROLES

Summary: *Goldman Sachs has piloted an individual development planning template that demonstrates two interesting characteristics. First, **the template explicitly states an expectation that 20% of development efforts should focus on relationship- and feedback-based strategies.** Second, Goldman Sachs's template provides a range of relationship-based development suggestions that individuals might acquire within and beyond their current roles.*

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GOLDMAN SACHS: “REVERSE-ENGINEERED” DEVELOPMENT PLANS*

Goldman Sachs explicitly sets the expectation that 20% of development efforts should focus on relationship- and feedback-based strategies

Individual Development Plan

Illustrative

		Name	Title	Division	Manager
		Kimberly Steadman	Managing Director	Equities	Caitlin Hasser
Development Needs	Development Actions				
	Job-Based Assignments 70%	Relationships 20%		Formal Training 10%	
Management and Leadership Skills	<ul style="list-style-type: none"> Assignment with formal management responsibilities Increased size and scope of existing management platform Opportunity to build and/or lead a new business Leadership responsibility for an employee network 	<ul style="list-style-type: none"> Apprenticeship model development (formal mentoring from successful manager/leader) Nonprofit board membership Serve as mentor to an individual and/or group outside of division 		<ul style="list-style-type: none"> Accelerated Development Program for Emerging Leaders (includes job-based assignment; mentoring; formal training) “Speaker” Series 	
Cross-Selling	<ul style="list-style-type: none"> Opportunity to run group meetings Opportunity to lead client discussions Task force leader Recruiting team captain 	<ul style="list-style-type: none"> Manager feedback regularly Mentor from other division 		<ul style="list-style-type: none"> Presentation skills training Individual coaching 	

Being mentored, serving as a mentor, participating in a nonprofit board, and receiving manager feedback are some examples of relationship-based development strategies.

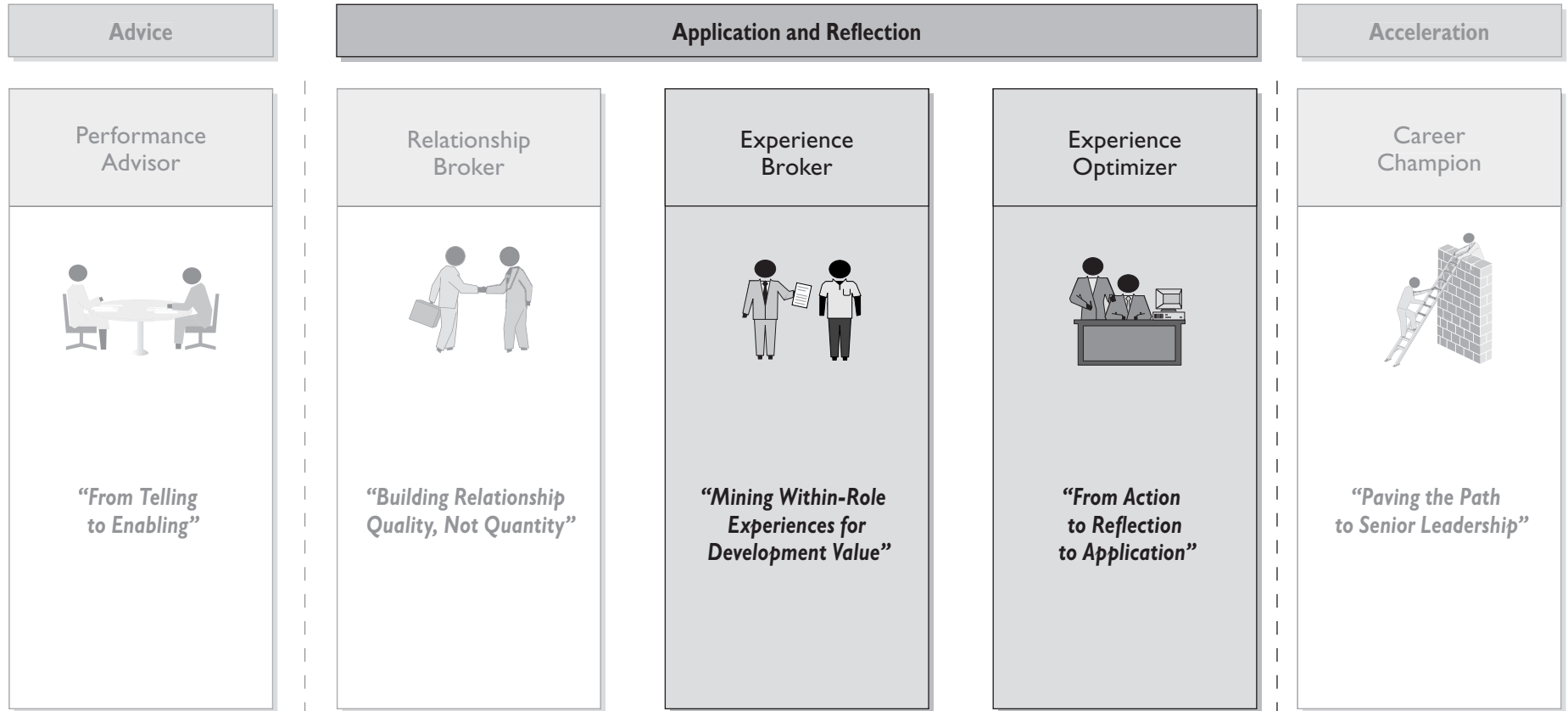
* Please refer to the study titled *Building Learning Strategies Beyond the Classroom* for the full version of this case profile.

Source: Goldman Sachs; Learning and Development Roundtable research.

LLD ROLES #3 AND #4: EXPERIENCE BROKER AND EXPERIENCE OPTIMIZER

- ∞ **Learning by and from Experience**—The next section of this chapter explores the Experience Broker and Experience Optimizer roles in greater detail. The Experience Broker role focuses on ensuring that rising leaders are exposed to the right experiences, most which can be found within their current jobs. The central emphasis of the Experience Optimizer role is providing rising leaders with opportunities to reflect upon and apply what they have learned from those experiences.

THE LLD ROLES: EXPERIENCE BROKER AND EXPERIENCE OPTIMIZER



LEARNING FROM THE SCHOOL OF EXPERIENCE

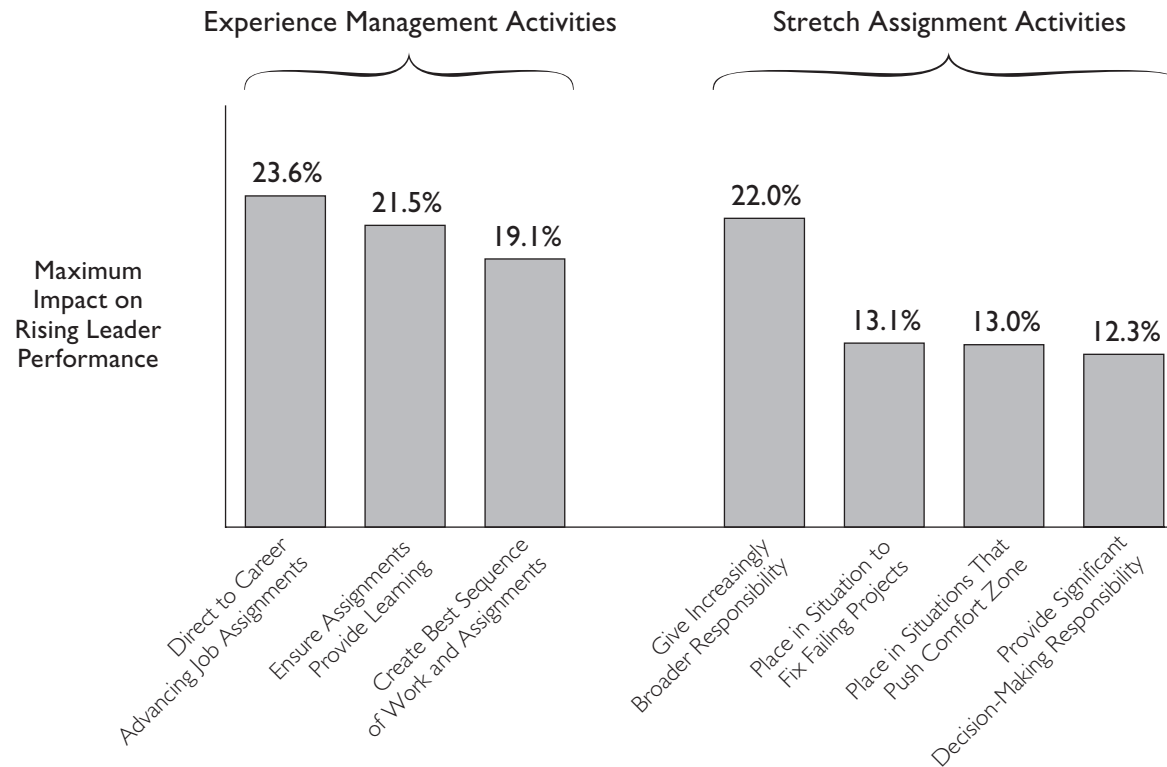
Summary: *Just as Relationship Brokers focus on building the “right” networks, Experience Brokers help rising leaders excel by exposing them to the “right” experiences. The most critical development experiences for rising leaders do not require them to move into different jobs; instead, the best learning opportunities are ones that stretch them within their current jobs.*

- ∞ **Two Dimensions of Experience Brokering**—The Experience Broker role consists of eight important LLD activities, three of which can boost rising leader performance by more than 20%. The activities can be grouped into two closely related categories shown on the page below.
 - **Experience Management Activities**—These activities can be characterized as actions that senior leaders deliberately undertake to ensure that the rising leader’s projects and assignments have heavy “learning quotients,” rather than haphazardly giving rising leaders exposure to many experiences. Senior leaders are most effective at this role when they ensure that rising leaders see a clear connection between their experiences and their opportunity to advance their careers. In short, senior leaders need to expose rising leaders to the right experiences, not just more experiences.
 - **Stretch Assignment Activities**—These activities can be characterized as those activities that focus on providing rising leaders learning experiences within their current roles. The best senior leaders recognize that stretch assignments do not require the rising leader to move to an entirely new job. Rather, they seek to help rising leaders mine their current jobs and responsibilities for development opportunities.

EXPERIENCE BROKER: “MINING” WITHIN-ROLE EXPERIENCES FOR DEVELOPMENT VALUE

The best senior leaders expose rising leaders to experiences within their jobs that provide the “right” amount of stretch

The Impact of Experience Broker Activities on Rising Leader Performance



KEY TAKEAWAYS

- Experience Brokers create clear connections between critical experiences and career advancement.
- Experience Brokers emphasize “mining the current job” for development value.

Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

CREATING ROOM FOR LEARNING FROM EXPERIENCE

Summary: *Experience Optimizers drive rising leader performance by maintaining the optimal ratio of action, reflection, and application for experiential learning. They work deliberately to create environments where rising leaders can safely reflect on, practice, and apply new skills they learn from stretch experiences found within their current roles.*

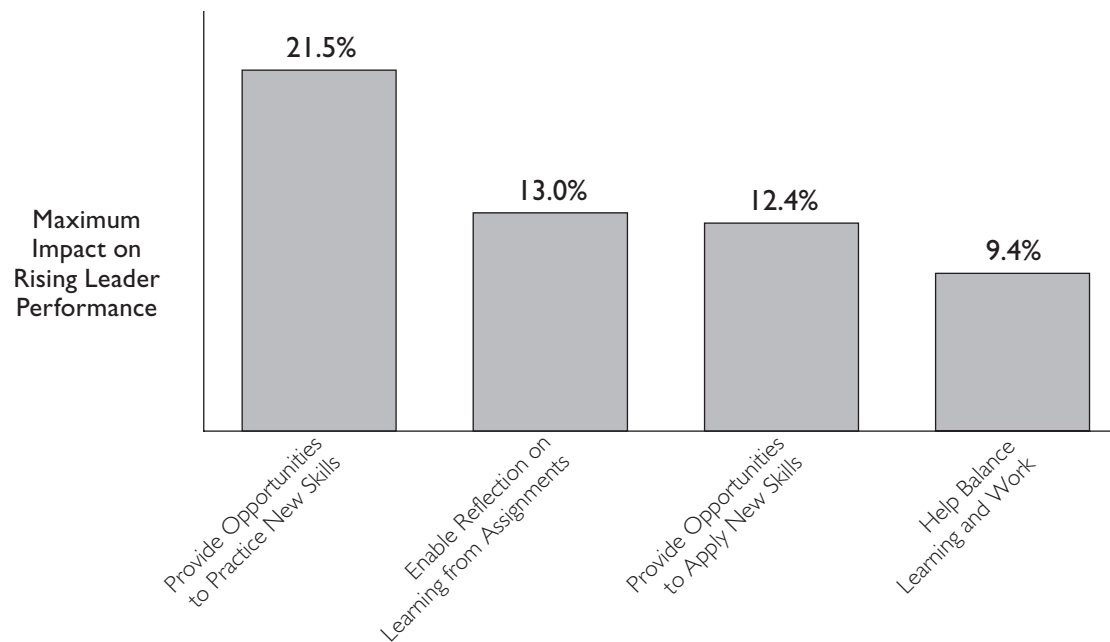
∞ **Practice Makes Perfect**—The Experience Optimizer role consists of four LLD activities that drive rising leader performance. Of these, the most powerful activity that senior leaders can perform is to provide rising leaders with opportunities to safely practice new skills, which can increase rising leader performance by as much as 21%. The extent to which senior leaders enable rising leaders to use and apply the new skills that they have gained is also important.

∞ **Beyond Action to Reflection and Application**—These activities illustrate the importance of maintaining a healthy “action-to-reflection-to-application ratio.” Although rising leaders in most organizations do not suffer from a lack of learning experiences (“action”), they tend to have far less opportunity to intentionally reflect upon and master the skills they acquire from those experiences. All too often, experiential learning amounts to little more than “box checking” exercises and much of its value is “left on the table.” In short, senior leaders are at their best when they create a safe environment for rising leaders to explicitly learn from their experiences.

EXPERIENCE OPTIMIZER: FROM ACTION TO REFLECTION TO APPLICATION

Rising leaders reporting to senior leaders who provide the opportunity to integrate new skills back into the job exhibit much higher levels of performance

The Impact of Experience Optimizer Activities on Rising Leader Performance



KEY TAKEAWAYS

Action-Reflection-Application

- Experience Optimizers help rising leaders create room for reflection and learning from experiences.
- Experience Optimizers ensure that rising leaders act on and apply what they learned from previous experiences to their work.

Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



KEEPING LEARNING AND COACHING ON THE SAME PAGE

Summary: *Recognizing that most managers and leaders are unaware of how to fully leverage the learning value of work experiences, IBM develops the “Prepare, Act, Reflect, and Review” (PARR) model—a simple framework designed to help managers and leaders capture the full value of work-based learning. The PARR model suggests simple questions for managers and leaders to consider during each phase of a critical on-the-job experience—from preparation to review. These questions help ensure that the value of a day-to-day work experience is explicit and applied.*

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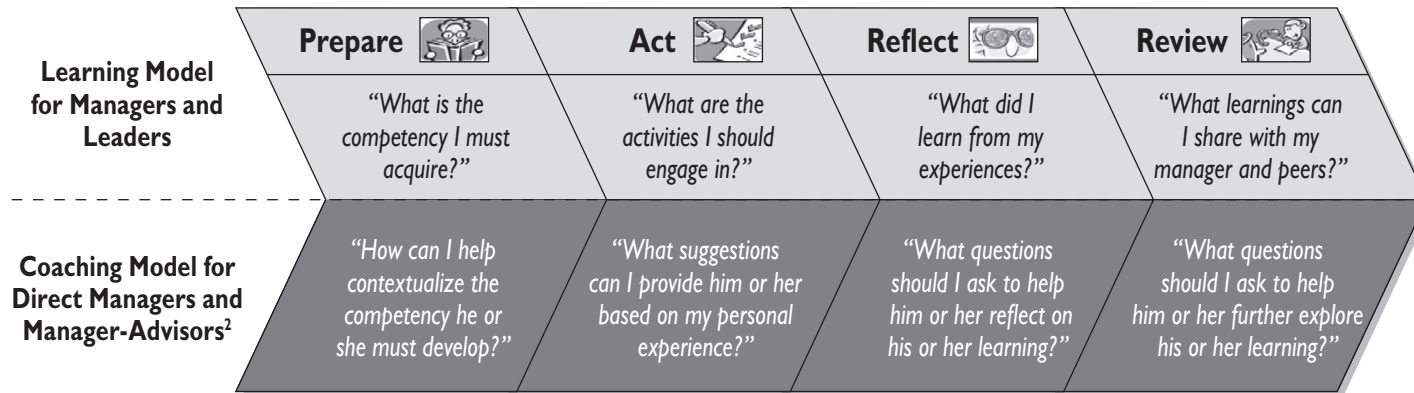
☞ Importantly, the PARR model also serves as a powerful coaching framework for direct managers of LEADing@IBM participants. The bottom-half of the graphic offers a series of questions for managers’ and leaders’ direct managers to consider at each phase of the PARR process. By explicitly conveying when and how direct managers can get involved in coaching managers and leaders on the job, direct managers can provide more targeted guidance at each step of the learning process.

IBM: PARALLEL LEARNING AND COACHING MODELS¹

IBM provides LEADing@IBM participants and their direct managers with a four-step approach for fully leveraging the learning value of work...

IBM's "Prepare," "Act," "Reflect," and "Review" (PARR) Model

Conceptual Overview



...which also provides the appropriate "push" and "pull" for engaging in these activities

DEFINED PROCESS, DEFINED ACCOUNTABILITIES

"The PARR process places the onus on the individual manager or leader to ask their direct manager for coaching assistance. It also makes it much more difficult for the direct manager to turn down this request than it is for them to take the overt action of setting something up."

Global Leader for Core Leadership Programs,
LEADing@IBM

¹ Please refer to study titled *Profiles of Coaching Programs and Tactics* for a full version of this case profile.

² Manager-Advisors provide voluntary mentoring and coaching assistance to individual managers and leaders. They typically have completed a particular management or leadership track in the last couple of years.

Source: IBM Corporation; Learning and Development Roundtable research.



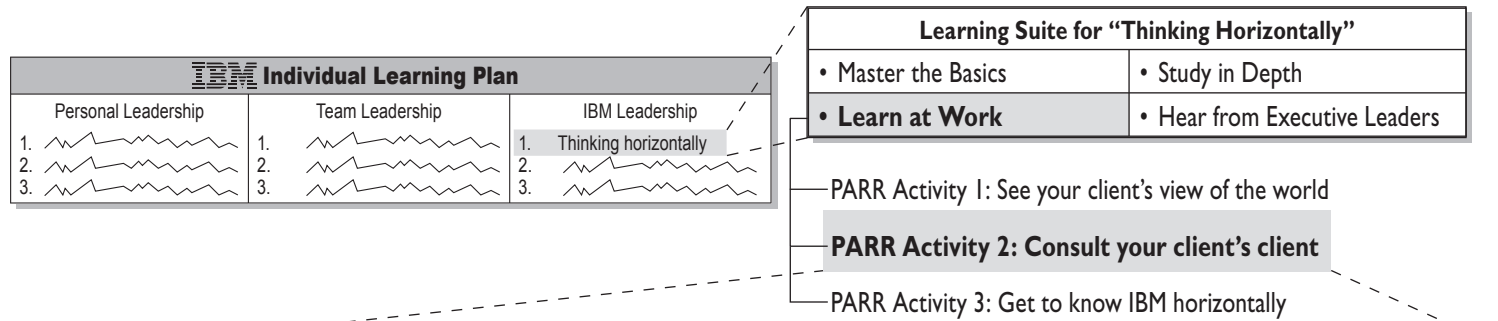
RAISING THE ACTION-REFLECTION QUOTIENT

Summary: *The Management Development Group recognizes that the power of the PARR framework is limited if it cannot be immediately applied to developing specific leadership competencies. As a result, IBM equips LEADing@IBM participants and their direct managers with explicit PARR activities linked to specific leadership competencies. In turn, IBM suggests a series of underlying questions and actions for each stage of the PARR process, helping ensure that managers and leaders fully capture and follow through on learning from work.*

- ☞ The Management Development Group recognizes that the power of the PARR framework is limited if it cannot be immediately applied to developing specific leadership competencies. As a result, IBM equips LEADing@IBM participants and their direct managers with explicit PARR activities linked to specific leadership competencies. In turn, IBM suggests a series of underlying questions and actions for each stage of the PARR process, helping ensure that managers and leaders fully capture and follow through on learning from work.
 - ☞ For example, managers and leaders who have identified “thinking horizontally” as part of their individual learning plans engage in a series of “Learn at Work” activities (in addition to other resources such as learning labs, reading recommendations, leader stories, etc.) to help them develop this leadership competency.
- ☞ Each “Learn at Work” activity contains a series of underlying activities set across the PARR model to ensure that managers extract the full value of the learning experience. Managers and leaders use these activities as opportunities to solicit coaching from their direct managers. At the same time, their direct managers use the series of underlying coaching questions to guide their development efforts.

IBM: PARALLEL LEARNING AND COACHING MODELS

LEADing@IBM participants and their direct managers engage in parallel activities to ensure that managers and leaders comprehend, retain, and follow through on learning from work



Learning Model for Managers and Leaders

Sample Learning Activities for "Thinking Horizontally"

Prepare	Act	Reflect	Review
<ul style="list-style-type: none"> Develop criteria for identifying and selecting an appropriate client's client with whom to consult Discuss with the client your idea of better understanding their business issues by interviewing one of their clients Develop a set of questions and general areas of inquiry; you may want to solicit ideas from the client 	<ul style="list-style-type: none"> Interview your client's client: <ul style="list-style-type: none"> How do you differentiate yourselves from your competitors? What do you see as your next big growth opportunity? Discuss what you are learning with: <ul style="list-style-type: none"> Your colleagues on how IBM can add value to your client Your client on how they can add value to their client and on how IBM can help 	<ul style="list-style-type: none"> Reflect on your experience: <ul style="list-style-type: none"> The data you gathered and the feedback you received How you can use your learning from this experience when doing business with this client Reflect on your methodology: <ul style="list-style-type: none"> What worked and what didn't? What would you do differently? What would you repeat? 	<ul style="list-style-type: none"> Review your learning: <ul style="list-style-type: none"> Discuss your experience and learning with your direct manager or possibly the client Identify specific ways you can apply your learning when doing business with this client Share your learning—the methods, the outcomes, and the insight you garnered—with IBM colleagues

Coaching Model for Direct Managers and Manager-Advisors

Sample Coaching Questions for "Thinking Horizontally" (Illustrative)

Prepare	Act	Reflect	Review
<ul style="list-style-type: none"> How did your discussion with the client help you gain a better understanding of what to ask their client? How did you collaborate with the client to develop the set of questions to ask their client? 	<ul style="list-style-type: none"> What surprised you about what you learned during your conversation with the client's client? How can you share what you learned with the client and your IBM colleagues? 	<ul style="list-style-type: none"> How did the conversation help you think about how we can better serve the client's needs? What were the strengths and areas of opportunity of your methodology? 	<ul style="list-style-type: none"> What was the client's reaction to the findings from your conversation with their client? How has this experience helped you think about how we serve our clients in a more holistic and creative manner?

Source: IBM Corporation; Learning and Development Roundtable research.



BOOSTING THE LEARNING QUOTIENT OF TRANSITION EXPERIENCES

Summary: *Boeing offers a simple tool, titled “How Developmental Is Your Job?,” to help leaders act on anticipated activities for their transition* by focusing on five broad categories of job experiences that boost the developmental value of their work: 1) managing the business, 2) stepping up, 3) creating change, 4) drawing on others, and 5) learning from results.*

- ☞ Boeing offers a simple tool, titled “How Developmental Is Your Job?,” to help leaders act on anticipated activities for their transition by focusing on five broad categories of job experiences that boost the developmental value of their work: 1) managing the business, 2) stepping up, 3) creating change, 4) drawing on others, and 5) learning from results.
- ☞ Through this tool, transitioning leaders and their direct managers can better prioritize which job assignments and activities they should focus on to help them transition and increase their effectiveness in new roles.

* This case profile is part of the Roundtable’s 2005 work on leadership transitions, *Setting Leaders Up to Succeed: Tactics for Navigating Leaders Across Critical Upward Career Transitions*.


BOEING: ANTICIPATION-ACTION-REFLECTION TOOLKIT*

Boeing helps leaders boost the developmental value of their daily work...

