



THE CENTER FOR CREATIVE LEADERSHIP HANDBOOK OF LEADERSHIP DEVELOPMENT

SECOND EDITION

Cynthia D. McCauley

Ellen Van Velsor

Editors

Foreword by John Alexander

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Center for
Creative Leadership

**THE CENTER FOR CREATIVE LEADERSHIP
HANDBOOK OF LEADERSHIP
DEVELOPMENT**



Top row from left to right: Mary Lynn Pulley; Keith A Caver; Michael H. Hoppe; E. Wayne Hart; Craig T. Chappelow; Christopher T. Ernst; Patricia J. Ohlott; David M. Horth; Wilfred H. Drath

Bottom row from left to right: Marian N. Ruderman; Sara N. King; Ancella B. Livers; Sharon Ting; Russ S. Moxley; Victoria A. Guthrie; Cynthia D. McCauley; Jennifer W. Martineau; Ellen Van Velsor

Not photographed: Kerry A Bunker; Maxine A. Dalton; Christina A. Douglas; Patricia M. G. O'Connor; Charles J. Palus; Laura Quinn



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FOREWORD

For more than three decades, the Center for Creative Leadership (CCL) has endeavored, in the words of its mission, “to advance the understanding, practice, and development of leadership for the benefit of society worldwide.” During this period, through its well-known educational programs and extensive research initiatives, CCL has worked with hundreds of thousands of managers and executives from a broad range of organizations—from Fortune 500 companies to nonprofit and government organizations, including the military. As a result, our faculty, which now numbers more than a hundred at four different CCL locations, has created a substantial base of practical knowledge about what it takes to make people more effective leaders and how good leadership contributes to more effective organizations.

This handbook, now in its second edition, gathers that knowledge into one easily accessible source that will be useful to anyone who cares about leadership development, especially those who see a strong connection between personal development and leadership development.

Organizations today are facing unprecedented challenges that often seem to exceed the individual and organizational capacity for leadership. The only effective response to these circumstances is development, and we at CCL believe that this handbook can contribute significantly to the response. My sincere thanks to the editors and chapter authors whose efforts and expertise have made this volume possible. In it, we hope, will be found information that is valuable to scholars and

practitioners alike—insights that will improve the understanding, practice, and development of leadership worldwide.

Greensboro, North Carolina
August 2003

John R. Alexander
President
Center for Creative Leadership

PREFACE

As an institution, the Center for Creative Leadership (CCL) has devoted much of its energy and resources to understanding how to help people in their quest to become better leaders. We have approached this task from both research and practice perspectives; that is, we have tried both to study the process of leadership development systematically and to intervene in that process. In over thirty years of work, we have gained a wealth of insights; created leader development models, tools, and programs; and, we believe, had a positive impact on the learning and growth of leaders worldwide.

This handbook serves to summarize and integrate much of what we have come to understand about leadership development. Its goal is to provide you with both a conceptual understanding of the elements of leader development and practical ideas about how people can enhance their leadership capacity and how organizations can contribute to that process. It also introduces a broader concept of leadership development—one that we have only recently articulated and that views leadership development as requiring more than the development of individual leaders.

We have written this book for people in organizations who design and implement development processes. In many organizations, this responsibility belongs primarily to human resource and training professionals. But more and more, line managers are playing an increasingly active role in the development of leaders and leadership in their organizations. Although we have HR professionals in mind as

our primary audience, we hope that line managers who want to be more sophisticated in their practice of leadership development find useful ideas in this book.

Roots of the Book

First, a word about the sources of the ideas in this handbook. Although all the authors brought their own experience and expertise to bear on their chapters, each was also influenced by and drew from numerous streams of research and practice at CCL. We would like to point out some of these streams.

One of our core activities at CCL is running weeklong feedback-intensive leader development programs for mid-level or senior managers. This activity began in the early 1970s with what has become our flagship program, the Leadership Development Program. About four thousand managers complete this program each year. In addition, our work has broadened to include other programs, including one designed specifically for top executives (Leadership at the Peak), another built around a behavioral simulation that challenges participants to run a company (The Looking Glass Experience), one that focuses on the strategic work of leaders (Developing the Strategic Leader), and numerous others customized for specific populations or organizations.

Because we wanted to evaluate and improve our feedback-intensive programs, we began studying their impact. What we learned not only helped us refine our programs but also gave us a window on how leader development unfolds over time and how to best assess learning and change. Evaluation studies continue to be a central part of CCL's research activities.

We were also one of the first organizations to routinely use 360-degree feedback instruments in our leader development work. Providing organizations with these tools and training people in how to use them have become core activities at CCL. Not only did we put a great deal of research into developing these instruments, but we have continued to investigate the dynamics of the 360-degree feedback process as well.

