

Index

A

- Action verbs: for leadership competencies, 63e–64; for learning objectives, 131–132e, 135
- Administrative/financial support: algorithm on, 90; elements used to gain, 90–93; importance of gaining, 89; sample proposal for, 94e–96e; of senior management, 89–96e, 113–115
- Adult learning. *See* Learning
- Algorithm. *See* Leadership development program algorithm
- Analytical competencies, 62

B

- Beginner/apprentice learning level, 21–22
- Budget. *See* Financial issues

C

- CEO/president: program introductory letter from, 157–158; soliciting feedback from, 91–92. *See also* Senior management
- Change: organizational, 162–163; participant behavior, 161–162

- Clearance/moving forward strategies: algorithm on, 122; communication used as, 125–126; gaining formal commitment as, 126–127; gaining key supporters, 123–124; identifying leaders who can facilitate, 122–123; ongoing ROI data as, 124; participant data as part of, 125; suggestions for, 121–123
- Communication strategies, 125–126
- Competencies. *See* Leadership competencies
- Competency application tasks, 138e–139e
- Competent learning level, 22
- Conceptual framework: adult/self-managed learning principles as part of, 37–39; algorithm on, 33; importance of developing, 33–34; on individual learning diagnostic measures, 43; individual learning plans inclusion in, 43–44; leadership competencies as part of, 36; leadership team role as part of, 35–38; on learning levels, 42–43; learning organization commitment of, 44–46; mission, vision, values, goals, and strategic initiatives of, 34; on participant selection criteria, 40e–42e; ROI (return on investment) commitment as part of, 35; sample/example of, 46e–48e; securing approval for your, 48–49

D

Delphi Technique: considering use of the, 18; leadership competencies determined through, 67*e*

Diagnostic inventory: algorithm on developing, 74; applying data from, 77–78; description of, 73–74; instructions given for, 77; measuring learning levels using the, 101, 102*e*–103; of participants and senior teams, 115; sample, 75*e*–76*e*; scales used to develop, 74–75; scoring the, 76–77; software package used for, 75; validating data used for, 70. *See also* Leadership competencies

E

Evaluation Form, 146*e*–148*e*

Evaluation strategy: affirming/measuring success factors, 160–163; algorithm on, 159; importance of developing, 158–159; interim evaluation process, 163; making revisions/refinements to program, 163; revisiting/affirming learning objectives, 159–160. *See also* Implementation strategy

Expert learning level, 22

F

Facilitator's Guide, 138*e*–139*e*

Facility sustainability strategies, 168–169

Feedback: algorithm on mechanisms for, 144; designing approval mechanisms for learning modules, 145–149; interim evaluation, 163; ongoing support using participant, 125; “ownership” through process of, 149; scheduling sessions for learning module, 140; self-management assessed through, 37–38*fig*; soliciting senior management, 91–92

Financial issues: financial implementation resources, 157; gaining financial support for program, 90–96*e*; sustaining financial support, 167

Focus groups: leadership competencies determined through, 65; suggestions for conducting, 65*e*–66*e*

G

Goals: alignment, of program with, 15–16; conceptual framework inclusion of, 34; gaining support by linking program relevance to, 90–93; of individual learning plans, 104. *See also* Learning objectives

“Growing your own” concept, 25

H

“Hot” buttons, 91

Human resources: learning module development role of, 133–134; needed for program implementation, 156; sustainability role of, 168

I

Implementation strategy: algorithm on, 152; deciding timing of program delivery, 155–156; deciding where program will be delivered, 154–155; deciding who will deliver the program, 152–154; on human, material, and financial resources needs, 156–157; introducing program to participants, 157–158. *See also* Evaluation strategy

Individual learning diagnostic measures, 43

Individual learning plans: activities or strategies included in, 104–105; algorithm for developing, 100; components/goals of effective, 104; conceptual framework inclusion of, 43–44; how to use the, 103–106; implementing, 109; using log or journal as part of, 105–106; monitoring success of, 110; planning for, 23; sample Learning Map for, 108*e*; senior team/participant roles in, 115–116; template for, 106*e*–107*e*. *See also* Learning; Learning levels