...and allows them to identify critical tasks to ramp up their effectiveness in new roles

"How Developmental Is Your Job?" Checklist

Excerpt



Quick Lesson—How Developmental Is Your Job?

A checklist to help make sure you're not sidetracked

Because you won't be able to figure out where you're going without knowing where you're starting from, Boeing has created a simple assessment guide to determine what skills your current assignment is developing and what you can do to make it more developmental.

The assessment below measures the developmental potential of leadership positions. Mark an **X** next to the statements that describe your current job. Each **X** counts as one point.

Managing the Business

- I have profit and loss responsibility in my current leadership role.
- My job requires me to regularly interact directly with external customers.
- I have to work with multiple stakeholders who have contradictory and competing agendas.
- The position comes with aggressive deadlines and cost targets.
- The position requires me to consider the impact of my decisions on the larger organization.

Stepping Up

- This position pushes me to the edge of my comfort zone.
- I will not be able to accomplish everything I want to do; this job will stretch me.
- The job is highly visible so my success or failure will be obvious to everyone.
- I am the one who will be held responsible if we do not meet performance targets.
- I have to accomplish things through other people over whom I have no direct authority.

Creating Change

- I will have to lead the organization through significant changes in our business in the coming year.
- I must overcome significant barriers in the organization to reach my business goals.
- When I took over, I inherited significant problems that need to be solved.
- I have to lead the organization through changes that have never been attempted before (launch a new product or service, capture a new market, introduce a major process change).
- I have to take the business in new directions that will require many stable business practices to be changed despite their effectiveness in the past.

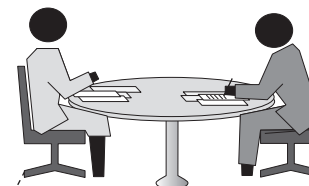
Drawing on Others

- My manager has high expectations for me, is confident in me, and gives me a great deal of autonomy to get things done.
- I have people inside and outside of work who can support me when times get tough.
- I often have to work through difficult, hostile, or ineffective individuals to get things done and achieve my business goals.
- I regularly work with executives who are at least two levels above me and/or with people who are recognized as experts in their field.
- I have to get the job done through a very diverse group of people from other business units, functions, countries, and/or demographic groups.

Learning from Results

- Standards of what constitutes success have been clearly defined, and success is expected.
- Success in this position is critical to the overall success of the organization.
- The position has built-in feedback mechanisms so I always know if I'm succeeding or failing.
- There is time to reflect on the business and my development as a leader if I make it a priority.
- I regularly get candid and sometimes brutally honest feedback from others about how I am doing.

"Which activities will accelerate my transition and contribute to my development?"



Transitioning Leader

Direct Manager

Illustrative Transition Plan for New-to-Role Leader

Managing the Business

- Articulate link between team and enterprise goals
- Meet with external customers

Creating Change

- Assess middle market potential
- Revisit quality control measures

Learning from Results

- Schedule weekly developmental conversations with manager

* Please refer to the study titled *Setting Leaders Up to Succeed* for the full version of this case profile.

Source: The Boeing Company; Learning and Development Roundtable research.



BALANCING BETWEEN STRETCH AND LEVERAGE

Summary: Boeing's "How Developmental Is Your Job?" Checklist also enables leaders to assess the amount of stretch within their jobs, assessing whether a job involves too much, too little, or adequate challenge. By providing a rough measurement of whether jobs strike a balance between stretch and leverage, Boeing helps ensure leaders realize their full potential.

- ☞ Boeing's "How Developmental Is Your Job?" Checklist also enables leaders to assess the amount of stretch within their jobs, assessing whether a job involves too much, too little, or adequate challenge.
- ☞ By providing a rough measurement of whether jobs strike a balance between stretch and leverage, Boeing helps ensure leaders realize their full potential.
- ☞ Especially useful for new-to-role leaders who are at higher risks of underperformance and derailment than incumbent leaders, the checklist allows an evaluation of whether the degree of challenge within new roles compromises their performance and to take appropriate action if necessary.

Case in Point: Boeing's Anticipation-Action-Reflection Toolkit (Continued)

BOEING: ANTICIPATION-ACTION-REFLECTION TOOLKIT

New-to-role leaders can assess the stretch in their transitions to understand if their performance is compromised...

...to identify corrective action to prevent underperformance or derailment

Score	Key
0 to 10 points	Your job is not very developmental. You are unlikely to improve as a leader over the coming year unless you build additional challenges into it.
11 to 20 points	Your job has several of the critical elements that will stretch and develop you as a leader. In the coming year, focus on the elements of the job that will challenge and stretch you in the areas that you have targeted for development.
21 to 25 points	You are in a challenging position. Make sure it is not stretching you too far. The critical test is to ask yourself how confident you are that you can navigate through the next year successfully. If you find yourself overwhelmed and lessons are passing you by, then you are probably in over your head. You are not fully developing your leadership potential. It is time to put a support system in place that will get you through the tough times or find a new position.

Risky Development Value (Score 21 to 25)

- Potential Corrective Actions:*
- Assess your ability to successfully meet your annual goals
 - Ensure that you have a support system in place to help get you through the most difficult periods

Acceptable Development Value (Score 11 to 20)

- Potential Action:*
- Focus your time on the areas where the challenges will help close any development gaps

Low Development Value (Score 0 to 10)

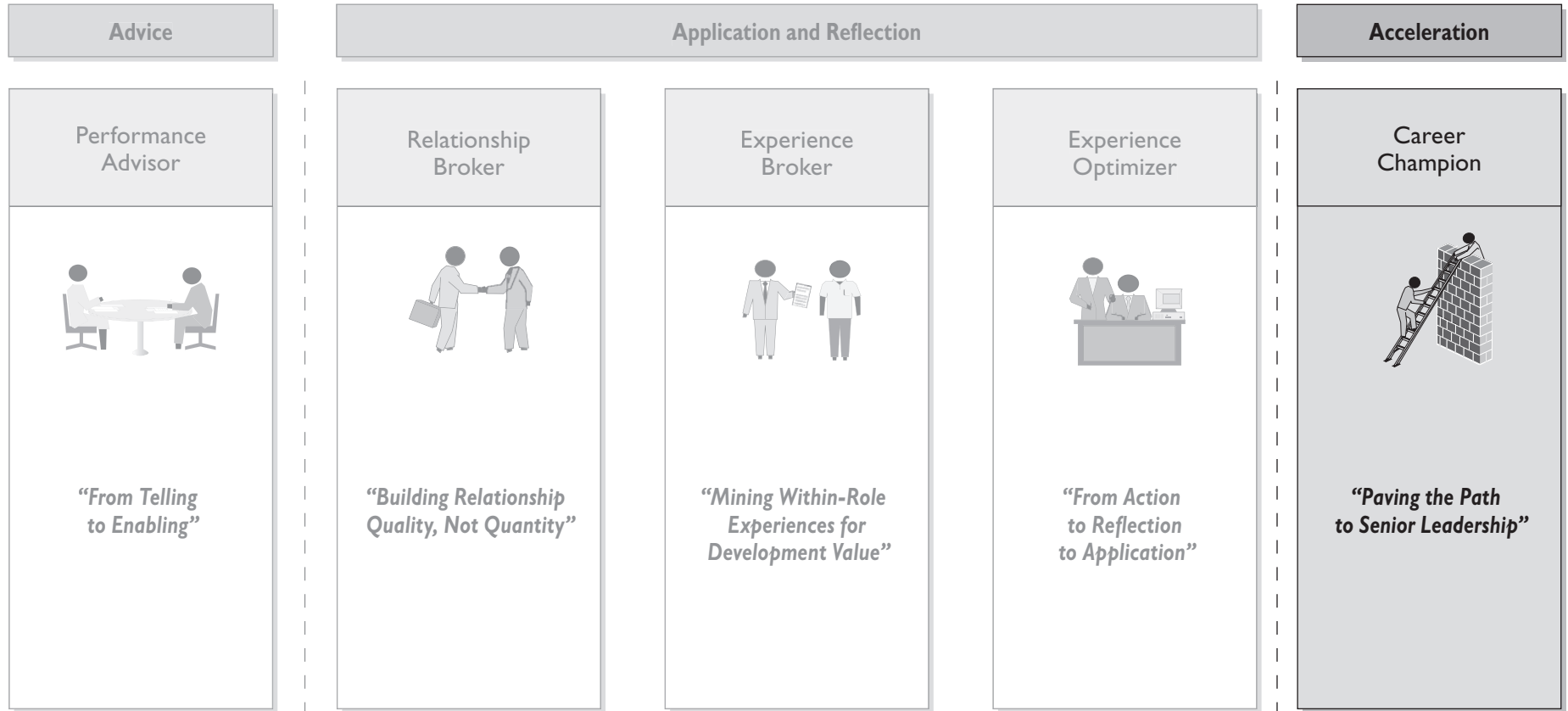
- Potential Corrective Actions:*
- Increase the developmental value of your current role (e.g., set aggressive deadlines, expand your network)
 - Make a lateral move

Source: The Boeing Company; Learning and Development Roundtable research.

LLD ROLE #5: THE CAREER CHAMPION

- ☞ **The Importance of Being an Advocate**—The next section of this chapter explores the Career Champion role in greater detail. The central emphasis of this role is to pave the path of rising leaders into future senior leadership positions by serving as a talent advocate for rising leaders.

THE LLD ROLES: CAREER CHAMPION



Johnson & Johnson

Telecom

Source: Learning and Development Roundtable research.

ELEVATING THE PROFILES OF RISING LEADERS

Summary: *The best Career Champions effectively leverage the ambition of their rising leaders and broadcast their potential across the organization. Senior leaders draw out the best from their rising leaders by visibly exposing others to the potential of their rising leaders and creating a clear path to their next role.*

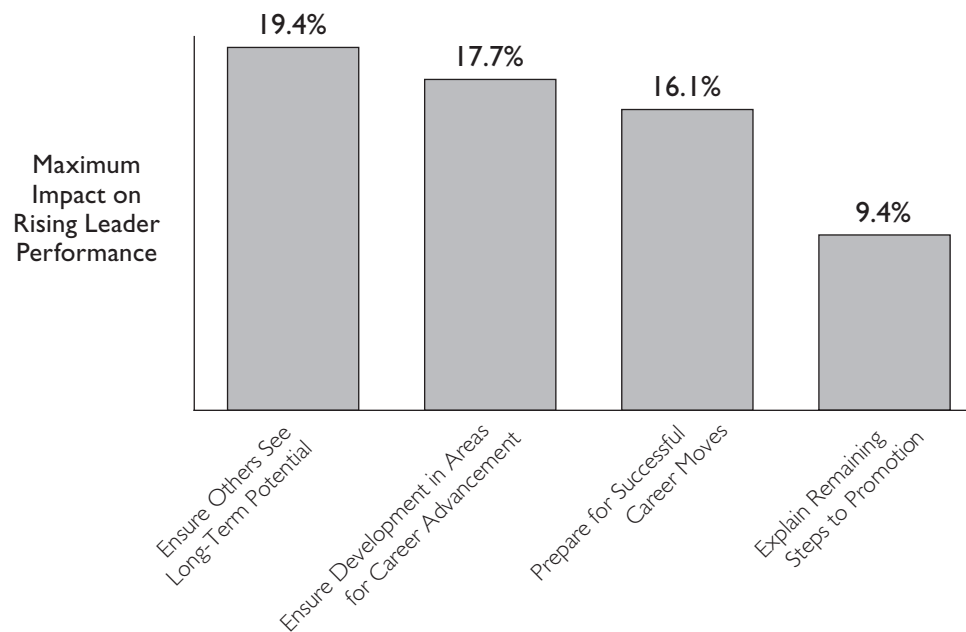
∞ **Acting as a Visible Champion**—The Career Champion role consists of four LLD activities that drive rising leader performance. Of these, the most powerful activity that senior leaders can perform is to ensure that others can see the long-term potential of a rising leader, which can increase rising leader performance by as much as 19%. As Career Champions, senior leaders should emphasize activities that effectively leverage the ambition of their rising leaders. To the extent that rising leaders believe that their talent is broadly recognized and that there is a clear path for them moving forward, they significantly outperform their peers. Senior leaders should actively strive to put together the steps required for rising leaders to make it to the next level in their careers.

∞ **Two Paths to Performance Gains**—Senior leaders who serve as talent advocates impact rising leader performance in two primary ways. First, as the rising leader's potential becomes widely known across the organization, he or she gains better access to the best networks and experiences. Just as important, as the rising leader becomes aware of his or her senior leader's efforts to broadcast his or her potential within the organization, the rising leader's level of engagement and effort increases as well.

CAREER CHAMPION: PAVING THE PATH TO SENIOR LEADERSHIP

The best senior leaders serve as visible advocates for their rising leaders and boost their readiness for senior-level positions

The Impact of the Career Champion Activities on Rising Leader Performance



KEY TAKEAWAYS

- The best senior leaders act as visible, active champions for the long-term potential of rising leaders.
- Career Champions create clear links between development and advancement requirements.

Note: Each bar represents a statistical estimate of the maximum impact each activity can contribute to rising leader performance. The maximum impact is calculated by measuring the predicted difference in rising leader performance between the lowest and highest value on each activity. The impact of each activity is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THE IMPACT OF BEING A TALENT ADVOCATE

Summary: *The Roundtable's research indicates that senior leaders who serve as effective talent advocates can increase rising leaders' discretionary effort by 15% and intent to stay by 16%. Thus, not only do their rising leaders perform at a higher level, but senior leaders themselves become powerful magnets for leadership talent within their organizations.*

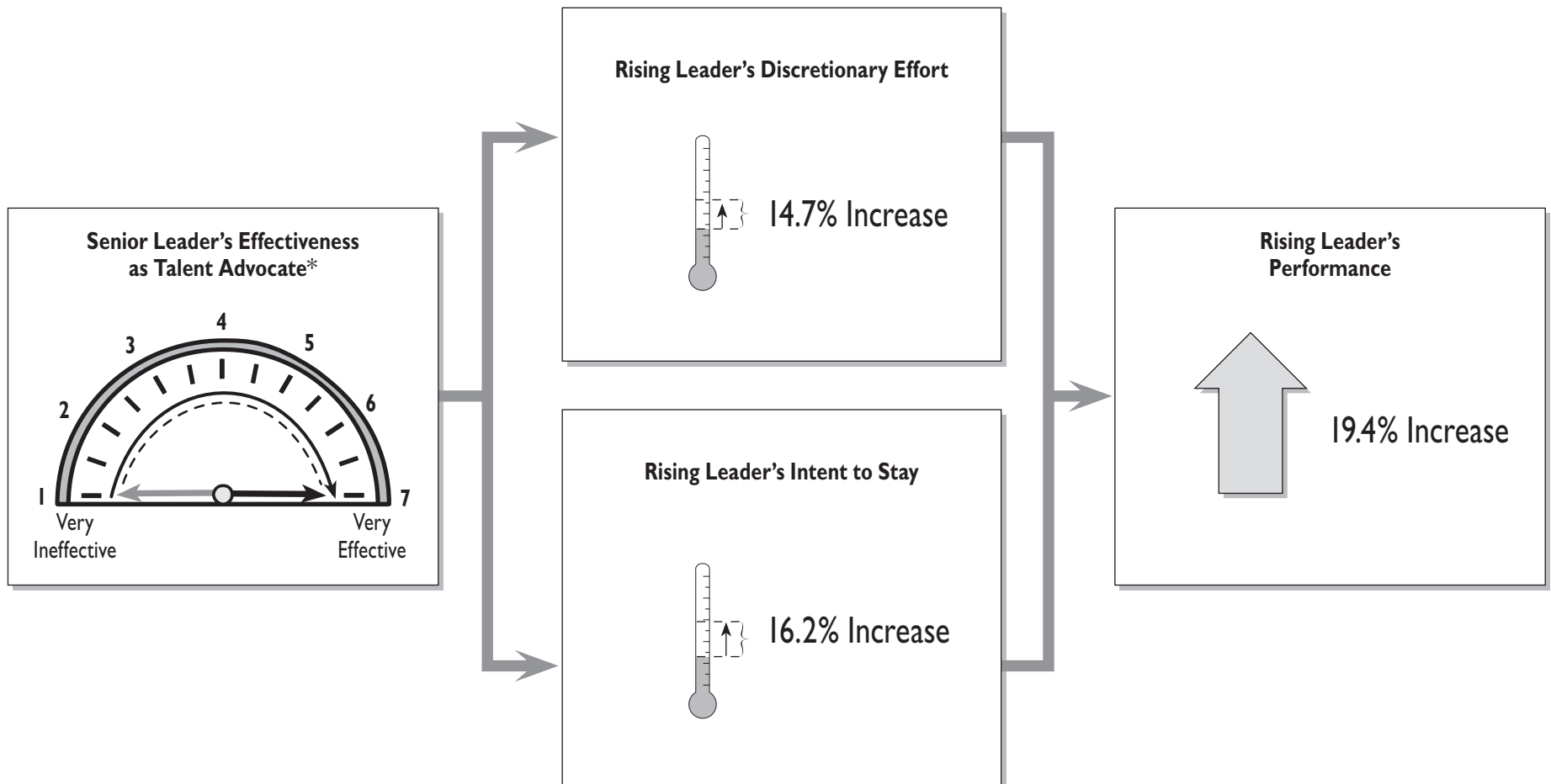
- ∞ **Talent Advocate = Talent Magnet**—The Roundtable's analysis demonstrates that, by serving as talent advocates, senior leaders can expect a substantial improvement in the discretionary effort and intent-to-stay of their rising leaders. When senior leaders are effective at ensuring that others see the long-term potential of rising leaders, they boost the discretionary effort of rising leaders by nearly 15% and their intent to stay by more than 16%. These improvements, in turn, translate into higher levels of rising leader performance. In sum, senior leaders who promote talent also become talent magnets, helping keep the best and brightest leaders in the organization.

PERFORMANCE THAT COMES FROM THE HEART

Improvements in senior leader ability to convince others of a rising leader's potential...

...raises rising leader effort and intent-to-stay substantially...

...and translates into very real gains in rising leader performance



* "Talent advocate" is defined as the ability of the senior leader at ensuring that others are able to see the rising leader's long-term potential within the organization.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

ENABLING LEADERS TO EFFECTIVELY DISCUSS AND CHAMPION HIGH-POTENTIAL TALENT

Summary: *Johnson & Johnson (J&J) equips leaders with guidance to help them discuss the performance, potential, and development opportunities of their direct reports. This guidance consists of J&J's Global Leadership Profile—a combination of leadership competencies and potential derailers—and a list of preparatory questions for leaders to consider in advance of talent review meetings.*

☞ Johnson & Johnson (J&J) equips leaders with guidance to help them discuss the performance, potential, and development opportunities of their direct reports. This guidance consists of J&J's Global Leadership Profile—a combination of leadership competencies and potential derailers—and a list of preparatory questions for leaders to consider in advance of talent review meetings.

☞ The guidance J&J provides allows leaders to discuss the performance and potential of rising leaders through a fact-based and data-driven orientation, specifically focusing on what results their direct reports achieved and how they delivered against those results. Through such guidance, J&J ensures that leaders are not under- or overestimating the accomplishments of their direct reports based on the strengths or limitations of leaders' communication skills, but rather accurately representing the achievements of their direct reports based on individual merit alone. Leaders are better enabled to have richer and more meaningful discussions about the development opportunities of their direct reports. Both the “what” and “how” focus of talent review meetings help to pinpoint strengths and areas of development.

Case in Point: Talent Review Guidance

JOHNSON & JOHNSON: TALENT REVIEW GUIDANCE

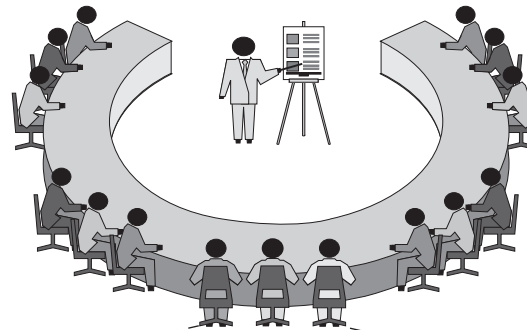
J&J provides leaders with guidance to ensure “deep and broad” conversations on high-potentials during talent review meetings...

SOLID TRACK RECORD INDICATORS

The candidate must have accomplished the following across a three-year period:

- Delivered consistent business results that met or exceeded the business plan
- Achieved results that are comparable to the competition/marketplace
- Drove capital-efficient profitable growth
- Leveraged process excellence to drive superior business growth
- Maximized human resource potential

J&J Talent Review Meetings



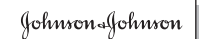
SOURCES OF DATA

- Global Leadership Profile
- Credo* survey results
- Business dashboards
- Dialogue with direct report
- Dialogue with others (e.g., peers)

* Credo refers to Johnson & Johnson’s responsibilities to their customers, employees, community, and stockholders

...allowing participants to discuss talent in a consistent and objective manner and advocate the long-term potential and career of their direct reports

Questions for Leaders to Consider in Preparation for Talent Reviews



- What actions did the individual take to accomplish these results?
- What was the context in which this occurred (i.e., degree of difficulty, cycle of business)?
- What behaviors did the individual demonstrate to accomplish these results?
- What was their business’s performance relative to the industry (i.e., growth versus market growth)?
- What has this individual done with the asset he or she has to deliver on the business? What was the ROI on their budget?
- What has been this individual’s contribution to value creation?
- What did this individual do to build talent depth, recruitment, and diversity?
 - How many promotions have taken place under this individual’s leadership?
 - How many individuals has this person “exported” to other J&J companies?

Source: Johnson & Johnson; Learning and Development Roundtable research.

GUIDING TALENT DEVELOPMENT AND PROMOTION DISCUSSIONS

Summary: The guidance J&J offers also helps leaders who seek to promote direct reports to new roles or to expose them to “scarce” development opportunities (e.g., job rotations).

- ∞ The guidance J&J offers also helps leaders who seek to promote direct reports to new roles or to expose them to “scarce” development opportunities (e.g., job rotations).
- ∞ The list of diagnostic questions featured on the page below demonstrates the level of deliberation J&J expects its leaders to devote when assessing the promotion or development potential of their direct reports. For example, leaders seeking to promote “ready now” candidates consider a number of questions regarding their direct reports’ capability of managing an upward transition and identify potential derailers that could inhibit their direct reports’ success in new roles. The aim of the mix of questions is to ensure the recommendations that leaders put forward are well thought out so as not to expose the candidate, their new team, and the organization to unnecessary levels of risk.

JOHNSON & JOHNSON: TALENT REVIEW GUIDANCE

For the discussion of “ready now” candidates, J&J equips leaders with diagnostic questions to help them present a compelling case for promotions and give them guidance on potential action items to facilitate continuous development

1 Testing for Transition Management Capabilities:
Leaders must be able to address how well their direct reports will manage the transition from their old to new position

Johnson & Johnson's Assessment Questions for “Ready Now” Talent Johnson & Johnson

As you are preparing for the “Ready Now” potential discussion on your candidate, think about how you would respond to the following questions:

- How will the individual manage areas/activities that are different from what they do now?
- What are the most likely reasons the individual will succeed in a position of increased responsibility?
- What are the most likely reasons the individual will fail in a position of increased responsibility?
- How will the individual handle crisis? Pressure?
- How will the individual handle conflict, obstacles, or differences of opinion?
- Will the individual break from tradition if needed?
- Will the individual replace people and team members who do not provide results that are needed?
- Will people and team members feel comfortable working with the individual?
- Will the individual work hard to establish an optimistic, “can-do” climate?
- Are there any aspects of the individual’s judgment that might make J&J vulnerable?
- What kind of work challenges the individual? (e.g., conceptual, quantitative, large-scale change)

2 Assessing Potential Derailers: Leaders must also be able to identify the potential derailers and how they plan to address them in both the short- and long-term

Source: Johnson & Johnson; Learning and Development Roundtable research.

COMING UP SHORT ON WHAT MATTERS MOST

Summary: *Senior leaders tend to be relatively ineffective at activities that expose rising leaders to development opportunities beyond their teams, most likely because of concerns that they will lose them to other parts of the organization. In doing so, however, they stifle the careers of rising leaders by depriving them of experiences and relationships critical to their development.*

∞ **A Troubling Misalignment of Priorities**—The Roundtable rank ordered the 29 LLD activities that impact rising leader performance by the effectiveness of senior leaders at those activities, as rated by their rising leaders. The table below provides a side-by-side comparison of each activity's ranking, first by senior leader effectiveness and then by its performance impact. The results reveal that senior leaders are least effective at a surprisingly large number of the activities that matter most. This suggests that the typical senior leader needs to reorient their emphasis away from less important activities toward those activities that will yield the greatest return on their time.