Another outgrowth of our assessment work is formal coaching interventions. One-on-one developmental coaching with a trained facilitator was a feature of CCL's earliest feedback-intensive programs. These coaching sessions—often the highlight of a program—help participants integrate their assessment data and begin crafting development goals. To extend the learning process over time, we began offering a series of postprogram coaching sessions to our participants. Coaches support and challenge participants as they work on development goals back in their organizations. For many years, CCL has also provided individual feedback and coaching to senior managers in our Awareness Program for Executive Excellence (APEX).

Another stream of research that has greatly influenced this handbook started with a project that ultimately produced the book *The Lessons of Experience* (McCall, Lombardo, and Morrison, 1988). Through interviews and open-ended questionnaires, executives told the stories of their developmental experiences—the events and people that shaped them as managers and leaders. This study significantly influenced CCL's understanding of leader development in that we more clearly saw that the majority of leader development occurs on the job through assignments, relationships, and hardships. Formal development programs play an important and distinct role in leader development, but they are not a substitute for these other formal and informal experiences.

From this initial research flowed further study of developmental assignments and relationships, as well as research into people's ability to learn from experience. The original *Lessons of Experience* study was also replicated with more diverse managerial populations. We learned to integrate the tools and ideas from this stream by designing and delivering a program for human resource professionals, Tools for Developing Successful Executives. The participants in this program are a continuous source of learning for us as they work to apply the program's concepts to the leader development processes in their own organizations.

Another important research thrust looks at issues in developing women and people of color for higher-level management positions in organizations. CCL's history in this area (often referred to as “glass ceiling” research), as well as more recent research, is summarized in Chapters Nine and Ten. Again, on this topic we have connected our research to practice through our programs, such as The African-American Leadership Program and The Women's Leadership Program.

A more recent research emphasis focuses on cross-cultural differences in leader development and on leading effectively across countries and cultures. The issues of cross-cultural leadership and leader development are also encountered on a daily basis as we go about our educational work in Europe, Asia, and with the increasingly international mix of participants in our classrooms in the United States. We have learned much from these direct experiences.

Finally, we also draw on the latest focus of research and development at CCL: the leadership capacity of groups and organizations. This capacity is not just embedded in individuals in leadership roles but is also found in the relationships, systems, and cultures of the organization.

What the Handbook Does Not Cover

Although the word *handbook* in the title may suggest exhaustive and comprehensive coverage of a particular field, this book does not cover everything that could conceivably be examined in the domain of leadership development. Leadership

and development are broad concepts that can be approached from many different perspectives. Because of our particular history of research and practice, we have gained a certain perspective on leadership development. It is this perspective in its various aspects that we cover in this handbook. Hence the handbook does *not* do any of the following things:

- It does not provide a comprehensive review of leadership theories. There are a number of excellent reviews of the various ways scholars have approached and understood leadership (see Bass and Stogdill, 1990; Clark and Clark, 1994; Hughes, Ginnett, and Curphy, 2002; Rost, 1991; Yukl, 2002). In the Introduction, we, the editors of this handbook, share a view of leadership development that has evolved within CCL. This view does not neatly fit into any of the classic categories of leadership theories (such as trait theories, situational theories, or transformational theories). Rather, we have tended to borrow ideas from various theories and integrate them.

- It does not present a definitive model of leadership. Unlike a number of our colleagues in the leadership development field (Bass, 1985; Covey, 1991; Kouzes and Posner, 1987), we do not present a single, detailed model of leadership that frames and delineates the practices, competencies, or behaviors of effective leaders. One reason for this is that we are trying to represent a collective perspective. In our work at CCL, we use numerous specific models to describe how effective leaders think and act. Recently, we have more closely examined the commonalities across these models. In the Introduction, we share a resulting framework that articulates a number of broad capabilities that people develop over time and that enable them to more effectively take on leadership roles.

- It does not cover all methods of leader development. In this handbook, we focus on the methods with which CCL has considerable experience and expertise. Therefore, you will not find much specific mention of knowledge-building educational experiences (used commonly in university settings with a heavy emphasis on case studies), sensitivity group experiences (developed and used extensively by National Training Laboratories), outdoor adventure experiences (popularized by Outward Bound), and team learning approaches (popularized by Peter Senge and his colleagues at MIT). However, in our work we do borrow from all these approaches, and there are individual CCL staff members who have considerable expertise with them.

Organization of the Book

We have organized the handbook into four major sections. The first is the introductory chapter, in which we summarize CCL's view of leadership development.

As we noted, there are various perspectives on leadership and on development, and it is important for you to know the perspective this book takes. Thus the Introduction is an important framing chapter for the book, setting forth our basic assumptions, a model of the key elements in leader development, and a framework for understanding the important aspects of leadership development beyond individual leader development. Because the remaining chapters all refer to these ideas, we strongly urge that you read the Introduction before moving on to other chapters in the handbook.