Individual program evaluations, 160

Internet: action verbs/competencies research using the, 64; session pre-readings selected using the, 138

J

Journal (or log), 105–106

L

Leadership competencies: action verbs used to describe, 63*e*–64; algorithm of, 60; assessing your current state of, 59–60; checking accuracy of assessing, 70; conceptual framework inclusion of, 38; connecting organization needs to program development of, 52; designing learning levels for developing, 62–63, 68–69; determining appropriate, 64–67; identifying organization, 60–61; leadership program focus on, 18–19; measuring increase in, 161; putting together your, 68–69; types of, 62. *See also* Diagnostic inventory

Leadership development program: building your foundation, 29–58; conceptual framework for, 33–49; execution and sustainability of, 165–173; guiding principles of, 13–27; making revisions/refinements to, 163; overview of, 9–12; philosophy of, 30–33

Leadership development program algorithm: on building your foundation, 30; on conceptual framework, 33; on defining senior team/participant roles, 114; on developing diagnostic tools, 74; on developing learning modules, 130; on establishing learning levels/learning plans, 100; on evaluation strategy, 159; on feedback/approval mechanisms, 144; on guiding princi-

- ples, 14; on implementation strategy, 152; on leadership competencies development, 60; on operational strategy, 49; overview of, 3–8; on ROI (return on investment) model, 82; on soliciting administrative/financial support, 90; on what comes next?, 166
- Leadership development program principles: algorithm on, 14; aligning with mission, vision, values, goals, 15–16; based on self-management/adult learning fundamentals, 19–21; being competency-based, 18–19; being outcome-based and measurable, 17; containing learning diagnostic measures, 22–23; containing multiple learning levels, 21–22; including individual learning plans, 23; long-term sustainability, 24–26; organizational support through learning culture, 23–24; reflecting commitment to long-range success, 17–18
- Leadership team. *See* Senior team
- Learner's Guide (learning module), 143e–144e
- Learning: fundamentals of, 19–21; individual diagnostic measures of, 43; self-managed principles of, 19–21, 37–39. *See also* Individual learning plans
- Learning culture, 23–24
- Learning cycle, 38*fig*
- Learning diagnostic measures, 22–23
- Learning environment, 134
- Learning levels: algorithm on establishing, 100; deciding how many to have, 100–101; deciding how to define your, 101; decision to change, 78; description of, 42–43, 99–100; designing leadership competencies using, 62–63, 68–69; Diagnostic inventory for measuring, 101, 102e–103; establishing objectives for each, 131–132e, 133; program inclusion of different, 21–22. *See also* Individual learning plans
- Learning Map, 108e
- Learning module development: algorithm on, 130; basic principles used in, 131; establishing learning objectives for, 131–132e, 133; human resources used in, 133–134; learning environment considerations of, 134; learning support resources considered in, 135; time allotment allowed for, 135–136
- Learning modules: avoiding lecture-dominated, 131; competency application tasks as part of, 138e–139e; designing feedback/approval mechanism for, 144, 145e–148e, 149; as heart of program, 129–130; Learner's Guide example of, 143e–144e; learning activities designed as part of, 136–137; People Orientation Cluster example of, 141e–142e; resource list included as part of, 140–144e; sample facilitator's guide on, 138e–139e; session pre-readings, 137–138
- Learning objectives: evaluation through revisiting/affirming, 159–160; learning modules development of, 131–132e, 133. *See also* Goals
- Learning organizations, 44–45
- Learning support resources, 135
- Likert scale, 74, 77
- Log (or journal), 105–106
- Long-term sustainability, 24–26
- ## M
- Marsick, V., 44
- Material resources: implementation strategy role of, 156; sustain ability strategy role of, 167–168
- Mentors: characteristics of effective, 46; senior team members as, 114; time commitment expectations of, 116. *See also* Senior team
- Mission statement: alignment between program and, 15–16; conceptual framework inclusion of, 34; gaining support by linking program relevance to, 90–93
- Moving forward. *See* Clearance/moving forward strategies
- Multiple learning levels, 21–22
- ## N
- Nominal group technique, 66e; considering use of the, 18
- ## O
- Odd-point scales, 74
- Operational strategy: algorithm on, 49; development of, 50–54, 56–57; sample, 55e–56e
- Organizational change, 162–163
- Organizational culture: characteristics of leadership supporting, 25–26; learning as part of, 44–45; top-down driven nature of, 45
- Organizations: identifying leadership competencies needed in, 60–61; learning, 44–45; obtaining administrative/financial support of, 89–97; program alignment with mission, vision, values, goals of, 15–16, 34, 90–93; program commitment by, 17–18, 45–46; program success in changing, 162–163; sustaining support of, 169. *See also* ROI (return on investment) model; Senior management