∞ **Ineffective and Unwilling Talent Champions**—The effectiveness of senior leaders at activities that provide rising leaders valuable exposure to others in the organization was especially troubling. Despite the importance of activities such as broadcasting rising leaders' long-term potential, directing rising leaders to career-advancing assignments, and connecting them to other key leaders, none of these activities were among the top ten most effective LLD activities of senior leaders. These activities all represent risk in the eyes of the senior leader—they increase the likelihood of their rising leader being transferred to other parts of the organization. Herein lies the heart of the “talent-shield paradox”: the more senior leaders do to shield their talent from others, the more they deprive them of critical opportunities to build their capabilities.

A QUESTION OF PRIORITIZATION

The profile of the typical senior leader reveals some disturbing shortcomings in their ability to carry out the activities that best develop rising leaders

Effectiveness-Impact Rankings of the Top 25 LLD Activities*

Top 10 LLD Strengths of Senior Leaders

Leader-Led Development Activity	Rank of Senior Leader's Effectiveness at Activity	Rank of Activity's Impact on Performance	Maximum Impact of Activity on Rising Leader Performance
Provide Significant Decision-Making Responsibility	1	23	12.3%
Give Advice from Own Experiences	2	16	13.8%
Sounding Board for Difficult Issues and Challenges	3	3	22.0%
Place in Situations That Push Comfort Zone	4	20	13.0%
Place in Failing Situations or Projects	5	18	13.1%
Give Increasingly Varied Responsibility	6	4	22.0%
Provide Opportunities to Apply New Skills	7	22	12.4%
Feedback on Greatest Strengths	8	1	25.2%
Coach on Organization-Wide Issues	9	17	13.2%
Ensure Projects Provide Learning	10	5	21.5%
Ensure Others See Long-Term Potential	11	8	19.4%
Ensure Development in Areas for Current Success	12	12	17.2%
Enable Reflection on Learning from Projects	13	19	13.0%
Enable Learning from Other Leaders	14	7	20.0%
Provide Safe Opportunities to Practice New Skills	15	6	21.5%
Coach on Improving My Organization's Performance	16	25	12.1%
Provide Guidance on Most-Influential Individuals	17	13	16.7%
Help Understand Unintended Consequences	18	21	12.6%
Sequence Work Experiences and Assignments	19	9	19.1%
Provide Experience with Entire Organization	20	15	13.9%
Direct to Career Advancing Job Assignments	21	2	23.6%
Ensure Development in Areas for Career Advancement	22	11	17.7%
Build Relationships to Other Key Leaders	23	10	19.0%
Prepare for Successful Career Moves	24	14	16.1%
Connect with Best Mentors and Coaches	25	24	12.2%

Activities that give rising leaders exposure to others do not rank among the strengths of senior leaders.

* Rows in bold indicate the 10 LLD activities with the greatest impact on rising leader performance.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

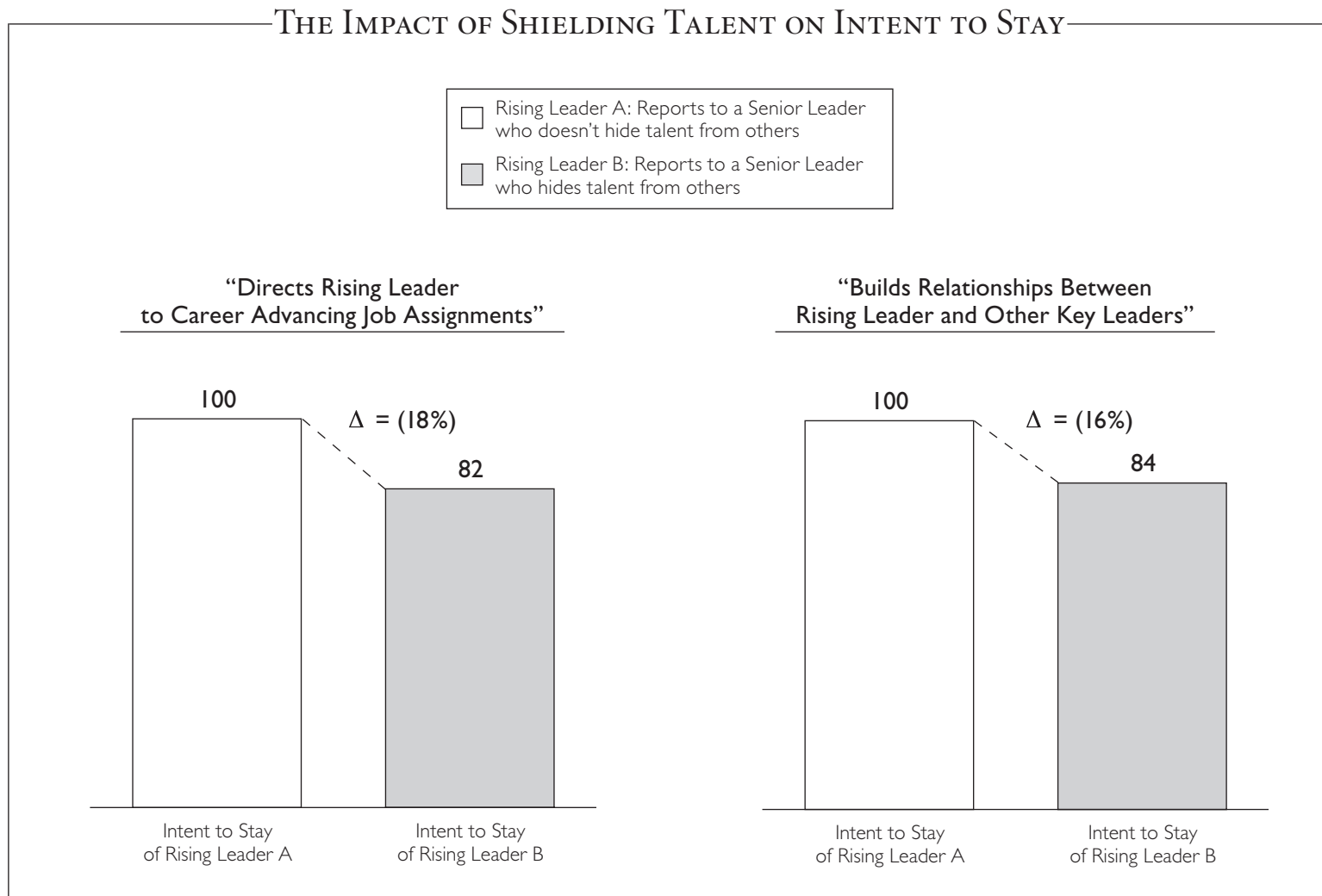
THE DANGER OF HOLDING ON TOO TIGHTLY

Summary: *The Roundtable's research indicates that senior leaders who attempt to hide their rising leaders' talent actually increase the likelihood that those rising leaders will leave their organizations. The harder senior leaders try to hold on to the very rising talent they want to keep, the greater the chance that they will lose those leaders altogether.*

- ∞ **Shielding Talent Often Backfires**—The two charts on the below page illustrate what happens when senior leaders serve as talent shields as opposed to career champions for their rising leaders. When senior leaders try to keep their rising leaders to themselves, they significantly lower rising leader willingness to remain with the organization. Senior leaders who are ineffective at directing their rising leaders to assignments that will advance their careers or who do not broadcast their potential to other leaders stand to lose their rising leaders completely. In fact, their rising leaders are as much as 18% more likely to leave the organization than rising leaders who report to senior leaders who are effective talent advocates.

THE “TALENT-SHIELD” PARADOX

Rising leaders who are shielded from others in the organization are much more likely to walk out the door



Note: For the purposes of illustration, leaders' scores were indexed to a scale on which 100 points indicates the intent to stay of rising leaders who report to senior leaders who are very ineffective at the given LLD activity.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



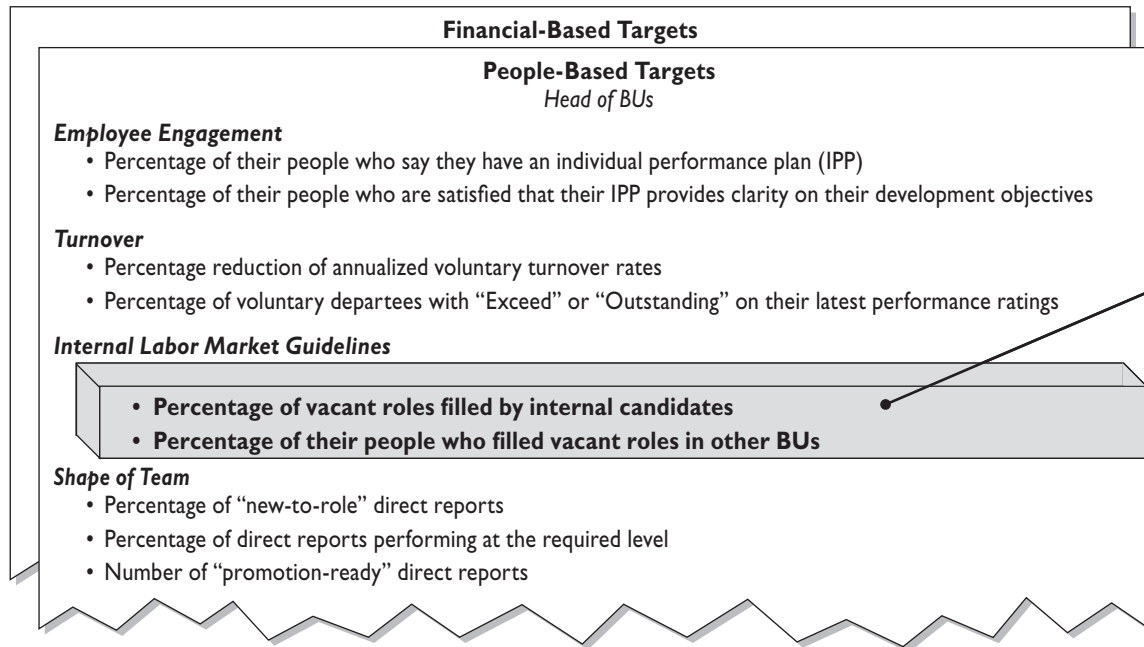
HOLDING SENIOR LEADERS ACCOUNTABLE FOR TALENT MOVEMENT

Summary: Telecom New Zealand holds heads of BUs accountable for promoting talent movement by assessing their talent “import” and “export” ratios. On an annual basis, the HR function measures the percentage of vacant roles filled by internal candidates within each senior leaders’ BU and the percentage of their people who filled vacant roles in other parts of the organization.

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- ☞ The organization also holds senior leaders broadly accountable for development. During their annual 360-degree leadership assessment process, their support network (e.g., direct reports, peers) assesses how well heads of BUs identify and broker development opportunities for team members and beyond.

TELECOM NEW ZEALAND: TALENT MOVEMENT ROLES AND ACCOUNTABILITY MEASURES

Senior leaders are held accountable for development broadly and talent movement specifically as part of their people-based targets...



Measuring Talent Importing/Exporting: Talent "import" and "export" metrics ensure that senior leaders "push and pull" talent across the organization.

...and an annual 360-degree leadership assessment process



Broker of Development Opportunities: Senior leaders are assessed by their support network on how well they identify and broker development opportunities for team members and beyond (and if they have a history for doing so).

* The Head of HR for all of Telecom New Zealand provides coaching for the top 100 leaders.

Source: Telecom New Zealand; Learning and Development Roundtable research.

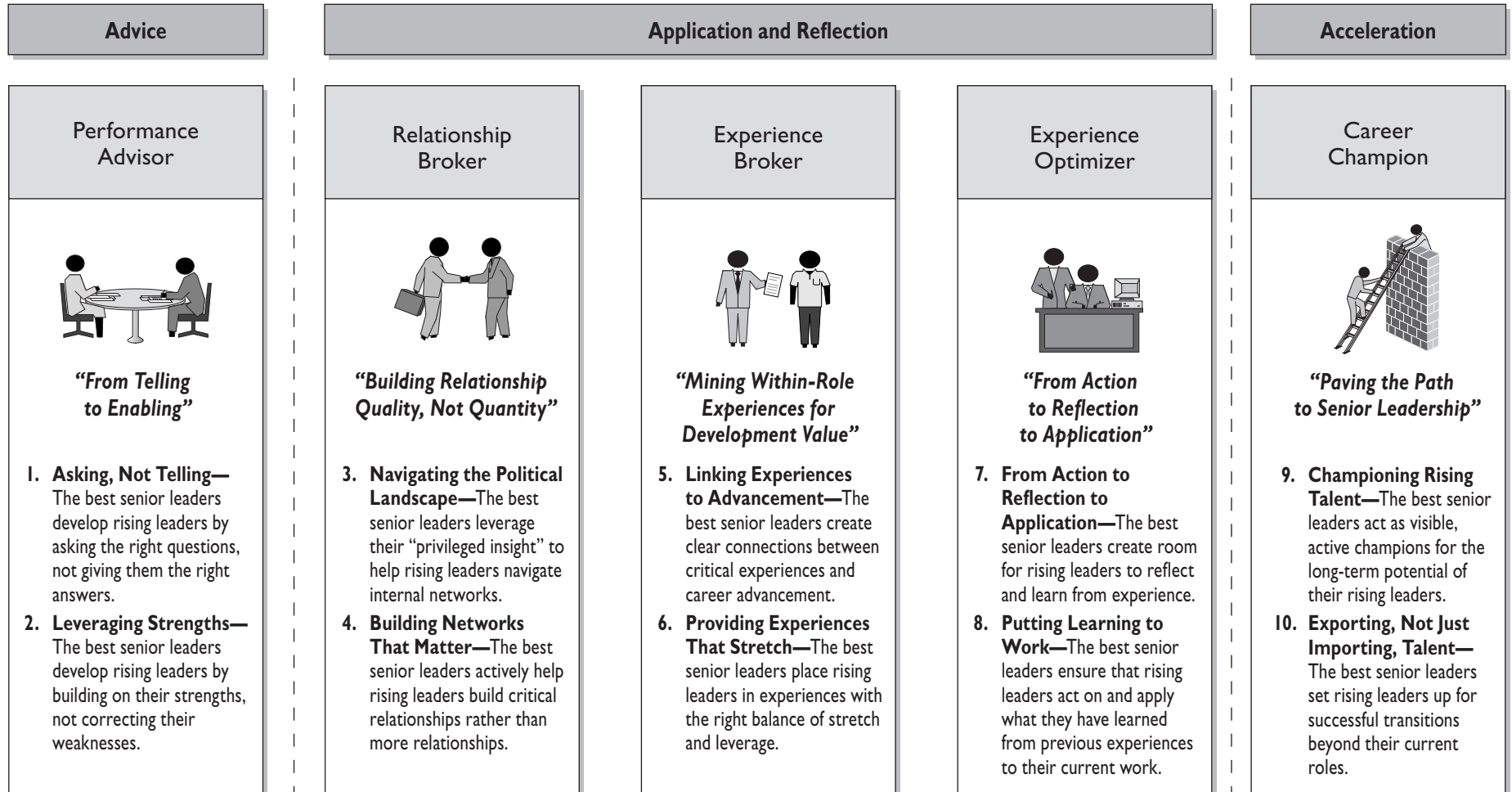
TEN KEY LESSONS FROM THE LLD ROLES

Summary: *The Roundtable's research reveals ten principles to guide senior leaders' efforts to develop rising leaders. These principles are situated within an easy-to-use framework illustrating the fundamentals of LLD.*

- ∞ **Principles to Develop Leaders By**—The framework on the page below summarizes the five essential LLD roles that senior leaders should play. Within each of these roles are two guiding principles that surfaced from the Roundtable's analysis of the activities composing each role. Moreover, the five roles are divided into three broad areas that broadly reflect the flow of interactions between senior leaders and the rising leaders. This framework can serve as a handy reminder for senior leaders about where they should focus their time and energies when developing rising leaders.

TEN GUIDING PRINCIPLES FOR LEADERS WHO DEVELOP LEADERS

Roundtable’s analysis of the five essential roles of LLD can be summarized into ten key lessons to guide senior leaders’ efforts to develop other leaders



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



CHAPTER III

Driving LLD Effectiveness

- How can L&D develop relationships in which LLD can flourish?
- Can senior leaders coach effectively if they're viewed as “uncoachable?”
- To what extent do rising leaders “get the coaching that they deserve?”

THE CASE FOR LOOKING AT LLD ENABLERS

Summary: *Even when senior leaders have the requisite knowledge about how to develop rising leaders, their effectiveness at LLD can prove to be disappointing. L&D functions struggle in bridging the gap between senior leader knowledge and effective development.*

☞ **Crisis of Effectiveness**—Roundtable research shows that some senior leaders are well aware of where to focus their efforts and how to develop rising leaders. However, even though they may have the knowledge on how to find opportunities to facilitate rising leader development and are cognizant of how they will be measured on this capability, they tend to struggle with the effective application of this knowledge. In other words, even leaders with a very high level of awareness of “how to do it” may have limited skills on “how to do it well.”

☞ **Bridging the Gap**—The largest challenge for L&D is developing a strategy to boost the effectiveness of senior leaders in this critical area. Learning executives must identify the drivers that close the gap between knowledge and effective application. This section focuses on the drivers that are most critical to maximizing the impact of LLD effectiveness, thereby providing a road map for leaders on how to best apply their knowledge.

SOMETIMES JUST KNOWING ISN'T ENOUGH

Even organizations whose senior leaders have high LLD “IQs” can come up short on LLD...

...leaving L&D questioning how they can enable their senior leaders to be more effective

WHAT'S WRONG WITH THIS PICTURE?

Alpha Company*

Senior Leader LLD “Intelligence”

Measure

- Senior leaders know their responsibility for developing other leaders
- Senior leaders know how to find opportunities for stretch assignments
- Senior leaders know how their success at developing other leaders will be measured

Assessment



Senior Leader LLD Effectiveness:



A COMMON REFRAIN

“What else can we do to help our leaders do a better job at developing our rising leaders?”



* Pseudonym for actual organization participating in the Roundtable's research.

Source: Learning and Development Roundtable 2003 Employee Development Survey; Learning and Development Roundtable research.

SENIOR LEADERS ARE LARGELY COMMITTED

Summary: *Senior leader willingness to engage in LLD is encouraging. Across every organization in the Roundtable's research, a majority of rising leaders believe that their managers are committed to their development.*

∞ **No Question of Commitment**—A crucial factor in the success of developing rising leaders for future leadership positions is senior leader willingness to engage in LLD. The results here are encouraging. The Roundtable's analysis reveals that the majority of rising leaders do not doubt the development commitment of the senior leaders. Approximately 72 percent of rising leaders recognize that their managers are committed to their professional development.

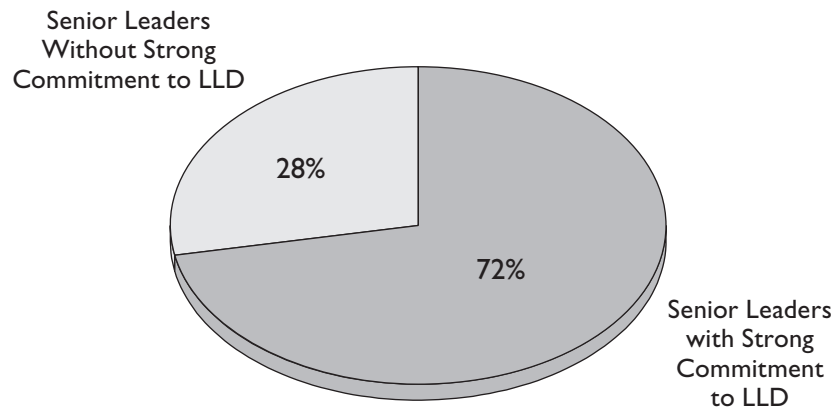
∞ **A Shared View**—The high level of rising leader confidence in senior leader commitment to their development is consistent across organizations. LLD commitment levels ranged from 65 and 85% among the organizations in this analysis, illustrating that, no matter the organization, most senior leaders visibly demonstrate a willingness to play this critical role.

EFFECTIVENESS AT LLD: A MATTER OF SKILL OVER WILL

Rising leaders largely believe that senior leaders are committed to their development...

Commitment of Senior Leaders to LLD

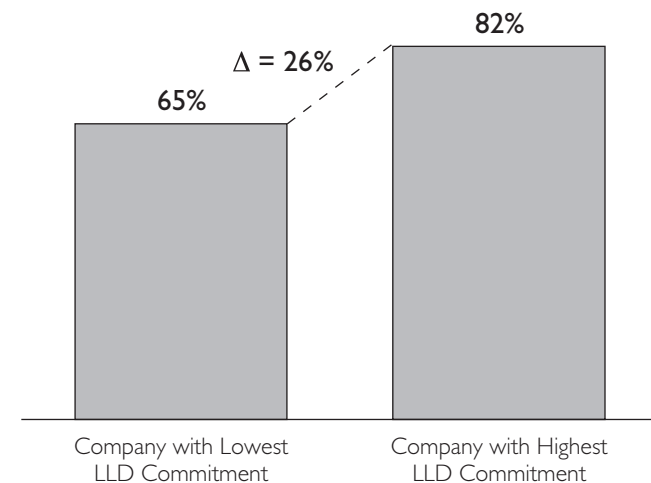
Percentage of Rising Leaders Who “Agree” or “Strongly Agree” that “My Manager Is Committed to My Professional Development”



...and this finding holds consistently from one organization to the next

Differences in Levels of Senior Leader LLD Commitment

Percentage of Senior Leaders



COMMITMENT IS NOT THE CORE CHALLENGE

Senior leaders exhibit much greater willingness to develop rising leaders than is widely assumed. The central problem with LLD cannot be attributed to a “crisis of commitment.” Getting to the core of the LLD challenge involves going beyond senior leader commitment.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

AN ASSORTMENT OF POSSIBILITIES

Summary: *The Roundtable's analysis examined more than 130 drivers that could promote the effectiveness of senior leaders at developing rising leaders. Results demonstrated that only a handful of the drivers have a consistent and significant impact on senior leader effectiveness.*

- ☞ **A Daunting Array of Options**—The table on the page below provides a full list of the 139 drivers of LLD effectiveness analyzed by the Roundtable. The drivers are organized according to the Roundtable's analytical model. The sheer number of options highlights the magnitude of the challenge confronting learning executives in pursuing the activities that matter most. With that goal in mind, this section of this study is designed to enable L&D functions to cut through the clutter of possibilities and identify the handful of drivers with the most consistent and significant impact on LLD.

COULD ALL OF THIS REALLY MATTER?