Part One focuses on individual leader development. This, the longest part of the handbook, conveys the essence of our knowledge about methods and processes of leader development. Each of the first six chapters in Part One describes a particular type of developmental experience: feedback-intensive leader development programs, 360-degree feedback, developmental relationships, formal coaching, job assignments, and hardships. The final two chapters in Part One look more closely at the leader development process. Chapter Seven describes the key components of the process: a variety of developmental experiences, the ability to learn from those experiences, and an organizational context that is aligned with and supportive of development. Chapter Eight provides insights on how to evaluate the impact of leader development initiatives in organizations.

Part Two contains five chapters that explore leader development in specific contexts. In the first part of the handbook, we draw on the broad array of our research and application experience, but in Part Two, we remind ourselves that although our experience in leader development has been in some ways broad, in other ways it has been narrow. Although we have operations and alliances outside the United States, CCL's staff is primarily from this country. Participants in our programs and in our research projects have been predominantly from middle or senior levels of management in U.S.-based companies; accordingly, the majority have been white males.

As we move from working mainly with white males to working more with women (Chapter Nine) and people of color (Chapter Ten), as we work with people from other cultures (Chapter Eleven), and as we work with leaders in global organizations (Chapter Twelve), we learn more about leader development. Finally, as we bring a lifelong adult development perspective to our work (Chapter Thirteen), we deepen our understanding of how leader development is intertwined with personal development.

Part Three provides two final chapters that highlight our shift from an almost exclusive focus on leader development to a more encompassing view of leadership development. Chapter Fourteen shares an emerging conceptual framework for understanding leadership as an organizational (rather than strictly individual) capacity. Chapter Fifteen examines the collective-level capabilities that enable

organizational leadership capacity and methodologies for developing these capabilities. Both chapters argue that enhanced organizational leadership capacity is needed as organizations face increasingly complex challenges.

What's New in the Second Edition

To produce the second edition of the handbook, all authors updated their chapters from the first edition. CCL's research and practice in each of the chapter topics has grown markedly in the years since the first edition, and we wanted to revise the handbook to reflect that growth. This was particularly noticeable for leader development across race and across gender. Previously, these two topics had been combined into one chapter. We now had too much material for one chapter and therefore divided it into two.

Four chapters make their debut in this edition. A chapter on formal coaching was added—not only because our own coaching practice has been growing but also because the field has seen extraordinary demand in recent years for quality coaching. The chapter on lifelong adult development is partly based on research completed since the first edition was published. The final two chapters are also new. They represent our latest work on developing leadership as an organizational capacity.

Also new with this edition is an accompanying CD-ROM containing a library of publications from the CCL Press. Adding these publications allowed us to share more in-depth knowledge and expertise on specific topics addressed in the handbook.

As with the first edition, working on this handbook together has helped us clarify and integrate our knowledge and perspectives on leadership development. Our primary goal remains to present that knowledge in a way that others can use in their efforts to create developmental experiences and design leadership development processes and systems.

*Greensboro, North Carolina
August 2003*

Cynthia D. McCauley
Ellen Van Velsor

ACKNOWLEDGMENTS

It is impossible to name all of the colleagues and clients who have contributed to developing the knowledge contained in this book. The knowledge has developed over time through numerous projects and programs. We feel privileged to be part of the CCL community; we want to acknowledge the entire community as the source of our knowledge and thank them for their support in putting this handbook together.

There are particular colleagues to whom we do need to draw special attention, individuals who provided valuable input and feedback on various chapters and authors of chapters in the first edition of the handbook on whose work we built. Our special thanks go to Jennifer Deal, Lorrina Eastman, Kelly Hannum, Marcia Horowitz, Martha Hughes-James, Lily Kelly, Jean Leslie, Kathleen Ponder, Hallie Preskill, Byron Schneider, and Martin Wilcox. We are also grateful to the three anonymous reviewers who provided us with an external perspective and insightful critique of the first edition of the handbook. And we extend our thanks to Lisa Lee for working closely with us to achieve greater coherence and to make our ideas more accessible to readers.

Finally, we could not have put this handbook together without the help of Laura Ziino, who was instrumental in coordinating much of our work. Her ability to get everything into the right format, keep track of the latest version of each chapter, search out missing information, pull material together from all the authors, and stay

on top of the work flow was a major asset to us in putting the manuscript together. Thanks, Laura, for the wonderful job that you did.

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Sara N. King is group director of global open enrollment programs at the Center for Creative Leadership. She has held several positions of leadership at CCL, including group director of the individual leader development practice area and worldwide director of the Leadership Development Program. She joined CCL in 1986 as part of the research team that studied executive women's career development in Fortune 100 firms. For most of her career at CCL, she has been a faculty mem-