Outcomes: individual behavior/organization change, 161–163; strategy for evaluating, 158–163; sustainability of program, 24–26, 166–173. *See also* ROI (return on investment) model

P

Participants: algorithm on defining roles of, 114; behavioral change in, 161–162; Diagnostic inventory of, 115; explaining expectations to, 117–118; importance of defining roles of, 113–115; individual learning plans roles by, 115–116; introducing program to, 157–158; ongoing support using feedback by, 125; providing effective mentoring of, 46; selection criteria for, 40e–41e; time commitment expected of, 116

Pedler, M., 44

People Orientation Cluster (learning module), 141e–142e

Philosophy statement: compiling the language used in, 31; constructing/example of, 31e–32e; gaining approval for, 32

Practical competencies, 62

President. *See* CEO/president

Progress Check Template, 170e–172e

Q

Quality improvement initiative, 163

R

ROI (return on investment) model: algorithm for, 82; conceptual framework commitment to, 35; leadership development program outcomes as, 17; ongoing support through, 174; overall research design for, 84–85; presenting your projected ROI data, 87; program effectiveness measured by, 39, 54; rationale for, 81–83; sample calculations used in, 85e–86e; tracking professional growth/development as part of, 109. *See also* Organizations; Outcomes

S

Scales: decision to change, 78; Likert, 74, 77; odd-point, 74

Self-management learning: conceptual framework inclusion of, 37–39; fundamentals of, 19–21

Senge, P., 44

Senior management: clearance/moving forward facilitation by, 122–123; gaining formal commitment from, 126–127; gaining program support by, 123–124; soliciting administrative/financial support of, 89–96e, 113–115; soliciting feedback from, 91–92. *See also* CEO/president; Organizations

Senior team: algorithm on defining roles of, 114; conceptual framework on role of, 35–38; Diagnostic inventory of, 115; explaining expectations to, 117; importance of defining roles of, 113–115; individual learning plans roles by, 115–116; mentoring role of, 114; scheduling orientation session for, 115; time commitment expected of, 116. *See also* Mentors

Session pre-readings, 137–138

Social competencies, 62

Strategic initiatives: alignment of program and, 15–16; conceptual framework inclusion of, 34

Success factors: behavioral change in participants, 161–162; competency measures, 161; individual program evaluations, 160; organizational change, 162–163

Sustainability: developing strategy for, 166–173; program focus on long-term, 24–26; Progress Check Template, 170e–172e; tracking process of program, 169

Sustainability strategy: for continuing financial support, 167; continuing organizational support, 169; facilities appearance/maintenance as part of, 168–169; human resources role in, 168; importance of including, 166–167; for keeping materials fresh and current, 167–168; maintaining time commitment, 167

V

Values: alignment of program and, 15–16; conceptual framework inclusion of, 34; gaining support by linking program relevance to, 90–93

Vision: alignment of program and, 15–16; conceptual framework inclusion of, 34; gaining support by linking program relevance to, 90–93

W

Watkins, K., 44