Learning executives confront a wide array of options for boosting the effectiveness of senior leaders at developing other leaders

Senior Leader Competencies

- Developing People
- Visionary Leadership
- Motivating People
- Change Leadership
- Attracting Talent
- Process Management
- Interpersonal Skills
- Problem Solving
- Influence & Negotiation Skills
- Relationship Building
- Customer Focus
- Project Management
- Communication Skills
- Strategic Thinking
- Technology Management
- Conflict Management
- Managing Diversity
- Business Acumen
- Sales Management

Senior Leader Receptivity to Development

- Open to New Ideas and Suggestions
- Approachable to Informal Feedback
- Follows Through on Development Goals
- Actively Seeks Out Feedback and Criticism
- Understands the Importance of Coaching
- Curtails Self-Limiting Behaviors
- Identifies Limiting Beliefs and Behaviors
- Responds to Feedback
- Admits Need for Improvement
- Openly Discusses Coaching Needs

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- Communication Skills
- Strategic Thinking
- Technology Management
- Conflict Management
- Managing Diversity
- Business Acumen
- Sales Management

Support Resources for LLD

- Knowledge of How to Develop Leaders
- Knowledge of Key Development Experiences
- Knowledge of Sources of Leadership Development Help
- Knowledge of Goal-Oriented Development Plans
- Knowledge of Tools Critical to Developing Leaders
- Demarcate Development Responsibilities and Ownership
- Knowledge of Key Relationships to Developing Leaders
- Help Find Stretch Opportunities
- Knowledge of Development Success Measures

The Senior Leader–Rising Leader Relationship

- Commitment to Leader's Development
- Positive Relationship with Manager
- Inspirational Leadership and Vision
- Credibility of Leader's Business Management Skills
- Credibility of Leader's Leadership Skills
- Respectful and Fair Treatment by Manager
- Recognizes On-the-Job Contributions
- Gives Freedom to Make Own Decisions
- Employee's Support of Manager
- Committed to Flexibility in Work–Life Balance
- Approachable to Any Topic
- Credibility of Leader's Expertise
- Long-Term Commitment to Manager
- Desire to Perform Well for Manager

Top Management Support

- Executives Are Exemplars of Developing Leaders
- Executives Place Priority on Developing Leaders
- Executives Emphasize Importance of Developing Leaders
- Personal Benefit from Leader-Led Development
- Previous Managers Were Good Role Models

Senior Leader Motivation to Learn

- Belief in Link Between Learning and Personal Success
- Belief in Link Between Learning and Organizational Success
- Reflects on Learning Experiences
- Follows Through on Development Goals
- Successfully Applies New Learning

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Peer Support

- Peers Stay Informed About Development Opportunities for Other Leaders
- Peers Share Ideas on Developing Other Leaders
- Leaders Held Accountable for Developing Other Leaders
- Peers Share All Relevant Information
- Peers Expect to be Developed by Their Managers

Senior Leader Derailers

- Easily Swayed by Others' Opinions
- Focuses Too Heavily on Details
- Intimidates Others
- Jumps to Hasty Conclusions
- Manipulates Others
- Micromanages Direct Reports
- Reacts Negatively to Criticism
- Does Not Share Relevant Information
- Seeks Gain at Others' Expense
- Quickly Dismisses Ideas of Others
- Does Not Recognize Others' Contribution
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Learning Culture

- Encouragement to Keep Trying After Failure
- Opportunities for Horizontal Mobility
- Encourage to Improve Methods
- Encouragement for New Ways of Doing Things
- Organization Shares Important Development Experiences
- Opportunities for Vertical Mobility
- Encouragement to Develop Own Ideas
- Organizational Desire for High-Risk/High-Gain Investments
- Incentives to Work on Risky Ideas
- Encouragement to Find New Solutions

Incentives

- Percentage of Compensation Tied to Employee Development
- Percentage of Performance Review Devoted to Employee Development
- Percentage of Performance Targets Based on Employee Development
- Tracking of Manager's Efforts to Develop Employees

NARROWING DOWN TO A SELECT FEW

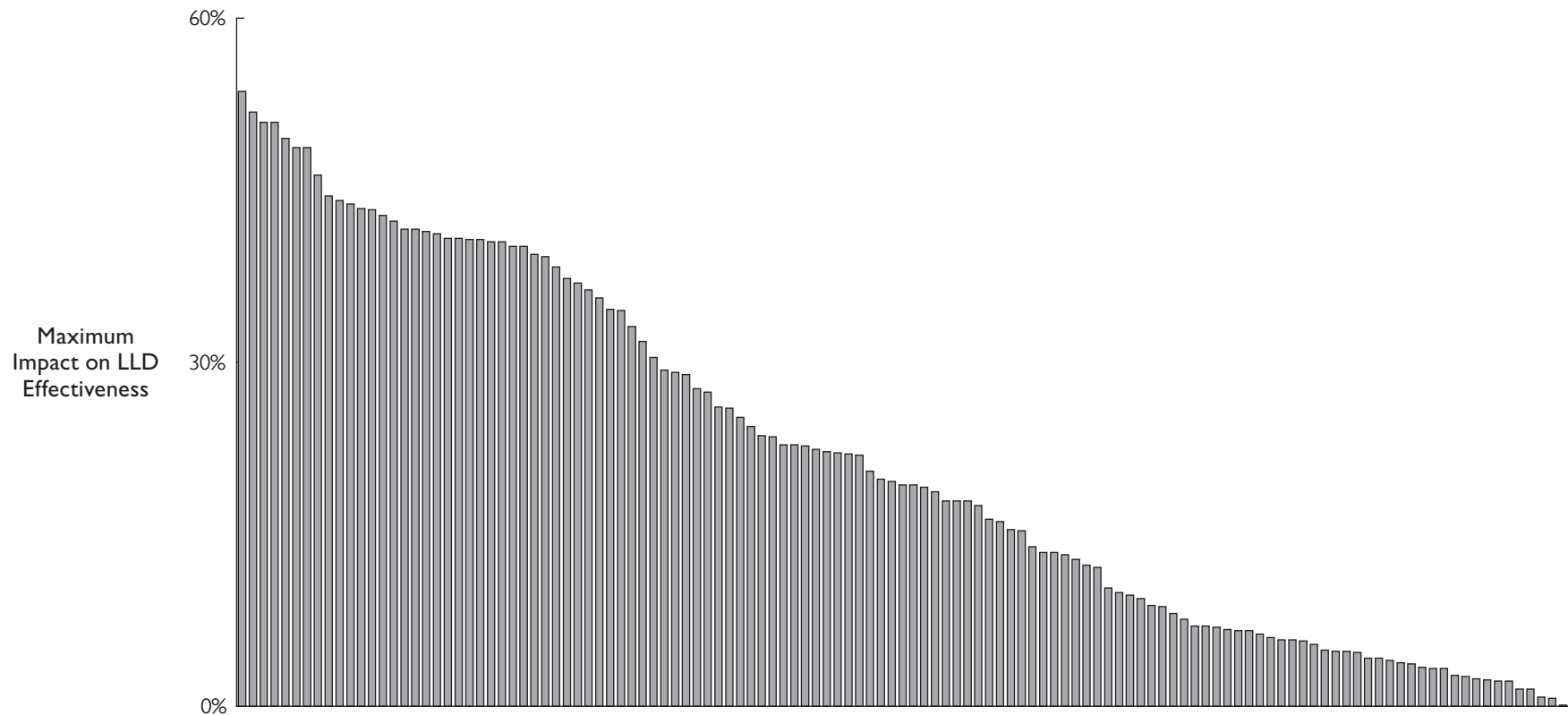
Summary: *Out of all the possible drivers of LLD effectiveness, only a small minority consistently demonstrates a significant and meaningful impact. In short, of all the things organizations could do to drive LLD effectiveness, there are only a handful of things they should do.*

- ∞ **LLD Drivers Are Not Created Equal**—The chart below illustrates the variability in maximum impact that each potential driver has on LLD effectiveness. The range of the impacts across all of the drivers is substantial, with the most important drivers having impacts several orders of magnitude greater than the least influential drivers. Simply put, not all activities are equally critical to boosting LLD effectiveness. The focus of the rest of this section is to examine only those drivers with the most significant and consistent impact on LLD effectiveness.

FOCUSING ON WHAT MATTERS MOST TO LLD EFFECTIVENESS

Roundtable analysis reveals significant variation in impact across the potential drivers of senior leader LLD effectiveness, with many drivers having little to no consistent impact

Driver Impact on LLD Effectiveness



Note: Each bar presents a statistical estimate of the maximum impact each driver can contribute to LLD effectiveness. The maximum impact is calculated by measuring the predicted difference in LLD effectiveness between the lowest and highest value on each driver. The impact of each driver is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THE THREE KEY ENABLERS OF LLD

Summary: *The Roundtable’s analysis uncovered three primary groups of drivers that enable senior leaders to become more effective at developing other leaders. These groups revolve around the attributes of the individual leaders themselves, and their relationships with one another, rather than the nature of their organizations or environments.*

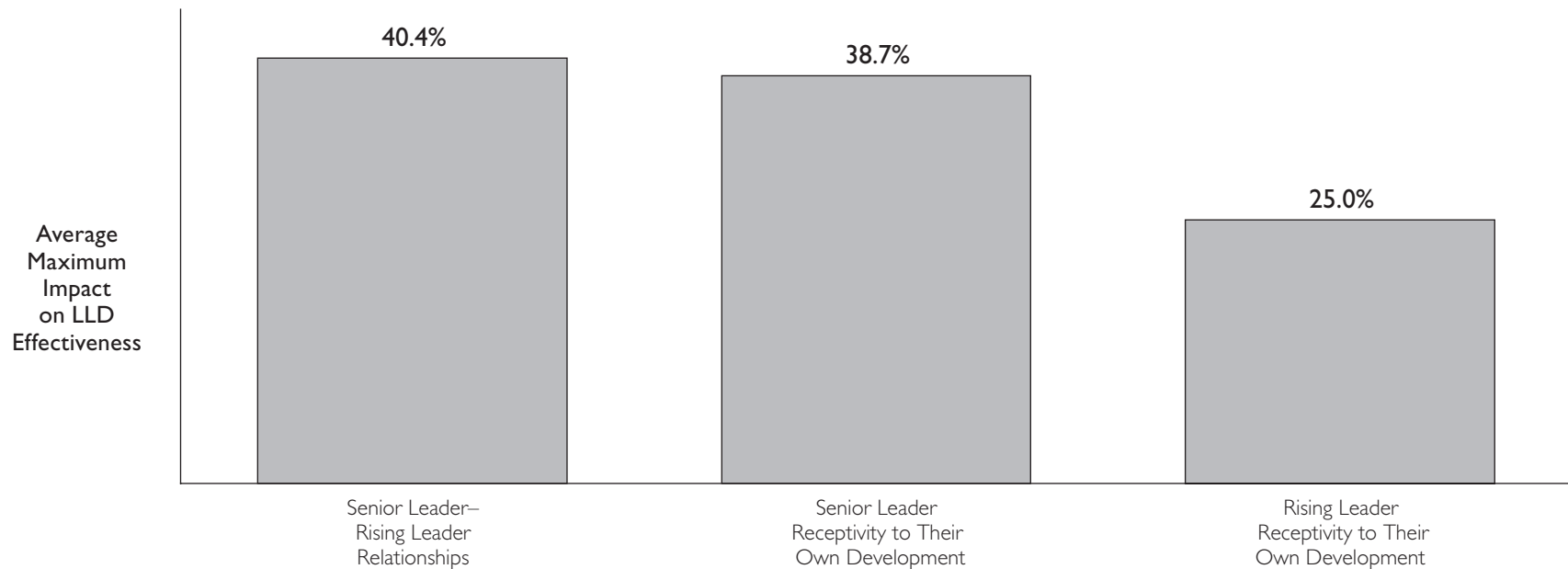
- ∞ **It’s All About Relationships and Receptivity**—On close examination, the drivers that had the most significant impact on LLD effectiveness (in the Roundtable’s analysis) fall into three distinct groups of enablers:
 - *Senior Leader–Rising Leader Relationships*—This group of attributes, as shown below, is the most powerful enabler of LLD effectiveness, with an average impact of 40%. In the absence of a healthy relationship between senior leaders and rising leaders, meaningful development can be almost impossible to achieve.
 - *Senior Leader Receptivity to Their Own Development*—The attentiveness and openness of senior leaders to their own development is an attribute that can significantly boost LLD effectiveness, coming in a close second with an average impact of nearly 39%.
 - *Rising Leader Receptivity to Their Own Development*—Turning the focus on the rising leaders themselves, the “coachability” of rising leaders can positively impact LLD effectiveness by as much as 25%.

- ∞ **Clarifying the Role of Context**—The Roundtable’s research explored the impact of dozens of contextual factors on LLD effectiveness. The organization’s support, guidance, and incentives for LLD were chief among these factors. However, the results of the Roundtable’s analysis failed to uncover any meaningful impact of organizational factors on how well senior leaders develop other leaders. In sum, while many of these drivers may be necessary, they are not in and of themselves sufficient to boost senior leader effectiveness.

ENABLING LEADERS TO DEVELOP LEADERS

The keys to raising senior leaders' effectiveness at developing rising leaders center on their relationships with rising leaders and their receptivity to development

Impact of Drivers on Senior Leader Effectiveness at LLD



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

CREATING A FOUNDATION OF INTERACTIONS AND RELATIONSHIPS

- This section examines the three sets of drivers that surfaced from the Roundtable's analysis of LLD effectiveness and illustrates the importance of attributes regarding senior leaders, rising leaders, and their relationships. The focus is on building a solid foundation for development through strong, positive relationships, improving the "coachability" of senior leaders, and boosting the receptiveness to development of rising leaders.

THREE KEYS TO EFFECTIVE LLD

1. Relationships: Building a Solid Foundation for Development

2. Senior Leader Receptivity: “Coachability” Drives “Coaching Ability”

3. Rising Leader Receptivity: Avoiding the “I’ve Arrived” Syndrome

THE IMPORTANCE OF POSITIVE RELATIONSHIPS

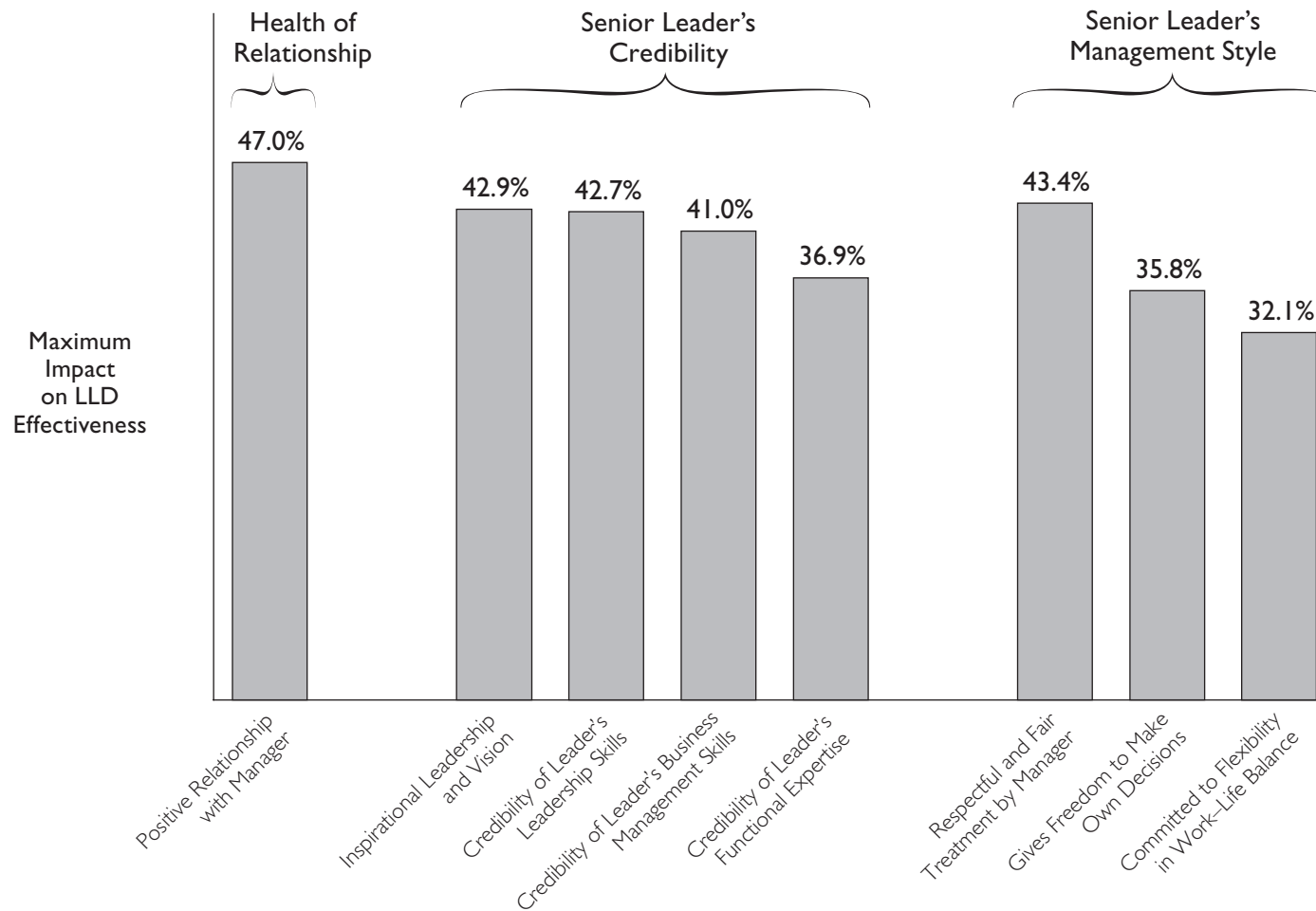
Summary: *The most powerful drivers of LLD effectiveness revolve around the nature and strength of the senior leader–rising leader relationship. Effective development is unlikely to occur without a solid foundation built on a healthy relationship characterized by credibility and respect.*

- ☞ **Impacts Worth Noting**—The height of the bars in the chart below illustrate the maximum impact of each attribute of the senior leader–rising leader relationship on LLD effectiveness. The strength and nature of this relationship lays the basic foundation for LLD and clearly plays a critical role in enabling the senior leader to develop rising leaders.
- ☞ **The Health of the Relationship**—The strongest driver of LLD effectiveness is the health of the senior leader–rising leader relationship. Senior leaders who maintain a relationship perceived as positive by the rising leader can be 47% more effective at LLD.
- ☞ **Credibility, Vision, and Inspiration**—Establishing credibility as a leader and providing vision and inspiration follow relationship health closely in terms of potential impact on effectiveness. Building credible business-management skills and functional expertise are also key attributes that can positively impact LLD effectiveness. Senior leaders who display these attributes have the potential to boost their LLD effectiveness by anywhere from 37% to 44%.
- ☞ **A Respectful Management Style**—The degree to which senior leaders demonstrate respectful and fair treatment to their rising leaders, providing them with freedom to achieve their desired work–life balance, and the flexibility to make their own decisions also have a significant impact on LLD effectiveness. Although senior leaders must strive to demonstrate a strong, credible presence to their rising leaders, they must give the rising leaders room to maneuver by providing them with flexibility and autonomy.

CREATING HEALTHY RELATIONSHIPS FOR DEVELOPMENT

Senior leaders are significantly more effective at developing rising leaders when they establish healthy relationships characterized by credibility and respect

The Impact of Senior Leader–Rising Leader Relationships on LLD Effectiveness



KEY TAKEAWAYS

- Unless they establish the “right” relationships with rising leaders, senior leaders have little hope of playing an effective role in their development.
- Senior leaders are most effective when rising leaders perceive them as credible coaches and sources of insight.
- Rising leaders respond best to coaching when senior leaders respect their individual needs for autonomy and flexibility.

Note: Each bar presents a statistical estimate of the maximum impact each driver can contribute to LLD effectiveness. The maximum impact is calculated by measuring the predicted difference in LLD effectiveness between the lowest and highest value on each driver. The impact of each driver is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THREE KEYS TO EFFECTIVE LLD

1. Relationships: Building a Solid Foundation for Development

2. Senior Leader Receptivity: “Coachability” Drives “Coaching Ability”

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WHEN VULNERABILITY CAN BE A STRENGTH

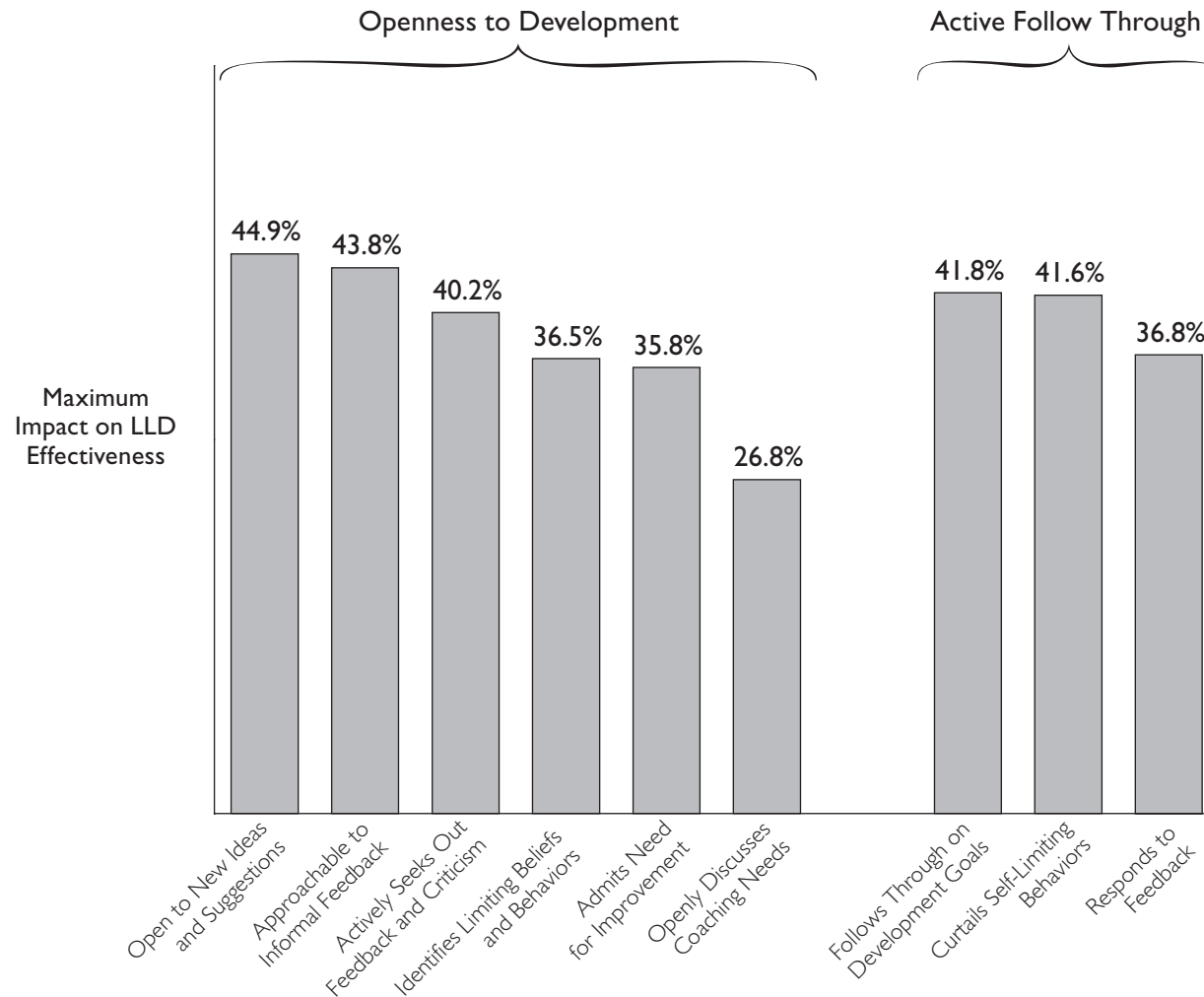
Summary: *Senior leaders are most effective at LLD when they openly acknowledge their need for improvement and serve as a role model for illustrating the importance of development. However, the best senior leaders go beyond a passive acceptance of their need for development and actively follow through on the feedback they receive.*

- ∞ **Attentiveness to Self-Development**—The effectiveness of senior leaders at developing rising leaders partly depends on their focus on their own development. Through their willingness to engage in self-development, senior leaders not only serve as role models but also demonstrate their ability to understand the challenges faced by their rising leaders and provide targeted advice based on their own previous experiences. Put simply, unless a senior leader is perceived as coachable, they have little hope of effectively coaching others.
- ∞ **Openness to Suggestions and Feedback**—The approachability of the senior leader in receiving informal feedback has the highest impact on their LLD effectiveness, second only to the health of the senior leader–rising leader relationship. Senior leaders who are open to informal feedback, new ideas, and suggestions can boost their effectiveness by as much as 44%. Common to all the attributes surrounding senior leaders' openness to development is their willingness to place themselves in a vulnerable position. Having the strength to acknowledge areas of weakness and soliciting feedback and criticism helps build open communication channels and maximizes their effectiveness at LLD.
- ∞ **Active Follow Through**—Although listening to feedback is important, acting upon it to improve performance is just as critical. Senior leaders who fail to respond to feedback can be more than 40% less effective at LLD than those who follow through on suggestions.

COACHABILITY BREEDS “COACH-ABILITY”

The most effective senior leaders at coaching and developing rising leaders are themselves highly “coachable”

The Impact of Senior Leader Receptivity to Development on LLD Effectiveness



KEY TAKEAWAYS

- Senior leaders are most effective at developing rising leaders when they demonstrate their own coachability.
- The most effective “bench builders” take charge of their own development and proactively seek out feedback and coaching.
- The best bench builders aren’t simply passive recipients of feedback; they respond to feedback by modifying their actions and behaviors.

Note: Each bar presents a statistical estimate of the maximum impact each driver can contribute to LLD effectiveness. The maximum impact is calculated by measuring the predicted difference in LLD effectiveness between the lowest and highest value on each driver. The impact of each driver is modeled separately.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

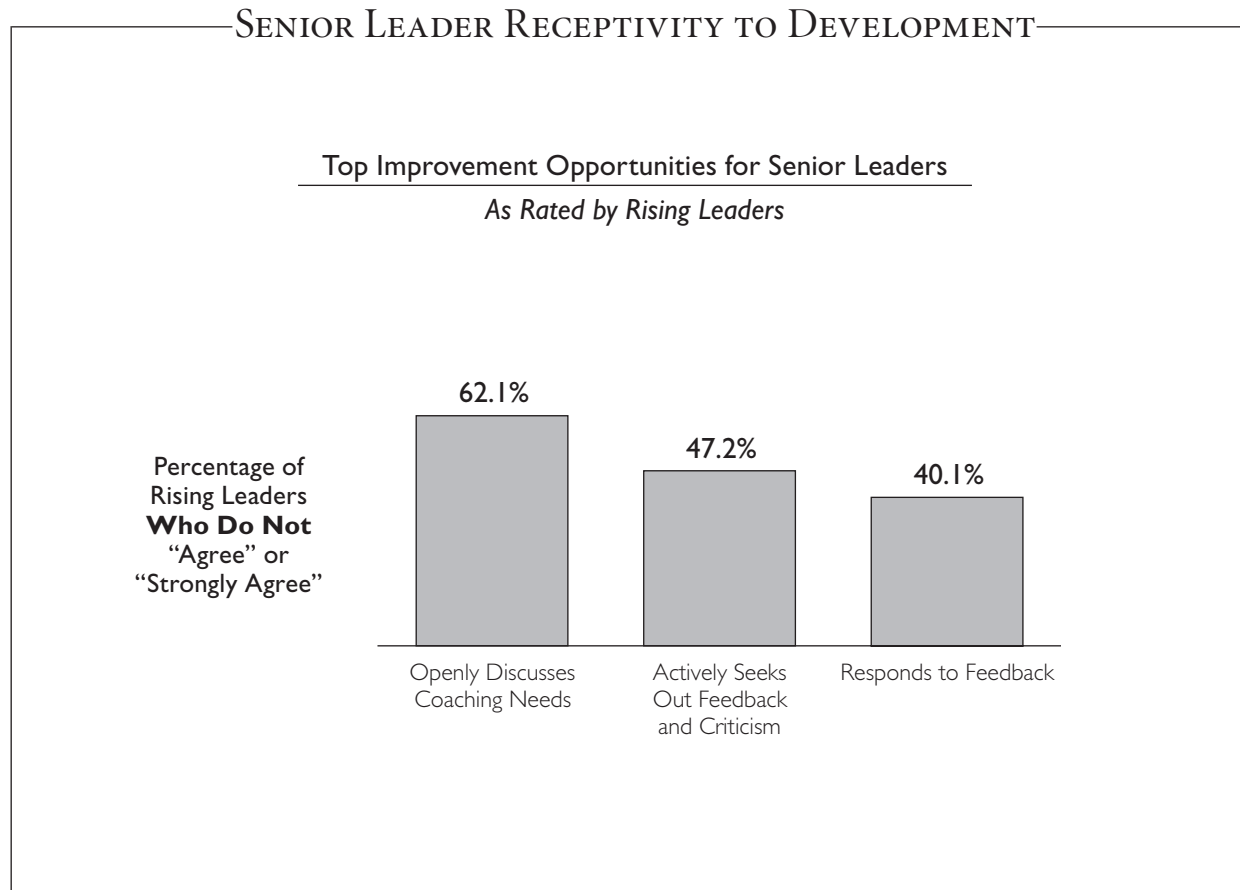
A CLOSER LOOK AT SENIOR LEADER RECEPTIVITY

Summary: *The Roundtable's analysis of senior leader receptivity levels surfaced the need for them to focus their improvement efforts in several critical areas. The tendency for senior leaders to struggle on some of the most important aspects of receptivity to development was especially disconcerting.*

- ∞ **Room to Improve for Senior Leaders**—Overall, when assessed by their rising leaders, significant percentages of senior leaders had room to improve in three key areas, two of which involve their follow through on feedback:
 - *Willingness to Openly Discuss Their Coaching Needs*—As demonstrated previously, this attribute can improve LLD effectiveness by 42%. However, 62% of rising leaders in the Roundtable analysis indicated that their senior leaders do not openly discuss their development, thereby mitigating the impact of any coaching they provide.
 - *Active Pursuit of Constructive Feedback*—Senior leaders are perceived to be reluctant to seek out feedback and criticism from other leaders by 47% of rising leaders.
 - *Responsiveness to the Feedback They Receive*—Four out of every ten rising leaders do not believe that their senior leaders respond to the feedback they receive, underlying the notion that senior leaders struggle to be receptive to their own development.

SENIOR LEADER, KNOW THYSELF

Large shares of senior leaders have “room to run” on their receptivity to being developed, presenting learning executives with a huge opportunity to improve LLD effectiveness



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THREE KEYS TO EFFECTIVE LLD

1. Relationships: Building a Solid Foundation for Development

2. Senior Leader Receptivity: “Coachability” Drives “Coaching Ability”

3. Rising Leader Receptivity: Avoiding the “I’ve Arrived” Syndrome

THE RECIPROCAL NATURE OF RECEPTIVITY TO DEVELOPMENT

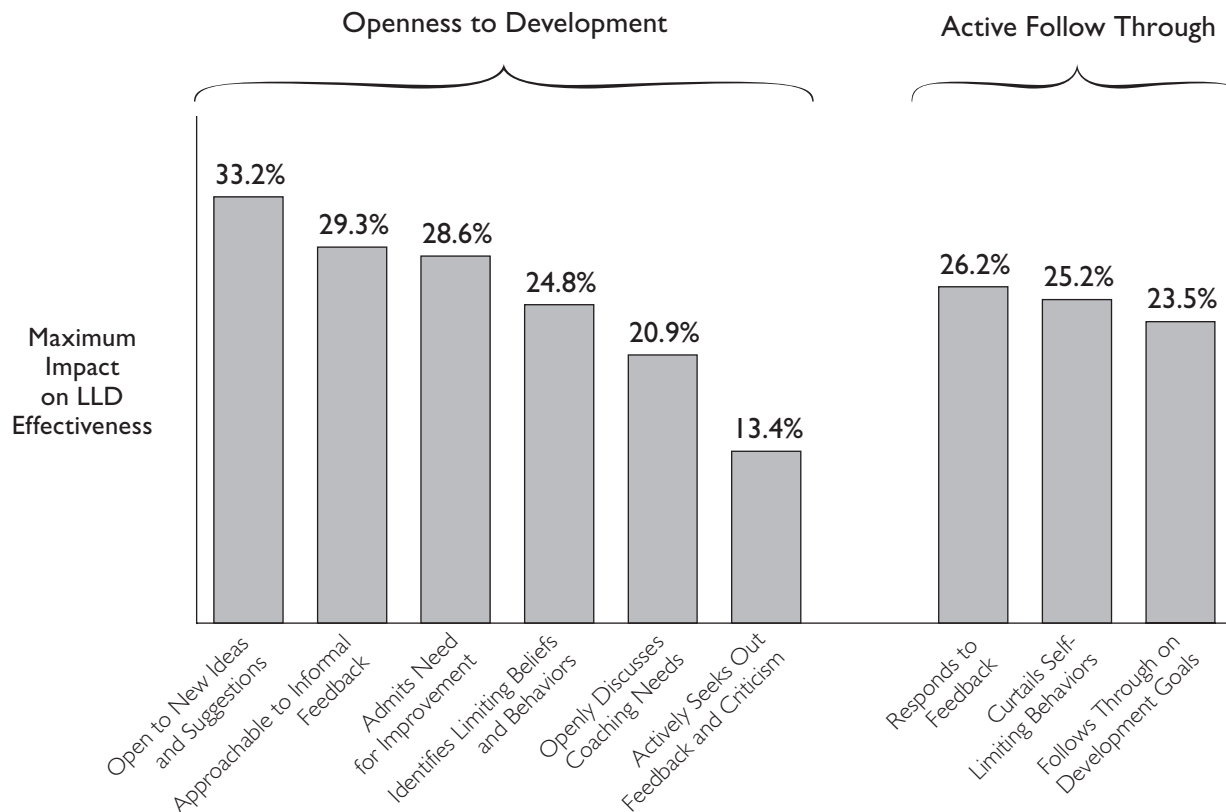
Summary: Senior leaders are more effective at developing rising leaders who are receptive to development and clearly signal their receptivity to feedback. Active follow through in response to feedback is critical on the part of the rising leader as well, underlining the reciprocal nature of LLD.

- ☞ **Openness Is a Two-Way Street**—The receptivity of rising leaders to their own development, an often overlooked factor, is critical in the success of LLD. Senior leaders cannot be effective in developing other leaders if rising leaders do not pay heed to their counsel. The full value of LLD can only be realized if a “two-way” street of openness is established, with both parties being receptive to development.
 - ☞ **Willing to Be Developed**—Rising leaders can directly impact the quality of the coaching and development they receive from senior leaders by clearly signaling their openness and receptivity to receive such development. By acknowledging their need for coaching and demonstrating their willingness to accept constructive feedback and criticism, rising leaders can boost the effectiveness of their senior leaders by as much as 33%.
-
- ☞ **Prepared to Follow Through**—An equally important aspect of rising leader receptivity is their commitment to actively following through on the feedback and coaching provided by senior leaders. Senior leaders who recognize the efforts of rising leaders in making changes to their behaviors in response to feedback can be 25% more effective at LLD than those who do not see an effort on the part of rising leaders.

RISING LEADERS WHO WANT (AND EXPECT) TO BE DEVELOPED

Senior leaders are far more effective at developing rising leaders who are receptive to and act upon the development senior leaders provide

The Impact of Rising Leader Receptivity on LLD Effectiveness



KEY TAKEAWAYS

- The quality of the development that rising leaders receive is a function of the quality of the development they attract.
- Senior leaders are far more effective at developing rising leaders who clearly signal their openness and receptivity to feedback.
- Senior leaders are better at developing rising leaders who demonstrate that they'll follow through on the coaching they receive.

Note: Each box represents a statistical estimate of the maximum impact of each driver on senior leader LLD effectiveness. The maximum impact is calculated by measuring the predicted difference in LLD effectiveness between the lowest and highest values of each driver.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

CONSIDERING BOTH SIDES OF THE LLD EQUATION

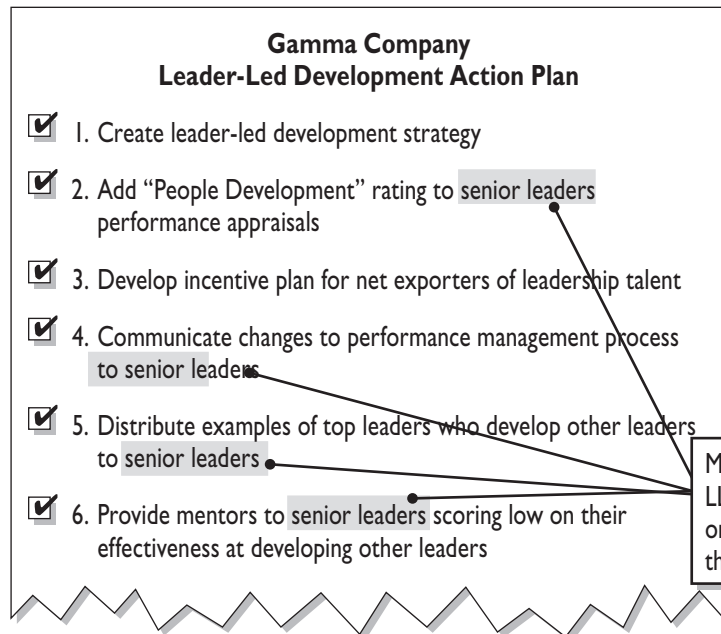
Summary: *All too often, organizations tend to orient their efforts to boost LLD effectiveness around senior leaders and neglect the role that rising leaders play in this reciprocal relationship. The result is that rising leaders fail to appreciate (and realize) the full benefits of being developed by their direct managers.*

- ∞ **Insufficient Focus on Rising Leaders**—Despite the fact that rising leaders form an integral part of the LLD process, many LLD initiatives focus exclusively on the role of the senior leaders. By ignoring the importance of the rising leaders in building LLD effectiveness, organizations severely dilute the potential impact of LLD success.

A TWO-PRONGED STRATEGY FOR BOOSTING EFFECTIVENESS

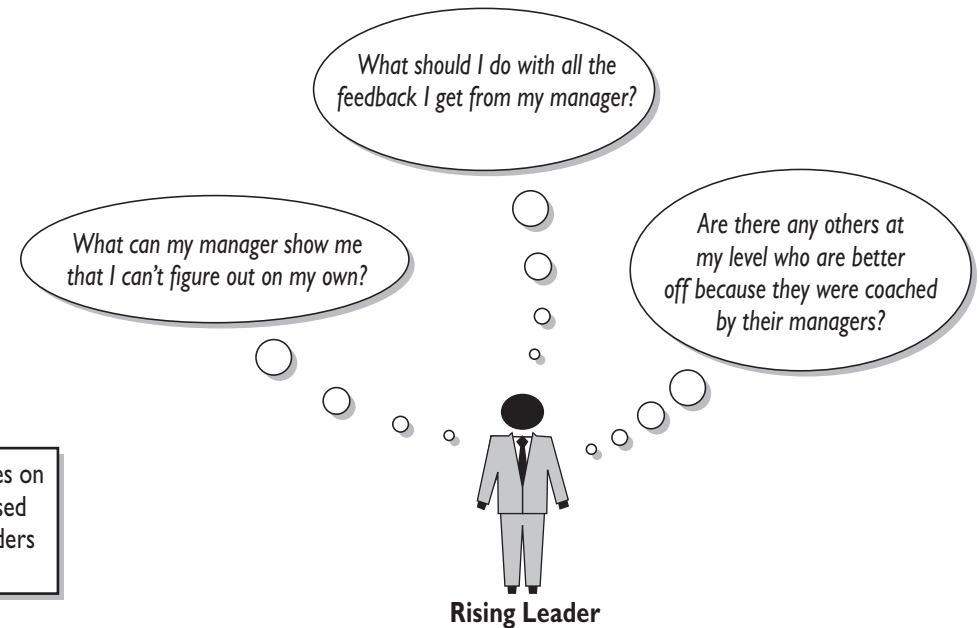
All too frequently, organizations focus exclusively on the senior leader's role in LLD...

Typical LLD Strategy: Senior Leader-Centered



...resulting in rising leaders who fail to see the benefit of being developed by their managers

Rising Leader Response: Coaching? Who Needs It?



A TWO-WAY STREET

“For the longest time, we’ve been trying to help our top leaders develop our next generation, but our efforts met with little success. It wasn’t until we realized that this was a two-way street—that the leaders beneath them had to *want* to be coached—that we really began to see the evaluations of our senior leaders begin to improve.”

Chief Learning Officer, Major Defense Contractor

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

HELPING RISING LEADERS DEMONSTRATE THEIR RECEPTIVITY

Summary: *The checklist on the page below serves as a simple tool to help rising leaders diagnose their own receptivity to being developed by senior leaders and pinpoint ways in which they can more clearly signal their openness.*

- ∞ **Enabling Rising Leaders to Attract Development**—The checklist below highlights a variety of ways that rising leaders can secure more effective development from senior leaders. By reflecting on their responses, rising leaders can begin to understand the activities they themselves can undertake to facilitate the development process. Through the adoption of a more active role on the part of the rising leaders, the onus of building effectiveness is shared by both parties, rather than being placed exclusively on the senior leaders.

RISING LEADER RECEPTIVITY: A SHORT SELF-DIAGNOSTIC

The Roundtable has developed this quick checklist for rising leaders who feel that their managers could be more effective at their development

The Rising Leader's Checklist for Improving Senior Leader Effectiveness at LLD

HELPING YOUR MANAGER DEVELOP YOU EFFECTIVELY: A CHECKLIST

Yes No

- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1. Have you demonstrated that you're open to your manager's ideas and suggestions for doing your job better? |
| <input type="radio"/> | <input type="radio"/> | 2. Do you proactively communicate that you have areas where your manager could help you improve? |
| <input type="radio"/> | <input type="radio"/> | 3. Have you demonstrated a desire to identify the behaviors that hold you back? |
| <input type="radio"/> | <input type="radio"/> | 4. Does your manager know that you're eager to receive his or her feedback? |
| <input type="radio"/> | <input type="radio"/> | 5. Have you discussed with your manager how much and what type of coaching you need? |
| <input type="radio"/> | <input type="radio"/> | 6. Do you intentionally seek out feedback and constructive criticism from your manager? |
| <input type="radio"/> | <input type="radio"/> | 7. Have you shown your eagerness to act on the feedback you receive from your manager? |
| <input type="radio"/> | <input type="radio"/> | 8. Do you consistently follow through on your most important development goals? |
| <input type="radio"/> | <input type="radio"/> | 9. Have you made a concerted effort to stop any of the behaviors that may be holding you back? |
| <input type="radio"/> | <input type="radio"/> | 10. Does your manager know how well you've been able to apply what you learn to your work? |

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

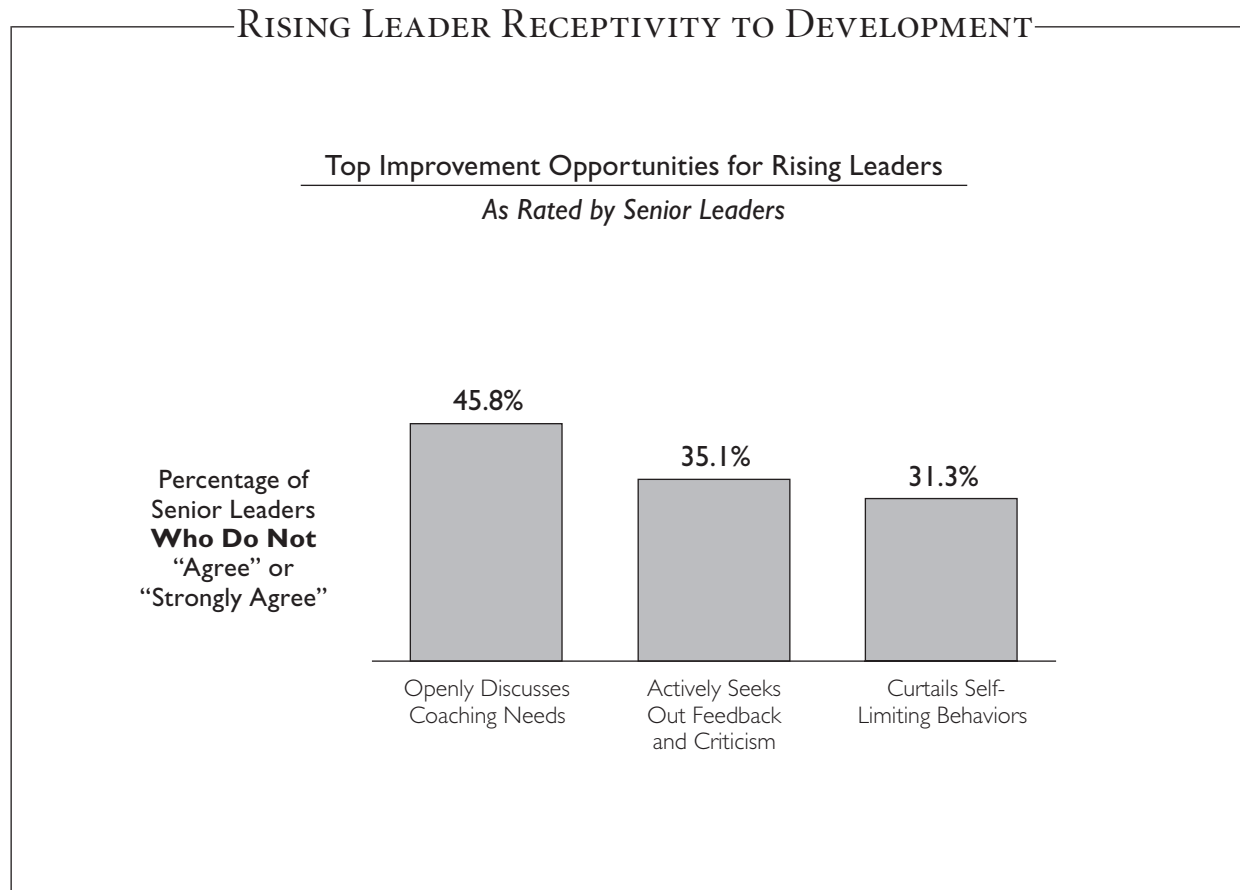
A CLOSER LOOK AT RISING LEADER RECEPTIVITY TO DEVELOPMENT

Summary: *The Roundtable’s analysis of rising leader receptivity levels identified several areas around which they should focus their improvement efforts. Organizations must help rising leaders combat the notion that they have “arrived” and need no further development.*

- ∞ **Opportunities for Rising Leaders**—Although rising leaders’ greatest areas for improvement largely mirror those of the leaders above them, notably fewer rising leaders displayed these shortcomings than their senior leaders. When assessed by their senior leaders, meaningful percentages of rising leaders had room to improve in three key areas:
- *Willingness to Openly Discuss Their Coaching Needs*—More than 45% of rising leaders in the Roundtable analysis were described by their senior leaders as being unwilling to openly discuss their development needs.
 - *Active Pursuit of Constructive Feedback*—Over one-third of rising leaders are perceived to be reluctant to seek out feedback and criticism from others.
 - *Curtailing Self-Limiting Behaviors*—According to senior leaders, three out of ten rising leaders do not effectively respond to the feedback they receive, perhaps reflecting the belief that they have “arrived” and no longer need development.

THE “I’VE ARRIVED” SYNDROME

Though most rising leaders exhibit some receptivity to being developed, far too many struggle with the need for continuous growth and development



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

COACHING AT THE INTERSECTION OF ORGANIZATIONAL AND INDIVIDUAL NEEDS

Case in Context: *One strategy for increasing rising leader receptivity to development is to ensure senior leaders frame coaching conversations on the areas that matter most to rising leaders. Belgacom's approach to high-impact coaching is to ensure that managers focus their development conversations at the intersection of what drives organizational performance and what motivates their direct reports. Through an internally developed tool, the organization highlights differences between managers' downward assessments and employees' self-assessments. This helps managers understand how their direct reports perceive their strengths and weaknesses, and, more importantly, they can begin to unveil what their employees aspire to and what motivates and interests them.*

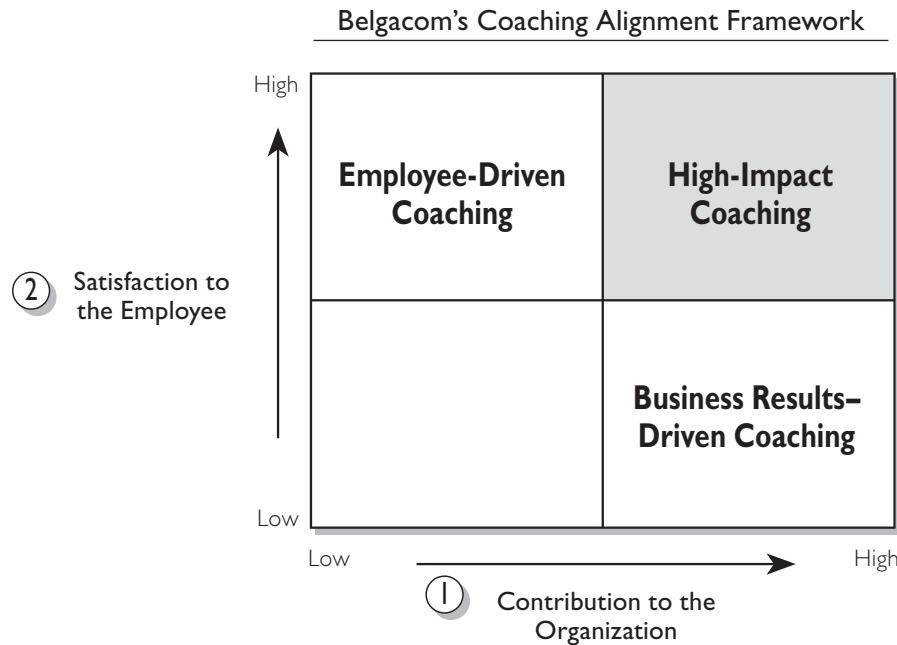
☞ To help managers frame their coaching conversations on the right issues, Belgacom encourages them to focus their efforts where organizational needs overlap with individual needs. In other words, managers need to help employees develop the skills required by the organization and, at the same time, to focus their guidance and advice on the career aspirations, interests, and motivations of their direct reports. Belgacom believes that managers do not need to devote additional time to be high-impact coaches—instead, they should focus their efforts on the intersection of what matters most to both the organization and their employees.

☞ To help managers visualize this coaching approach, Belgacom uses the matrix presented on this page. The balance of this case profile focuses on how Belgacom enables managers to find the right point on the matrix to the right; specifically how Belgacom supports managers' efforts to:

1. Assess employees' performance against the organization's competency requirements and
2. Understand their employees' performance perspectives by examining the differences between their downward assessments and direct reports' self-assessments.

HELPING LEADERS COACH SMARTER, NOT HARDER*

Belgacom helps managers frame coaching efforts at the intersection where organizational skill requirements meet individual career aspirations, interests, and motivations



Key Components of High-Impact Coaching

- ① **Assess Employee Performance Against Organizational Expectations**—Belgacom’s competency model tool establishes consistent performance expectations across the organization yet allows for (some) customization to accommodate the requirements of specific jobs and leadership levels.
- ② **Understand Employee Performance Perspectives**—Belgacom’s competency model tool also highlights the differences in managers’ downward- and employees’ self-assessments. This data allows managers to engage their direct reports in development conversations focused on uncovering the root causes of their performance-assessment differences.

* Please refer to the upcoming study titled *Profiles of Coaching Programs and Tactics* for a full version of this case profile.

Source: Belgacom; Blessing/White; Learning and Development Roundtable research.

UNDERSTANDING PERCEPTUAL DIFFERENCES

Summary: Belgacom's competency model tool also highlights areas where managers' downward assessments differ from and align with their direct reports' self-assessments. In essence, this tool ensures that managers are able to anticipate (and plan for) any competing views that their direct reports might hold regarding their performance. With this information in hand, managers are then able to draw on both their own views of employees' performance improvement opportunities and the root causes of any differences in assessment scores.

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IDENTIFYING MANAGER–EMPLOYEE PERFORMANCE MISPERCEPTIONS

Belgacom’s tool highlights areas of misalignment between managers’ downward and employees’ self-assessments, allowing managers to frame coaching conversations on the root causes of these differences

Belgacom’s Competency Model Tool: Direct Reports Skills Profiles

My Direct Reports' Individual Skill Profiles

All ▾

Direct Report Skill Profile: Jan Mathis*

Skills	Assignment Source	Required Minimum Score	Score		Assessment Gap Required vs. Self	Assessment Gap	
			Self	Downward		Self vs. Downward	Downward vs. Required
Customer Focus	Belgacom	5	5	5	0	0	0
Drive for Results	Belgacom	5	5	7	0	2 (+)	2
HR Needs Analysis	Job Family	5	4	3	1	1 (-)	2 (-)
HR Advising	Job Family	5	7	5	2	2 (-)	0
Decision Quality	Role	5	5	2	0	3 (-)	3 (-)
Building Effective Teams	Role	5	8	8	3	0	3

Managers' Downward– Direct Reports Self-Assessments:
Differences in downward and self-assessments enable managers to frame coaching conversations on the root causes of these perception differences.

Source: Belgacom; Learning and Development Roundtable research.

USING PERCEPTUAL DIFFERENCES AS A PLATFORM FOR UNDERSTANDING DIRECT REPORTS

Summary: *With a clear understanding of how their downward assessments differ from their employees' self-assessments, managers have a better opportunity to have more meaningful coaching conversations with their direct reports. Prior to development dialogues, managers can leverage the information provided by the competency model tool to develop diagnostic questions that help them understand the root causes of their perceptual differences, such as those illustrated on this page.*

☞ With a clear understanding of how their downward assessments differ from their employees' self-assessments, managers have a better opportunity to have more meaningful coaching conversations with their direct reports. Prior to development dialogues, managers can leverage the information provided by the competency model tool to develop diagnostic questions that help them understand the root causes of their perceptual differences, such as those illustrated on this page.

☞ Through such conversations, managers can begin to unveil how their direct reports perceive their strengths and weaknesses. And, perhaps more importantly, managers can start to understand what their employees aspire to and what motivates and interests them. Managers are then able to frame part of their development discussions on these drivers of engagement and performance.

ADDRESSING PERFORMANCE MISPERCEPTIONS

Differences in downward and employee self-assessments provide managers with a powerful platform for understanding how their direct reports perceive their strengths and weaknesses

Skills	Assignment Source	Required Minimum Score	Score		Assessment Gap	
			Self	Downward	Required vs Self	Self vs Downward
Customer Focus	Belgacom	5	5	5	0	0
Drive for Results	Belgacom	5	5	7	0	2(+)
HR Needs Analysis	Job Family	5	4	3	1	1(+)
HR Advising	Job Family	5	7	5	2	2(+)
Decision Quality	Role	5	5	2	0	3(+)
Building Effective Teams	Role	5	8	8	3	0



Potential Talking Points for Framing Coaching Conversations

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Illustrative

If our assessment ratings differ, then I should frame our conversation on the following questions:

- Why do you think our perspectives differ?
- Can you explain how you came to give yourself this rating?
- Let me explain to you how I came to give you this rating.
- Are there specific examples that you can share with me that demonstrate your effectiveness at this competency that I may not have factored into account?
- Are there specific examples that you can share with me that demonstrate how you might fall short at this competency?
- Are there specific challenges you face in your day-to-day work of which I should be aware?
- How can we better communicate to ensure greater transparency and alignment in our perspectives?

If our assessment ratings align, then I should frame our conversation on the following questions:

- Can you explain examples of how you came to give yourself this rating?
- Let me explain to you how I came to give you this rating.
- What ideas do you have for helping you further improve this development area even more?
- Would you be amenable to serving as a mentor for peers who struggle with a competency in which you demonstrate strength?

Source: Belgacom; Learning and Development Roundtable research.

LEVERAGING UPWARD FEEDBACK TO IMPROVE COACHING CAPABILITY AND CREDIBILITY

Case in Context: *One strategy to increase senior leaders' receptivity to development is by providing them transparency to multiple sources of feedback. The second component of Belgacom's coaching approach is to provide managers with upward and downward feedback from their direct reports and direct managers and to engage in dialogues with their team to discuss strategies for improving their people management capabilities.*

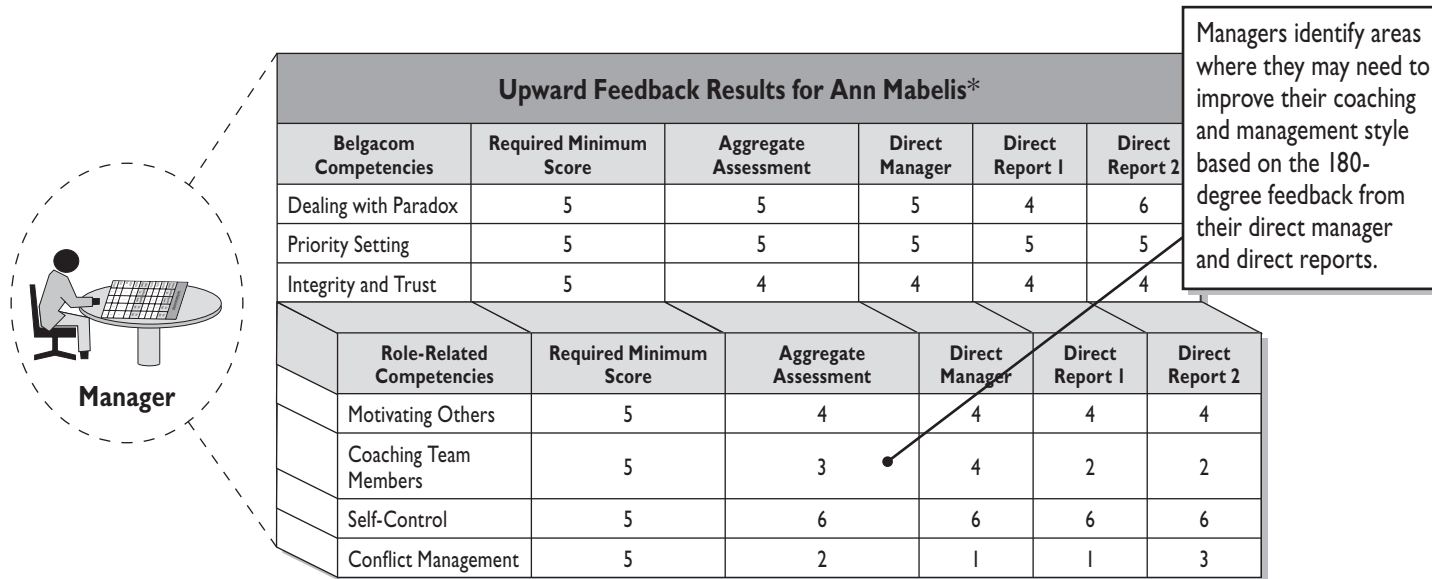
- While information collected in direct reports' skill profiles within the competency model tool allows managers to frame coaching conversations, data within their own skill profiles allows them to build their own coaching capability and credibility. Managers can view both the downward feedback they receive from their direct managers and the upward feedback they receive from their direct reports. In particular, visibility into their direct reports' upward assessments allows managers to begin to reflect on how they can improve their coaching capabilities in the future.

BEFORE YOU CAN GIVE FEEDBACK, YOU MUST FIRST RECEIVE IT

Equipped with the tools to frame coaching conversations, managers receive 180-degree feedback on how they perform against Belgacom, job, and role-related competencies...

Belgacom's Upward Feedback Report for Managers

Abbreviated, Illustrative



...providing them with clarity on the areas they need to improve their coaching capabilities

Key Reflection Questions for Managers

Illustrative

- What are the areas where my direct reports view my strengths and weaknesses?
- Are the areas of my strengths and weaknesses different from my direct manager's and direct reports' perspectives?
- Does any of the downward and upward feedback surprise me?
- How can I use this feedback to involve my team in making me a better people manager?

* This upward feedback report is for illustration purposes only and does not represent an actual, current, or past Belgacom employee.

Source: Belgacom; Learning and Development Roundtable research.

A TEAM-BASED APPROACH TO IMPROVING COACHING CAPABILITY

Summary: *Using the 180-degree feedback on their performance provided by the tool, managers engage in open dialogue session with their direct manager and direct reports on how they might improve moving forward. With the help of a Belgacom Corporate University (BCU) consultant*, managers use these in-person conversations to clarify upward and downward feedback and solicit performance improvement suggestions from team members.*

☞ Using the 180-degree feedback on their performance provided by the tool, managers engage in open dialogue session with their direct manager and direct reports on how they might improve moving forward. With the help of a Belgacom Corporate University (BCU) consultant*, managers use these in-person conversations to clarify upward and downward feedback and solicit performance-improvement suggestions from team members.

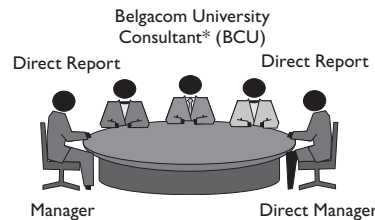
☞ By requesting and being open to feedback and guidance, managers not only build their coaching capability but also establish their credibility with direct reports by sending them the signal that they are committed to becoming better people managers and coaches. Critically, these sessions enable managers to demonstrate their own coachability—an essential characteristic of the high-impact manager-coaches.

* BCU consultants facilitate dialogue to ensure safe and constructive environments.

BEING A GOOD COACH MEANS FIRST GETTING COACHED

Managers discuss the results of their 180-degree feedback with team members to improve their coaching capabilities and build credibility

Belgacom's 180-Degree Open Dialogue Sessions



- Managers discuss their 180-degree feedback with team members in-person
- Use the discussions to solicit additional feedback and performance-improvement suggestions

Objectives: Build Coaching Capability and Credibility

Action Steps

- **Involve Team in Their Development**—Managers discuss what they have learned from their 180-degree feedback and identify how team members can help them improve their coaching capabilities
- **Identify Detailed Development Plan**—Managers, direct managers, and BCU consultants set concrete action steps for improving coaching skills
- **Improve Team Dynamics**—Managers lay the foundation for open lines of communication and healthy relationships by demonstrating approachability and receptivity to upward feedback

Support Resources for Managers and Belgacom University Consultants

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Preparatory Questions for Managers:

1. How can my strengths, career aspirations, motivations, and interests be better utilized or applied in my job?
2. What do I expect from myself given my strengths and weaknesses?
3. What do I expect from my direct manager and direct reports in terms of support and guidance?
4. What do my direct manager and direct reports expect of me given my strengths and weaknesses?

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Tips for Hosting Effective 180-Degree Dialogue Sessions:

Managers

- Use the discussion as an opportunity to share what you have learned from the 180-degree feedback
- Turn potential defensiveness into an opportunity to ask for more clarity about the feedback
- Identify areas in which you use the support and guidance of team members

BCU Consultants

- Help managers clarify the feedback they receive from their direct manager and direct reports

* BCU consultants facilitate dialogue to ensure safe and constructive environments.

Source: Belgacom; Learning and Development Roundtable research.

INCREASING THE QUANTITY AND QUALITY OF COACHING

Summary: *Belgacom's efforts have led to an increase in the percentage of managers holding development-focused conversations with their direct reports. Nearly 90% of direct reports whose managers have undergone training on Belgacom's coaching approach report that they have discussed their development with their managers.*

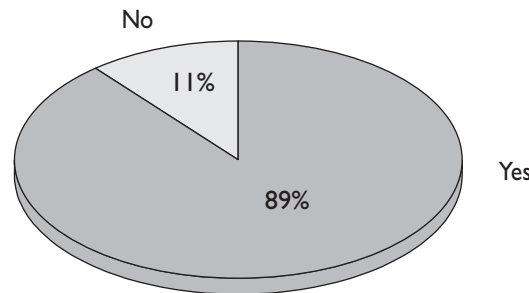
☞ Belgacom's efforts have led to an increase in the percentage of managers holding development-focused conversations with their direct reports. Nearly 90% of direct reports whose managers have undergone training on Belgacom's coaching approach report that they have discussed their development with their managers.

☞ Perhaps even more striking is the improved quality of manager–employee relationships and communication seen as a result of better framed and delivered coaching. Notably, a full 75% of employees whose managers had undergone training on Belgacom's coaching approach agreed that “communication with my manager has been influenced in a positive way.”

LETTING THE NUMBERS SPEAK FOR THEMSELVES

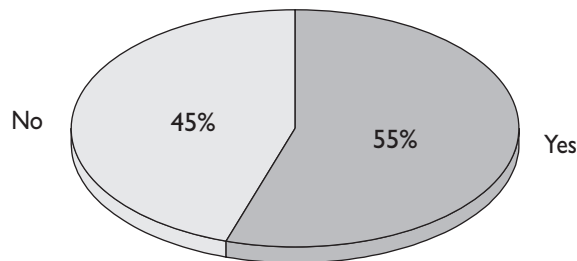
Belgacom's approach provides managers with the skills to engage in development-focused conversations with their direct reports...

Percentage of Employees Responding to:
"I discussed my development with my manager."

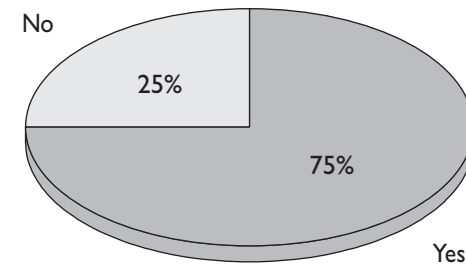


...and helps improve the quality of their relationships and communication, which produces benefits far beyond the boundaries of coaching

Percentage of Employees Responding to:
"The relationship between me and my manager has become more open."



Percentage of Employees Responding to: "Communication with my manager has been influenced in a positive way by the various steps we took during Action in Development."



Source: Belgacom; Learning and Development Roundtable research.

DRIVING DEVELOPMENT IMPACT

KEY TAKEAWAYS FOR L&D

1. The foundation of an effective leader-led development strategy rests on establishing healthy senior leader–rising leader relationships. A positive relationship between senior leaders and their rising leaders can boost senior leader effectiveness by more than 47%. In other words, without a foundation of healthy relationships, senior leaders have little hope of playing an effective role in the development of their rising leaders. The most powerful relationships for leader-led development are characterized by credibility and respect.
2. Senior leaders are far more effective at developing rising leaders when the senior leader and rising leader are open to development and clearly signal their receptivity to feedback. In essence senior leaders must demonstrate their own “coachability” if they hope to effectively coach others.
3. Just as senior leaders must demonstrate “coachability,” rising leaders must demonstrate “receptivity” to coaching. Those who are most open to coaching tend to receive the most effective coaching from their senior leaders.

Source: Learning and Development Roundtable research.



CHAPTER IV

Crafting a Plan for Action

LOOKING INTO THE MIRROR

Summary: *The Roundtable offers a simple, yet powerful diagnostic tool for senior leaders to evaluate their own LLD effectiveness. Senior leaders can assess their effectiveness at the most important LLD activities and then identify their greatest strengths and opportunities for improvement.*

- ∞ **Understanding Strengths and Weaknesses**—The diagnostic on the page below offers a tool for senior leaders to assess their ability to develop rising leaders. Senior leaders can rate their effectiveness on the 15 LLD activities that have the greatest impact on rising leader performance. By completing this assessment, senior leaders can begin to fully understand not only the activities they must undertake to effectively coach rising leaders but also the areas of development that they can focus on to improve their development skills.

THE SENIOR LEADER'S LLD DIAGNOSTIC

The Roundtable presents a simple tool for senior leaders to assess their own effectiveness at the top 15 LLD activities

Provide Feedback on Greatest Strengths				
I give my rising leaders feedback that helps them understand their greatest strengths.				
Effectiveness	H	M	L	

Direct to Career Advancing Job Assignments				
I direct my rising leaders to job assignments that will significantly advance their careers.				
Effectiveness	H	M	L	

Serve as Sounding Board for Difficult Challenges				
I serve as a sounding board for my rising leaders' most difficult issues and challenges.				
Effectiveness	H	M	L	

Give Increasingly Broader Responsibility				
I assign my rising leaders responsibilities that are increasingly broader than what I myself have experienced before.				
Effectiveness	H	M	L	

Ensure Assignments Provide Learning				
I make sure that many of the projects I assign my rising leaders are valuable learning experiences for them.				
Effectiveness	H	M	L	

Give Advice from Own Experiences				
I give my rising leaders useful advice based on personal experience.				
Effectiveness	H	M	L	

Provide Experience with Entire Organization				
I provide my rising leaders with opportunities to get to know all areas of the organization.				
Effectiveness	H	M	L	

Provide Guidance on Most Influential Individuals				
I provide my rising leaders guidance on the Individuals who have the most influence in the organization.				
Effectiveness	H	M	L	

Ensure Development in Areas for Current Success				
I make sure that my rising leaders develop in areas most important to succeeding in their current positions.				
Effectiveness	H	M	L	

Ensure Development in Areas for Career Advancement				
I make sure that my rising leaders develop in the areas most important to advancing their careers.				
Effectiveness	H	M	L	

INSTRUCTIONS

- Please rate your effectiveness at each activity on the following scale:
 H—High Effectiveness
 M—Moderate Effectiveness
 L—Low Effectiveness
- List your three greatest strengths and three best improvement opportunities in the spaces provided below.

Provide Safe Opportunities to Practice New Skills				
I provide my rising leaders with opportunities to safely try out or practice new skills.				
Effectiveness	H	M	L	

Enable Learning from Other Leaders				
I create valuable opportunities for my rising leaders to learn by collaborating with other leaders.				
Effectiveness	H	M	L	

Ensure Others See Long-Term Potential				
I make sure that others in the organization are able to see my rising leaders' long-term potential.				
Effectiveness	H	M	L	

Create Best Sequence of Work Assignments				
I provide my rising leader with the most appropriate sequence of work experiences and assignments.				
Effectiveness	H	M	L	

Build Relationships to Other Key Leaders				
I build strong relationships between my rising leaders and other key leaders in the organization.				
Effectiveness	H	M	L	

MY GREATEST STRENGTHS

LLD Activity:

- _____
- _____
- _____

MY BEST IMPROVEMENT OPPORTUNITIES



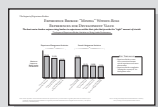
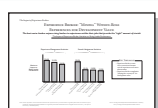

LLD Activity:

- _____
- _____
- _____



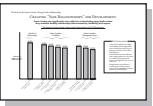

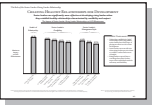


A PLAN FOR ACTION FOR SENIOR LEADERS

This guide serves as a tool for senior leaders to identify possible next steps

Opportunity	What	Why	Resources
1. Manage by Doing Less “Telling” and More “Advising”	Place less emphasis on traditional performance-management activities like setting expectations, creating individual development plans, and monitoring progress. Give rising leaders guidance and feedback that helps them ask the right questions, rather than simply telling them what they should do. Enable rising leaders to build on their strengths before addressing their weaknesses.	<i>Rising leaders need less support on the basics of performance management. By emphasizing advising over “telling” and building on strengths, senior leaders can improve rising leader performance by more than 25%.</i>	 (Page 40 in Chapter II)
2. Connect Rising Leaders to Other Leaders	Regularly introduce rising leaders to other leaders and stress the importance of these relationships to their development. Possible approaches include: <ul style="list-style-type: none"> • Ensuring that rising leaders devote part of their development plans to relationship-based learning strategies • Explicitly including relationship building as one part of senior leader assessments 	<i>Rising leaders develop best when they are able to tap into and learn from a broader network. By skillfully brokering these relationships, senior leaders can impact rising leader performance up to 20%.</i>	 (Page 46 in Chapter II)
3. Help Rising Leaders Build the Right Relationships	Draw on your own knowledge of the organization to give rising leaders guidance on whom they should get to know in the extended enterprise. Leverage your own relationships with these individuals to help rising leaders connect with them.	<i>Because of their position within the organization, senior leaders can help rising leaders form relationships with the right people. By helping rising leaders become more involved at a broader level, senior leaders can impact rising leader performance by up to 20%.</i>	 (Page 45 in Chapter II)
4. Direct Rising Leaders to Experiences That Build Long-Term Capabilities	Create compelling and challenging career paths for rising leaders by effectively sequencing roles that build on prior experiences and allow them to build capabilities they will need to advance in the organization.	<i>Providing challenging experiences and job assignments with clear connections to career advancement is a proven way to develop rising leaders. Senior leaders who do this well can improve rising leader performance by as much as 24%.</i>	 (Page 51 in Chapter II)
5. Create Opportunities for Growth Within the Rising Leader’s Present Role	Ensure that rising leaders have the right amount of stretch and leverage through development opportunities within their current roles. High-impact opportunities include: <ul style="list-style-type: none"> • Widening their scope of responsibility • Turning around failing projects • Dealing with uncertain situations 	<i>Most rising leaders spend less time moving from role to role than they spend within a given role. Senior leaders who stretch rising leaders using assignments in their current roles can improve their performance by as much as 22%.</i>	 (Page 58 in Chapter II)

A PLAN FOR ACTION FOR SENIOR LEADERS (CONTINUED)

Opportunity	What	Why	Resources
6. Provide Occasions for Rising Leaders to Apply Lessons from Key Experiences	Ensure that rising leaders have the opportunity as well as the tools they need to reflect and synthesize what they have learned from key experiences. Provide opportunities for rising leaders to safely try out and practice their new skills.	<i>Senior leaders who help rising leaders reflect on important experiences and internalize key learnings can positively affect their performance by almost 22%.</i>	 (Page 54 in Chapter II)
7. Serve as an Advocate for Rising Leader Career Advancement	Help rising leaders advance by both preparing them for senior leadership and making sure others see their long-term potential. Ensure they understand what they need to demonstrate to be promoted and to give them the opportunities to do so.	<i>Rising leaders who believe their senior leaders actively champion their advancement tend to work harder, are more engaged, and exhibit a higher intent to stay. The impact on rising leader performance can be as much as 19%.</i>	 (Page 68 in Chapter II)
8. Demonstrate Your Own Coachability	Clearly acknowledge to rising leaders your own development needs and objectives. Ensure that rising leaders know that you also receive coaching and feedback from other leaders. Allow rising leaders to see how you act on the feedback you receive.	<i>Senior leaders who are more receptive to being developed are 40% more effective at developing rising leaders, which translates to a 10% potential improvement in rising leader performance.</i>	 (Page 99 in Chapter III)
9. Maintain a Productive Relationship and Management Style	As much as possible, strive to be on good terms with rising leaders. Treat them with respect and fairness, allow some flexibility in work–life balance, and give them room to make and learn from their own decisions.	<i>Senior leaders that establish healthy relationships with their direct reports and have fair and open management styles are as much as 40% more effective at developing rising leaders, which translates to a 10% potential improvement in rising leader performance.</i>	 (Page 112 in Chapter III)
10. Establish Your Credibility with Rising Leaders	Ensure that rising leaders understand your vision for the future and your business plans for achieving that vision. Develop a thorough understanding of the units or functional areas you manage. Be beyond reproach in your financial management of the business.	<i>Senior leaders seen as having higher leadership and business credibility are up to 43% more effective at developing rising leaders and have rising leaders that perform as much as 11% higher than their peers.</i>	 (Page 95 in Chapter III)

A RESOURCE FOR RISING LEADERS

Summary: *The Roundtable's analysis demonstrated the critical role that rising leaders play in getting the development they need from their senior leaders. To help rising leaders obtain the coaching they need, the simple checklist on this page helps rising leaders assess their own receptivity to development.*

- ∞ **Sending the Right Signals**—Roundtable research demonstrates the critical role of rising leaders in driving the effectiveness of senior leaders at developing them. Senior leaders are 20% more effective at coaching rising leaders who are receptive to their development. To this end, it is imperative that rising leaders examine their effectiveness at attracting the development they need. The checklist on the page below directs rising leaders to engage in activities that would clearly indicate their coaching receptiveness to their senior leaders.

RISING LEADERS: YOUR ROLE IN THE DEVELOPMENT YOUR MANAGER PROVIDES

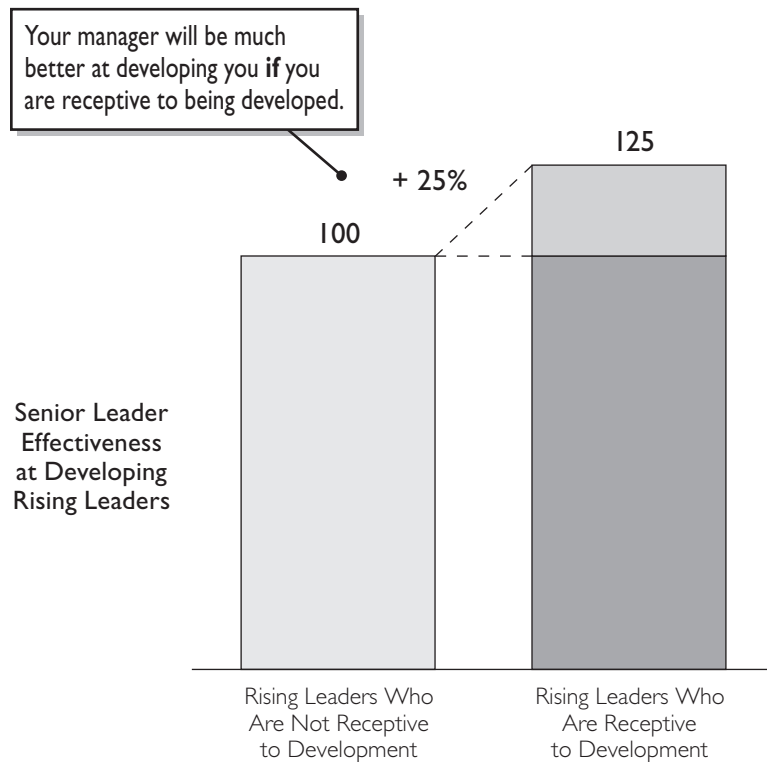
Since senior leaders are much more effective at developing you when you expect to be developed...

...the first step in getting the development you need is taking stock of the signals you send to your manager

Impact of Coaching Receptivity on LLD Effectiveness*

The Rising Leader's Checklist for Improving Senior Leader Effectiveness at LLD

"The Coaching You Receive Is a Result of the Coaching You Attract"



HELPING YOUR MANAGER DEVELOP YOU: A CHECKLIST

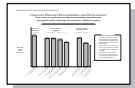
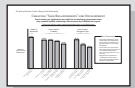
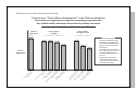


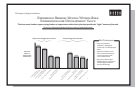
- | Yes | No | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1. Have you demonstrated that you're open to your manager's ideas and suggestions for doing your job better? |
| <input type="radio"/> | <input type="radio"/> | 2. Do you proactively communicate that you have areas where your manager could help you improve? |
| <input type="radio"/> | <input type="radio"/> | 3. Have you demonstrated a desire to identify the behaviors that hold you back? |
| <input type="radio"/> | <input type="radio"/> | 4. Does your manager know that you're eager to receive his or her feedback? |
| <input type="radio"/> | <input type="radio"/> | 5. Have you discussed with your manager how much and what type of coaching you need? |
| <input type="radio"/> | <input type="radio"/> | 6. Do you intentionally seek out feedback and constructive criticism from your manager? |
| <input type="radio"/> | <input type="radio"/> | 7. Have you shown your eagerness to act on the feedback you receive from your manager? |
| <input type="radio"/> | <input type="radio"/> | 8. Do you consistently follow through on your most important development goals? |
| <input type="radio"/> | <input type="radio"/> | 9. Have you made a concerted effort to stop any of the behaviors that may be holding you back? |
| <input type="radio"/> | <input type="radio"/> | 10. Does your manager know how well you've been able to apply what you learn to your work? |

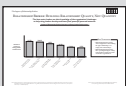

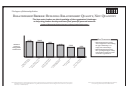
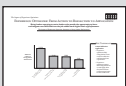
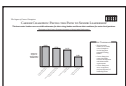
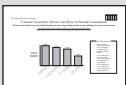
* For the purposes of illustration, leaders' scores were indexed to a scale on which 100 points indicates the LLD effectiveness of senior leaders with rising leaders who are not receptive to development.

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

A PLAN FOR ACTION FOR RISING LEADERS

This guide serves as a tool for rising leaders to identify possible next steps

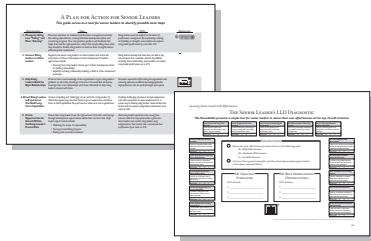
Opportunity	What	Why	Resources
<p>1. Maintain a Productive Relationship with Your Manager</p>	<p>As much as possible, strive to be on good terms with your manager. Respect their decisions and help them improve their own functional/technical knowledge.</p>	<p><i>Rising leaders who have healthy relationships with their managers improve their manager's effectiveness at developing them by 40% and receive better support in achieving their own performance objectives.</i></p>	 <p>(Page 95 in Chapter III)</p>
<p>2. Demonstrate Your Openness to Development</p>	<p>Show that you are receptive to your manager's coaching and feedback by:</p> <ul style="list-style-type: none"> • Being open to new ideas and suggestions • Admitting your need for improvement • Actively seeking out their feedback 	<p><i>Rising leaders' receptivity to development positively impacts their manager's effectiveness at developing them by as much as 33%.</i></p>	 <p>(Page 105 in Chapter III)</p>
<p>3. Actively Follow Through on Development Opportunities</p>	<p>Demonstrate that you will act on the input, coaching, and development opportunities you receive from your manager. Your positive follow through is key to encouraging your manager to continue to invest in your development.</p>	<p><i>Rising leaders who demonstrate that they follow through on feedback they receive have managers who can be as much as 26% more effective at developing them.</i></p>	 <p>(Page 105 in Chapter III)</p>
<p>4. Request Assignments That Build Your Long-Term Capabilities</p>	<p>Discuss with your manager the experiences you need to progress in your career and solicit your manager's help in getting exposure to those experiences.</p>	<p><i>Opportunities 4 through 10 are related to the key activities senior leaders can do to build rising leader performance. By asking senior leaders for help in a particular area, you improve their ability to provide you with the coaching, relationships, and experiences you need.</i></p>	 <p>(Page 39 in Chapter II)</p>
<p>5. Look for Development Opportunities in Your Current Role</p>	<p>Regularly assess the extent to which your current role is helping you learn new things and demonstrate new capabilities. If possible, look for projects or take on additional assignments in areas that are important for both your current performance and long-term development.</p>	<div style="text-align: center;">  </div>	 <p>(Page 51 in Chapter II)</p>

Opportunity	What	Why	Resources
6. Build Your Understanding of Organization and Key Players	Your manager can help you better understand the broader organization and its key leaders. Ask your manager for guidance before reaching out to leaders in other areas of the organization.	<i>Opportunities 4 through 10 are related to the key activities senior leaders can do to build rising leader performance. By asking senior leaders for help in a particular area, you improve their ability to provide you with the coaching, relationships, and experiences you need.</i>	 (Page 45 in Chapter II)
7. Develop Relationships with Other Leaders	Ask your manager to introduce you to other leaders in the organization who can help you with particular projects or serve as a mentor. Ensure that your development plan includes steps you will take to build quality relationships with other leaders.		 (Page 45 in Chapter II)
8. Reflect on What You Have Learned from Key Experiences	Before you begin a new project or assignment, discuss with your manager the key capabilities you should expect to develop from the experience. During and after the assignment, schedule time to share with your manager key insights that you have gleaned from the assignment.		 (Page 53 in Chapter II)
9. Promote Your Own Accomplishments	Keep your manager apprised of your biggest achievements so they can help others in the organization to see your potential for other leadership positions.		 (Page 65 in Chapter II)
10. Regularly Solicit Coaching and Feedback	Understand where your manager is most interested in coaching or teaching you and schedule time for his or her input. Regularly ask for feedback and demonstrate your responsiveness to it.		 (Page 65 in Chapter II)

ROUNDTABLE LLD RESOURCES

The Roundtable is developing a handful of new LLD resources, in addition to several resources immediately available to members

IMMEDIATE RESOURCES



Crafting a Plan for Action and Diagnostics



Staff Briefings



Customized Bench Strength Analysis*

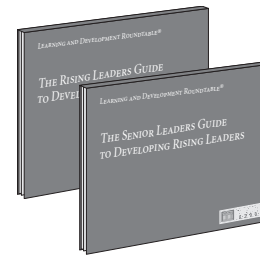


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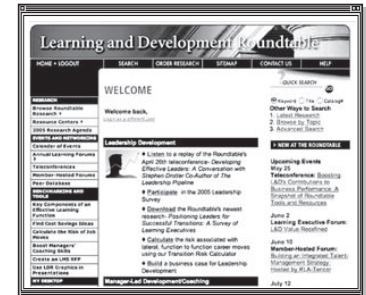


Member Networking

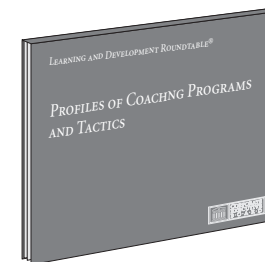
FORTHCOMING RESOURCES



"Leader-Friendly" LLD Guidebooks



LLD Decision Support Center



Profiles of Best Practices in LLD

* Provided to organizations who participated in the 2006 Senior Leadership Survey.

Source: Learning and Development Roundtable research.



APPENDIX A

About This Study

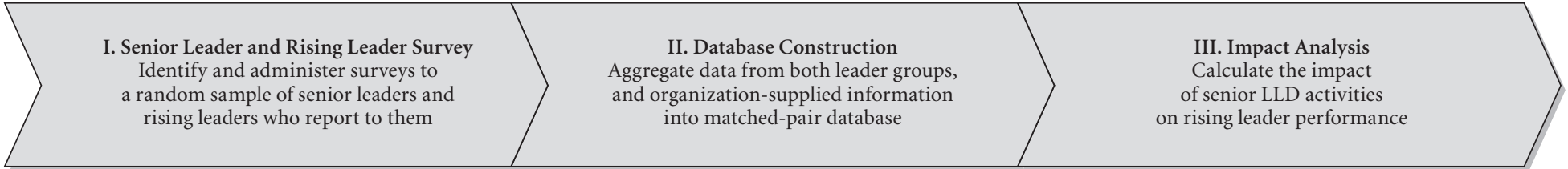
HOW THE RESEARCH WAS CONDUCTED

Summary: *Across the summer of 2006, the Roundtable conducted a large-scale survey designed to uncover the most powerful activities that senior leaders can undertake to develop rising leaders. The Roundtable's analysis was anchored in the largest proprietary dataset of its kind, consisting of hundreds of pairs of senior leaders and their direct reports. Advanced quantitative analyses then allowed the Roundtable to estimate the impact of specific strategies on boosting the effectiveness of senior leaders at LLD.*

- ∞ **The Methodology**—The Roundtable employed a series of advanced research and analytical techniques to establish the contours of a powerful leader-led development strategy. The research process can be summarized in three broad steps.
- ∞ **A New-to-World Database**—In the first step, the Roundtable surveyed (separately) random samples of 1) senior leaders about the performance, attitudes, and experiences of their rising leaders, and 2) rising leaders who report directly to those senior leaders to ascertain the effectiveness of the senior leaders at developing those leaders. In total, more than 1,600 senior leaders and rising leaders were surveyed.
- ∞ **Matched-Pair Design**—In step two, the Roundtable “paired” the data from the senior leader’s responses with his or her rising leader’s responses into a single database. In doing so, the Roundtable sought to boost the objectivity of the data included in its analysis. For example, assessments of a rising leader’s performance were based on a rating provided by his or her senior leader (rather than a self-assessment supplied by the rising leader him/herself.)
- ∞ **Statistical Estimation**—In step three, the Roundtable used advanced analytical techniques to develop insight into the relationship between LLD activities performed by senior leaders and rising leader performance. Chief among these techniques was ordinary least squares regression, which was used to determine the relative impact of each LLD activity on performance.

THE RESEARCH PROCESS IN THREE SIMPLE STEPS

The Roundtable's research process consisted of three stages featuring a unique matched-pair design and advanced quantitative analyses of the drivers of rising leader performance and LLD effectiveness



1A. Survey Senior Leaders on Rising Leaders' Performance and Their Own Development Experiences

Senior Leader Survey
How would you currently rate John's performance in his job?

○ ○ ○ ○ ○ ● ○
Far Below Standards Far Above Standards



1B. Survey Rising Leaders on Their Development Experiences and Senior Leaders' Effectiveness

Rising Leader Survey
I have a healthy relationship with my manager.

○ ○ ○ ○ ○ ● ○
Strongly Disagree Strongly Agree



2. Link Rising Leader and Senior Leader Responses

Senior Leader Survey

○ ○ ○ ○ ○ ● ○
Far Below Standards Far Above Standards

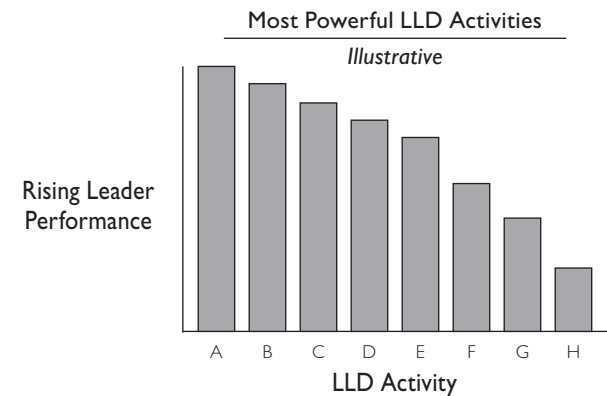
Rising Leader Survey

○ ○ ○ ○ ○ ● ○
Strongly Disagree Strongly Agree



3. Isolate the Most Powerful Drivers of Rising Leader Performance and LLD Effectiveness

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \xi$$



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THANKS TO OUR PARTICIPATING MEMBERS

Summary: *A diverse set of organizations and their leaders contributed to the Roundtable's analysis of LLD, yielding insights with applicability across many different settings and environments. Their contributions enabled the creation of two distinct proprietary data sets, which served as the foundation of the Roundtable's quantitative approach.*

- ∞ **A Wide Array of Organizations**—The Roundtable is grateful to the organizations and their leaders who took part in this research listed on the page below. As a result of their generosity and cooperation, the Roundtable's analysis was highly robust. The participating organizations represented a wide range of industry sectors and geographic locations, ensuring broad applicability of the findings. In total, data was culled from organizations cutting across more than 12 industries and 15 countries.
- ∞ **An Elite Data Set**—The primary source of data for the Roundtable's analysis was the 2006 Senior Leadership Survey, conducted in the summer of 2006. This database includes the responses of more than 1,600 senior and rising leaders from 14 organizations. Thanks to their participation in the survey, the Roundtable was able to achieve a significant level of statistical accuracy in its analysis of LLD. To the Roundtable's knowledge, this is the largest existing database exploring the relationship between senior and rising leaders.

- ∞ **Drawing on the Views of Learning Executives**—The Roundtable also relied on data gathered from its 2006 Senior Leader Readiness Survey, a database containing the perspectives of more than 45 learning executives on the drivers of senior leadership bench strength.

A NOTE ON PREVIOUSLY PUBLISHED FINDINGS

The results in this study may appear slightly different than those viewed by members during the Roundtable's 2006 meeting series. Data received in the fall from additional participants in the 2006 Senior Leadership Survey improved the reliability and robustness of the Roundtable's analysis. Any differences that occurred were marginal and did not materially alter the Roundtable's key conclusions.

WITH SINCERE THANKS...

Partnering with the membership, the Roundtable gathered information on thousands of senior leaders and rising leaders across dozens of organizations

—2006 SENIOR LEADERSHIP SURVEY—

A Survey of More Than 1,400 Rising and Senior Leaders



—2006 SENIOR LEADER READINESS SURVEY—

(Partial List of Participants)
A Survey of 46 Learning Executives



* Pseudonym.

A WIDE RANGE OF PERSPECTIVES

Summary: *The Roundtable's 2006 Senior Leadership Survey received responses from a diverse set of senior and rising leaders. Their positions and backgrounds provide a healthy representation of the broader population of senior and rising leaders within the Roundtable's member organizations.*

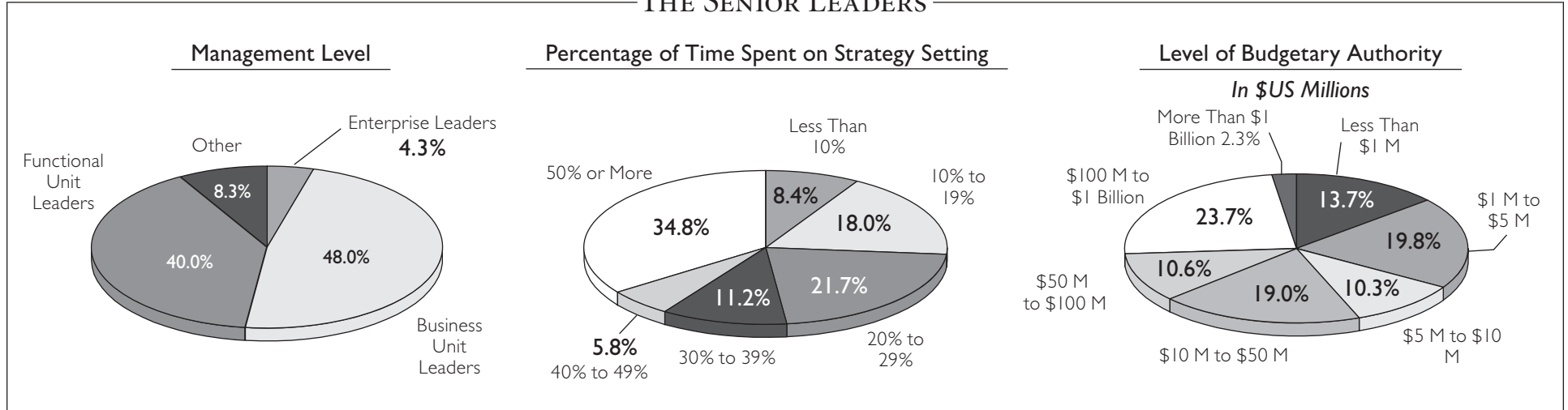
∞ **Senior Leaders Who Set Direction**—The senior leaders who participated in the Roundtable's survey play a significant role in running the business of their organizations. As shown at the top of the page below, more than half occupied positions responsible for running an entire enterprise or a major business unit. About the same percentage spend more than 30% of their time on establishing business strategy. And while budgetary authority can depend on the size of the organization, most senior leaders command budgets in excess of US\$10 million.

∞ **A Varied Group of Rising Leaders**—The rising leaders who participated in the Roundtable's survey represent a full spectrum of functional areas and geographical regions. They represent more than a dozen functional areas and about one-third worked outside North America.

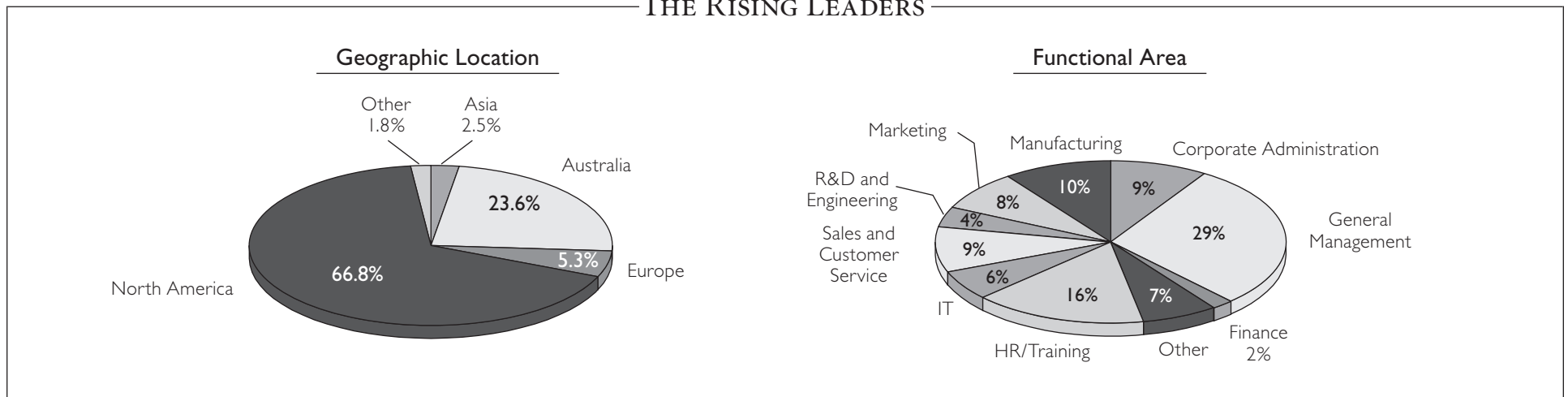
A WINDOW INTO LEADERSHIP AT (OR NEAR) THE TOP

The Roundtable's 2006 Senior Leadership Survey provided insights into the effectiveness of thousands of leaders who occupy or are preparing for senior positions

THE SENIOR LEADERS



THE RISING LEADERS



Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.



APPENDIX B

Definitions of Key LLD Terms

- LLD Activities that Impact Rising Leader Performance • 148–149
- The Dimensions of Leader Engagement • 150
- The Attributes of Senior Leader–Rising Leader Relationships • 151
- The Facets of Senior Leader Receptivity to Development • 152
- The Facets of Rising Leader Receptivity to Development • 153

A Full List of the Top LLD Activities

THE LLD ACTIVITIES THAT IMPACT RISING LEADER PERFORMANCE

	LLD Activity	Definition	Maximum Impact on Rising Leader Performance
1	Provide Feedback on Greatest Strengths	The effectiveness of the senior leader at giving the rising leader feedback that helps him or her understand his greatest strengths	25.2%
2	Direct to Career Advancing Job Assignments	The effectiveness of the senior leader at directing the rising leader toward job assignments that will significantly advance his or her career	23.6%
3	Serve as Sounding Board for Difficult Challenges	The effectiveness of the senior leader at serving as a sounding board for the rising leader's most difficult issues and challenges	22.0%
4	Give Increasingly Broader Responsibility	The effectiveness of the senior leader at giving the rising leader responsibility that is increasingly broader and different than what he or she has encountered before	22.0%
5	Ensure Assignments Provide Learning	The effectiveness of the senior leader at ensuring that many of the projects or assignments are valuable learning experiences for the rising leader	21.5%
6	Create Collaborative Learning Opportunities	The effectiveness of the senior leader at creating valuable opportunities for the rising leader to learn by collaborating with other leaders	20.0%
7	Ensure Others See Long-Term Potential	The effectiveness of the senior leader at ensuring that others are able to see the rising leader's long-term potential within the organization	19.4%
8	Create Best Sequence of Work Assignments	The effectiveness of the senior leader at giving the rising leader the appropriate sequence of work experiences and assignments to develop him or her	19.1%
9	Build Relationships to Other Key Leaders	The effectiveness of the senior leader at building strong relationships between the rising leader and other key leaders in the organization	19.0%
10	Ensure Development in Areas for Current Success	The effectiveness of the senior leader at making sure the rising leader develops in the areas most important to succeeding in his or her current position	17.7%
11	Ensure Development in Areas for Career Advancement	The effectiveness of the senior leader at ensuring that the rising leader develops in the areas most important to advancing his or her career	17.7%
12	Provide Guidance on Most Influential Individuals	The effectiveness of the senior leader at giving the rising leader guidance on the individuals that have the most influence in the organization	16.7%
13	Prepare for Successful Career Moves	The effectiveness of the senior leader at preparing the rising leader for successful moves to a higher-level position or another part of the organization	16.1%

THE LLD DEVELOPMENT ACTIVITIES THAT IMPACT RISING LEADER PERFORMANCE (CONT'D)

	LLD Activity	Definition	Maximum Impact on Rising Leader Performance
14	Place in Situations to Fix Failing Projects	The effectiveness of the senior leader at placing the rising leader in situations where he or she has to fix or stabilize failing organizations or projects	13.1%
15	Give Advice from Own Experiences	The effectiveness of the senior leader at giving the rising leader useful advice based on personal experience	13.8%
16	Coach on Organization-Wide Issues	The effectiveness of the senior leader at helping the rising leader learn how to address issues that span the entire organization	13.2%
17	Provide Experience Across All Parts of Organization	The effectiveness of the senior leader at providing the rising leader with opportunities to get to know all areas of the organization	13.1%
18	Enable Reflection on Learning from Projects	The effectiveness of the senior leader at enabling the rising leader to reflect on what he or she has learned from challenging projects or assignments	13.0%
19	Place in Situations That Push Comfort Zone	The effectiveness of the senior leader at placing the rising leader in situations that push him or her toward the edge of his comfort zone	13.0%
20	Help Understand Unintended Consequences	The effectiveness of the senior leader at helping the rising leader understand the unintended consequences of the decisions he or she makes	12.6%
21	Provide Opportunities to Apply New Skills	The effectiveness of the senior leader at providing the rising leader with opportunities to apply new skills or knowledge he or she has gained	12.4%
22	Provide Safe Opportunities to Practice New Skills	The effectiveness of the senior leader at providing the rising leader with opportunities to safely try or practice new skills	12.4%
23	Provide Significant Decision-Making Responsibility	The effectiveness of the senior leader at providing the rising leader with a significant amount of decision-making responsibility	12.3%
24	Connect with Best Mentors and Coaches	The effectiveness of the senior leader at connecting the rising leader with the best individuals to coach and mentor him or her	12.2%
25	Coach on Improving Organization's Performance	The effectiveness of the senior leader at helping the rising leader learn how to improve the organization's execution of its strategic objectives	12.1%
26	Help Set Development	The effectiveness of the senior leader at helping the rising leader set into development goals	10.3%
27	Share Informal Ways of Getting Things Done	The effectiveness of the senior leader at showing the rising leader the best informal ways of getting things done	9.8%
28	Explain Remaining Steps to Promotion	The effectiveness of the senior leader at clearly explaining what the rising leader needs to do to advance	9.4%
29	Help Balance Learning and Work	The effectiveness of the senior leader at helping the rising leader achieve the right balance between the time spent on daily work and learning new skills	9.4%

Source: Learning and Development Roundtable 2006 Senior Leadership Survey; Learning and Development Roundtable research.

THE DIMENSIONS OF LEADER ENGAGEMENT

Human Capital Metric	Definition	Source of Information
Discretionary Effort	The extent to which the rising leader is willing to go above and beyond the call of duty	Rising Leader
Emotional Commitment	The extent to which the rising leader derives pride, enjoyment, inspiration, or meaning from something or someone in the organization	Rising Leader
Rational Commitment	The extent to which the rising leader feels that someone or something within his or her organization provides financial, developmental, or professional rewards that are in his or her best interest	Rising Leader
Intent to Stay	The extent to which the rising leader plans to stay with his or her current organization	Rising Leader

THE ATTRIBUTES OF SENIOR LEADER–RISING LEADER RELATIONSHIPS

Driver	Definition	Source of Information
<i>Health of Relationship</i>		
Positive Relationship with Manager	The extent to which rising leaders agree or disagree that their relationship with the senior leader has been very positive	Rising Leader
<i>Senior Leader’s Credibility</i>		
Credibility of Leader’s Leadership Skills	The extent to which rising leaders agree or disagree that they have a great deal of respect for the senior leader’s leadership skills	Rising Leader
Inspirational Leadership and Vision	The extent to which rising leaders agree or disagree that the senior leader’s leadership and vision inspire them in their work	Rising Leader
Credibility of Leader’s Business Management Skills	The extent to which rising leaders agree or disagree that they have a great deal of respect for the senior leader’s business-management skills	Rising Leader
Credibility of Leader’s Expertise	The extent to which rising leaders agree or disagree that the senior leader has a great deal of knowledge and expertise important to the organization and the work they do	Rising Leader
<i>Senior Leader’s Management Style</i>		
Respectful and Fair Treatment by Manager	The extent to which rising leaders agree or disagree that the senior leader is respectful and fair and always treats them consistently	Rising Leader
Gives Freedom to Make Own Decisions	The extent to which rising leaders agree or disagree that the senior leader gives them the freedom to make their own decisions on the job	Rising Leader
Committed to Flexibility in Work–Life Balance	The extent to which rising leaders agree or disagree that the senior leader is committed to giving them flexibility in balancing work and non-work responsibilities	Rising Leader

THE FACETS OF SENIOR LEADER RECEPTIVITY TO DEVELOPMENT

Driver	Definition	Source of Information
<i>Openness to Development</i>		
Open to New Ideas and Suggestions	The extent to which rising leaders agree or disagree that the senior leader is open to new ideas and suggestions	Rising Leader
Approachable to Informal Feedback	The extent to which rising leaders agree or disagree that the senior leader is approachable when they have informal feedback to offer	Rising Leader
Actively Seeks Out Feedback and Criticism	The extent to which rising leaders agree or disagree that the senior leader seeks out feedback and constructive criticism	Rising Leader
Identifies Limiting Beliefs and Behaviors	The extent to which rising leaders agree or disagree that the senior leader is willing to identify beliefs and behaviors that are holding them back	Rising Leader
Admits Need for Improvement	The extent to which rising leaders agree or disagree that the senior leader believes that they have areas in which they can improve	Rising Leader
Openly Discusses Coaching Needs	The extent to which rising leaders agree or disagree that the senior leader openly discusses how much and what type of coaching they need	Rising Leader
<i>Active Follow Through</i>		
Follows Through on Development Goals	The extent to which rising leaders agree or disagree that the senior leader follows through on development objectives/goals	Rising Leader
Curtails Self-Limiting Behaviors	The extent to which rising leaders agree or disagree that the senior leader strives to stop or curtail self-limiting behaviors	Rising Leader
Responds to Feedback	The extent to which rising leaders agree or disagree that the senior leader is eager to make changes based on the feedback they receive	Rising Leader

THE FACETS OF RISING LEADER RECEPTIVITY TO DEVELOPMENT

Driver	Definition	Source of Information
<i>Openness to Development</i>		
Open to New Ideas and Suggestions	The extent to which senior leaders agree or disagree that the rising leader is open to new ideas and suggestions	Senior Leader
Approachable to Informal Feedback	The extent to which senior leaders agree or disagree that the rising leader is approachable to informal feedback	Senior Leader
Admits Need for Improvement	The extent to which senior leaders agree or disagree that the rising leader believes they have areas in which they can improve	Senior Leader
Identifies Limiting Beliefs and Behaviors	The extent to which senior leaders agree or disagree that the rising leader is willing to identify beliefs and behaviors that are holding them back	Senior Leader
Openly Discusses Coaching Needs	The extent to which senior leaders agree or disagree that the rising leader openly discusses how much and what type of coaching they need	Senior Leader
Actively Seeks Out Feedback and Criticism	The extent to which senior leaders agree or disagree that the rising leader seeks out feedback and constructive criticism	Senior Leader
<i>Active Follow Through</i>		
Responds to Feedback	The extent to which senior leaders agree or disagree that the rising leader is eager to make changes based on the feedback they receive	Senior Leader
Curtails Self-Limiting Behaviors	The extent to which senior leaders agree or disagree that the rising leader strives to stop or curtail self-limiting behaviors	Senior Leader
Follows Through on Development Goals	The extent to which rising leaders agree or disagree that they have been able to follow through on their most important development goals	Rising Leader



APPENDIX C

Detailed Breakdowns of LLD Activities and Drivers

- Senior Leader LLD Effectiveness • 156–157
- Engagement of Rising Leaders • 158
- Senior Leader–Rising Leader Relationships • 159–160
- Senior Leader Receptivity to Development • 161–162
- Rising Leader Receptivity to Development • 163–164

SENIOR LEADER LLD EFFECTIVENESS BY REGION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Leader-Led Development Activity	Rank of Activity's Impact on Performance	All Senior Leaders	U.S.	Australia	Europe	Canada	Other Regions
Feedback on Greatest Strengths	1	61%	61%	60%	58%	67%	62%
Direct to Career Advancing Job Assignments	2	51%	52%	48%	56%	52%	30%
Sounding Board for Difficult Issues and Challenges	3	73%	73%	73%	76%	71%	67%
Give Increasingly Varied Responsibility	4	66%	65%	73%	76%	63%	52%
Ensure Projects Provide Learning	5	60%	60%	61%	57%	56%	64%
Provide Safe Opportunities to Practice New Skills	6	56%	56%	59%	41%	59%	58%
Enable Learning from Other Leaders	7	57%	59%	55%	53%	49%	58%
Ensure Others See Long-Term Potential	8	59%	60%	57%	58%	61%	62%
Sequence Work Experiences and Assignments	9	55%	57%	51%	53%	50%	54%
Build Relationships to Other Key Leaders	10	49%	52%	44%	38%	53%	46%
Ensure Development in Areas for Career Advancement	11	52%	52%	52%	50%	51%	54%
Ensure Development in Areas for Current Success	12	60%	60%	63%	54%	54%	63%
Provide Guidance on Most Influential Individuals	13	54%	56%	49%	51%	50%	50%
Prepare for Successful Career Moves	14	48%	50%	47%	46%	43%	42%
Provide Experience with Entire Organization	15	54%	56%	55%	43%	41%	46%
Give Advice from Own Experiences	16	73%	74%	74%	74%	71%	61%
Coach on Organization-Wide Issues	17	59%	59%	63%	46%	62%	36%
Place in Failing Situations or Projects	18	68%	69%	64%	80%	70%	67%
Enable Reflection on Learning from Projects	19	57%	59%	55%	39%	54%	59%
Place in Situations That Push Comfort Zone	20	72%	72%	76%	65%	74%	80%
Help Understand Unintended Consequences	21	54%	56%	49%	40%	62%	50%
Provide Opportunities to Apply New Skills	22	63%	65%	62%	58%	65%	58%
Provide Significant Decision-Making Responsibility	23	83%	83%	81%	83%	88%	86%
Connect with Best Mentors and Coaches	24	29%	32%	24%	18%	36%	25%
Coach on Improving My Organization's performance	25	56%	56%	56%	54%	45%	59%
Help Set Development Goals	26	57%	58%	57%	56%	63%	42%
Share Informal Ways of Getting Things Done	27	51%	50%	54%	46%	53%	58%
Explain Promotion Criteria	28	34%	32%	40%	32%	27%	35%
Help Balance Learning and Work	29	43%	41%	49%	45%	38%	41%

SENIOR LEADER LLD EFFECTIVENESS BY FUNCTION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Leader-Led Development Activity	Rank of Activity's Impact on Performance	All Senior Leaders	Corporate Admin ¹	Finance/HR/Sales ²	IT/Engineering ³	Operations ⁴
Feedback on Greatest Strengths	1	61%	57%	65%	69%	58%
Direct to Career Advancing Job Assignments	2	51%	45%	49%	50%	47%
Sounding Board for Difficult Issues and Challenges	3	73%	63%	73%	79%	65%
Give Increasingly Varied Responsibility	4	66%	64%	68%	65%	63%
Ensure Projects Provide Learning	5	60%	53%	64%	71%	58%
Provide Safe Opportunities to Practice New Skills	6	56%	54%	64%	53%	48%
Enable Learning from Other Leaders	7	57%	45%	69%	79%	52%
Ensure Others See Long-Term Potential	8	59%	57%	61%	73%	47%
Sequence Work Experiences and Assignments	9	55%	46%	63%	61%	57%
Build Relationships to Other Key Leaders	10	49%	47%	46%	61%	43%
Ensure Development in Areas for Career Advancement	11	52%	52%	57%	56%	48%
Ensure Development in Areas for Current Success	12	60%	54%	62%	79%	57%
Provide Guidance on Most Influential Individuals	13	54%	49%	49%	56%	47%
Prepare for Successful Career Moves	14	48%	49%	49%	48%	41%
Provide Experience with Entire Organization	15	54%	49%	57%	71%	50%
Give Advice from Own Experiences	16	73%	71%	74%	89%	61%
Coach on Organization-Wide Issues	17	59%	52%	51%	64%	53%
Place in Failing Situations or Projects	18	68%	64%	67%	81%	67%
Enable Reflection on Learning from Projects	19	57%	54%	60%	63%	63%
Place in Situations That Push Comfort Zone	20	72%	68%	80%	74%	75%
Help Understand Unintended Consequences	21	54%	41%	48%	56%	57%
Provide Opportunities to Apply New Skills	22	63%	63%	68%	79%	64%
Provide Significant Decision-Making Responsibility	23	83%	82%	86%	84%	86%
Connect with Best Mentors and Coaches	24	29%	26%	29%	48%	33%
Coach on Improving My Organization's Performance	25	56%	48%	57%	61%	61%
Help Set Development Goals	26	57%	58%	57%	62%	62%
Share Informal Ways of Getting Things Done	27	51%	47%	47%	65%	53%
Explain Promotion Criteria	28	34%	26%	37%	33%	36%
Help Balance Learning and Work	29	43%	38%	38%	54%	38%

¹ Includes rising leaders in General Management and Corporate Administration.

² Includes rising leaders in Finance, Human Resources, Sales, and Marketing.

³ Includes rising leaders in Information Technology and Engineering.

⁴ Includes rising leaders in Operations, Procurement, Manufacturing, and Supply Chain.

ENGAGEMENT OF RISING LEADERS BY REGION AND FUNCTION*

Percentage of Rising Leaders Who “Agree” or “Strongly Agree”

Dimension of Leader Engagement	All Rising Leaders	U.S.	Australia	Europe	Canada	Other Regions
Discretionary Effort	70%	77%	60%	71%	63%	53%
Intent to Stay	68%	74%	62%	56%	60%	53%
Rational Commitment	35%	45%	23%	17%	26%	12%
Emotional Commitment	77%	83%	68%	63%	79%	65%

Percentage of Rising Leaders Who “Agree” or “Strongly Agree”

Dimension of Leader Engagement	All Rising Leaders	Corporate Admin ¹	Finance/HR/Sales ²	IT/Engineering ³	Operations ⁴
Discretionary Effort	70%	74%	69%	73%	65%
Intent to Stay	68%	74%	66%	56%	69%
Rational Commitment	35%	37%	35%	27%	38%
Emotional Commitment	77%	80%	78%	71%	77%

* See Appendix A for definitions of each dimension of engagement.

¹ Includes rising leaders in General Management and Corporate Administration.

² Includes rising leaders in Finance, Human Resources, Sales, and Marketing.

³ Includes rising leaders in Information Technology and Engineering.

⁴ Includes rising leaders in Operations, Procurement, Manufacturing, and Supply Chain.

SENIOR LEADER–RISING LEADER RELATIONSHIPS BY REGION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Attributes of Senior Leader–Rising Leader Relationships	Impact Rank	All Senior Leaders	U.S.	Australia	Europe	Canada	Other Regions
Health of Relationship							
Positive Relationship with Manager	1	87%	88%	86%	85%	85%	77%
Senior Leader’s Credibility							
Inspirational Leadership and Vision	3	64%	66%	64%	56%	62%	55%
Credibility of Leader’s Leadership Skills	4	74%	76%	75%	66%	77%	58%
Credibility of Leader’s Business Management Skills	5	77%	80%	75%	75%	79%	65%
Credibility of Leader’s Functional Expertise	6	88%	88%	88%	88%	87%	84%
Senior Leader’s Management Style							
Respectful and Fair Treatment by Manager	2	86%	86%	86%	90%	85%	87%
Gives Freedom to Make Own Decisions	7	86%	86%	88%	83%	90%	84%
Committed to Flexibility in Work–Life Balance	8	84%	84%	91%	62%	88%	77%

SENIOR LEADER—RISING LEADER RELATIONSHIPS BY FUNCTION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Attributes of Senior Leader Rising Leader Relationship	Impact Rank	All Senior Leaders	Corporate Admin ¹	Finance/HR/ Sales ²	IT/ Engineering ³	Operations ⁴
Health of Relationship						
Positive Relationship with Manager	1	87%	84%	84%	92%	86%
Senior Leader’s Credibility						
Inspirational Leadership and Vision	3	64%	62%	55%	61%	64%
Credibility of Leader’s Leadership Skills	4	74%	74%	68%	79%	81%
Credibility of Leader’s Business Management Skills	5	77%	78%	75%	84%	79%
Credibility of Leader’s Functional Expertise	6	88%	85%	88%	95%	88%
Senior Leader’s Management Style						
Respectful and Fair Treatment by Manager	2	86%	81%	91%	84%	93%
Gives Freedom to Make Own Decisions	7	86%	86%	88%	95%	90%
Committed to Flexibility in Work–Life Balance	8	84%	78%	85%	87%	89%

¹ Includes rising leaders in General Management and Corporate Administration.

² Includes rising leaders in Finance, Human Resources, Sales, and Marketing.

³ Includes rising leaders in Information Technology and Engineering.

⁴ Includes rising leaders in Operations, Procurement, Manufacturing, and Supply Chain.

SENIOR LEADER RECEPTIVITY TO DEVELOPMENT BY REGION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Facets of Senior Leader Receptivity to Development	Impact Rank	All Senior Leaders	U.S.	Australia	Europe	Canada	Other Regions
Openness to Development							
Open to New Ideas and Suggestions	1	78%	77%	81%	78%	83%	70%
Approachable to Informal Feedback	2	78%	78%	77%	68%	86%	79%
Actively Seeks Out Feedback and Criticism	5	52%	53%	47%	42%	64%	62%
Identifies Limiting Beliefs and Behaviors	7	62%	63%	63%	52%	51%	57%
Admits Need for Improvement	8	74%	75%	72%	68%	73%	81%
Openly Discusses Coaching Needs	9	38%	39%	33%	38%	48%	35%
Active Follow Through							
Follows Through on Development Goals	3	67%	66%	69%	61%	66%	70%
Curtails Self-Limiting Behaviors	4	64%	67%	58%	59%	63%	67%
Responds to Feedback	6	59%	59%	55%	63%	69%	62%

SENIOR LEADER RECEPTIVITY TO DEVELOPMENT BY FUNCTION

Percentage of Senior Leaders Rated “Effective” or “Very Effective”

Facets of Senior Leader Receptivity to Development	Impact Rank	All Senior Leaders	Corporate Admin ¹	Finance/HR/Sales ²	IT/Engineering ³	Operations ⁴
<i>Openness to Development</i>						
Open to New Ideas and Suggestions	1	78%	74%	79%	82%	77%
Approachable to Informal Feedback	2	78%	72%	78%	89%	73%
Actively Seeks Out Feedback and Criticism	5	52%	47%	55%	46%	58%
Identifies Limiting Beliefs and Behaviors	7	62%	62%	63%	65%	56%
Admits Need for Improvement	8	74%	77%	78%	76%	73%
Openly Discusses Coaching Needs	9	38%	34%	40%	52%	32%
<i>Active Follow Through</i>						
Follows Through on Development Goals	3	67%	72%	72%	73%	62%
Curtails Self-Limiting Behaviors	4	64%	64%	75%	72%	51%
Responds to Feedback	6	59%	53%	64%	69%	49%

¹ Includes rising leaders in General Management and Corporate Administration.

² Includes rising leaders in Finance, Human Resources, Sales, and Marketing.

³ Includes rising leaders in Information Technology and Engineering.

⁴ Includes rising leaders in Operations, Procurement, Manufacturing, and Supply Chain.

RISING LEADER RECEPTIVITY TO DEVELOPMENT BY REGION

Percentage of Rising Leaders Rated “Effective” or “Very Effective”

Facets of Rising Leader Receptivity to Development	Impact Rank	All Rising Leaders	U.S.	Australia	Europe	Canada	Other Regions
Openness to Development							
Open to New Ideas and Suggestions	1	79%	77%	84%	86%	81%	77%
Approachable to Informal Feedback	2	87%	89%	85%	93%	87%	77%
Admits Need for Improvement	5	83%	87%	83%	79%	97%	67%
Identifies Limiting Beliefs and Behaviors	7	69%	69%	73%	82%	75%	58%
Openly Discusses Coaching Needs	8	54%	53%	58%	59%	62%	46%
Actively Seek Out Feedback and Criticism	9	63%	62%	76%	57%	59%	50%
Active Follow Through							
Follows Through on Development Goals	3	74%	74%	81%	76%	71%	65%
Curtails Self-Limiting Behaviors	4	66%	68%	67%	71%	69%	54%
Responds to Feedback	6	79%	80%	85%	96%	83%	75%

RISING LEADER RECEPTIVITY TO DEVELOPMENT BY FUNCTION

Percentage of Rising Leaders Rated “Effective” or “Very Effective”

Facets of Rising Leader Receptivity to Development	Impact Rank	All Rising Leaders	Corporate Admin ¹	Finance/HR/Sales ²	IT/Engineering ³	Operations ⁴
Openness to Development						
Open to New Ideas and Suggestions	1	79%	77%	83%	87%	75%
Approachable to Informal Feedback	2	87%	89%	87%	91%	86%
Actively Seeks Out Feedback and Criticism	5	83%	85%	90%	93%	78%
Identifies Limiting Beliefs and Behaviors	7	69%	73%	74%	69%	66%
Admits Need for Improvement	8	54%	53%	60%	58%	49%
Openly Discusses Coaching Needs	9	63%	60%	65%	76%	60%
Active Follow Through						
Follows Through on Development Goals	3	74%	73%	79%	84%	71%
Curtails Self-Limiting Behaviors	4	66%	68%	68%	76%	62%
Responds to Feedback	6	79%	82%	79%	92%	80%

¹ Includes rising leaders in General Management and Corporate Administration.

² Includes rising leaders in Finance, Human Resources, Sales, and Marketing.

³ Includes rising leaders in Information Technology and Engineering.

⁴ Includes rising leaders in operations, Procurement, Manufacturing, and Supply Chain.

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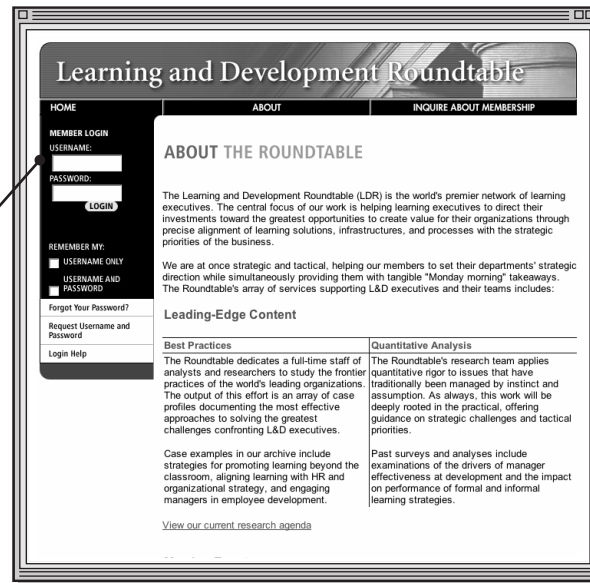
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