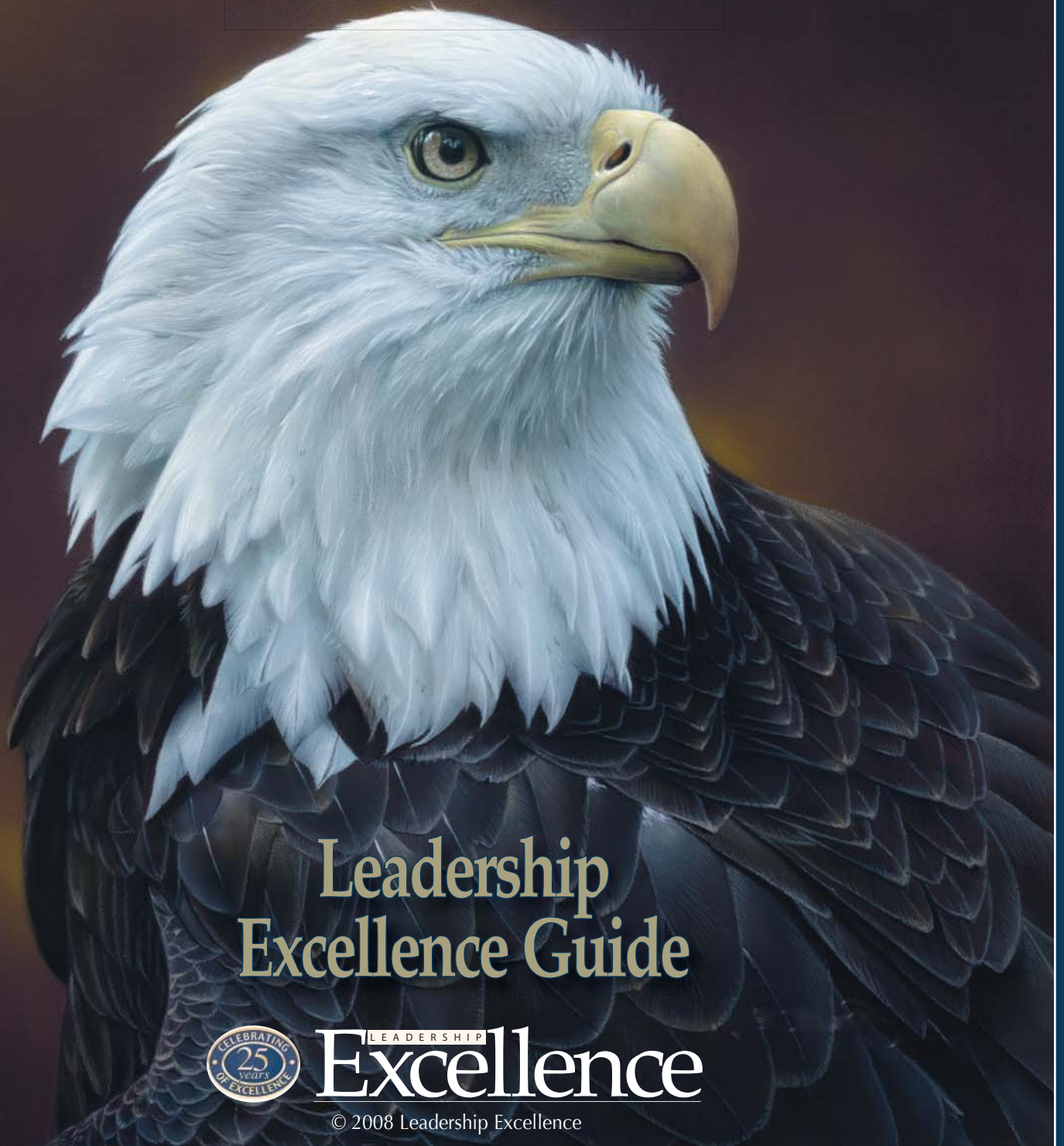


ABC
Leadership
Development
Template and Tests



Leadership
Excellence Guide



LEADERSHIP
Excellence

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Ken Shelton
Editor in Chief

On Excellence

“Excellence is not only a matter of what you do and why and how you do it but also a matter of who you are—your personality and character and what you achieve with your time and talents.”

On Leadership

“Your leadership starts with you having an idea, vision, or plan and is sustained when you take action, invite others to assist, and make the venture meaningful and profitable for all concerned.”

On Leadership Development

“Developing people to serve as leaders is best done with a clear end in mind and a designed path that includes field experience and certain program elements such as training, learning, teaching, coaching, mentoring, simulation, games, contests, tests, and crucibles.”

ABC TEMPLATE AND TESTS

Use these to develop authentic leaders.

By Ken Shelton
Editor of *Leadership Excellence* since 1984

Who needs leadership development (LD)? All who aspire to leadership (aspirants); all who are considered “high-potentials” (hi-pos); all who are newly chosen, called on, assigned, hired, promoted, or elected to lead (new leaders); and all who are now leading (practitioners).

Why? Without effective, ongoing LD, your leadership tends to *wilt*—away from the ideal of authentic and accountable leaders who serve as responsible stewards of the greatest good for all stakeholders—and *tilt* toward self-serving, counterfeit leaders.

Once you recognize the need for effective LD, the question soon becomes: **How can you best develop leaders for your team or organization?** In many places, this is a multi-million-dollar question—and, given the immense investment, the stakes are high for desirable ROI.

We offer the **ABC Template** and **LeaderMeter Tests** to assist you in attracting, developing, monitoring, and testing authentic leaders for your team or organization.

ABC TEMPLATE

Your odds of having an effective LD program and process with high ROI increase dramatically when you use this **ABC Template**. You can use it either to: 1) create a new LD program or 2) improve your current LD plan, program, or process.

You can best develop authentic leaders by following the ABCs:

- A—Assess:** Decide on **meanings** and design a graphic LD **model**.
- B—Begin:** Start an effective LD **plan, process, and/or program**.
- C—Cultivate:** Continue development by creating a **performance culture**.

You benefit by having a great **a) meanings/model, b) plan/program/process, and c) performance culture**. These are the ABCs of developing effective, authentic leaders. Even the best LD program won’t deliver desired results if it is seen as a Band-aid on a broken culture characterized by counterfeit leadership at the top and at the core.

ABC Template Exercises and Questions

Here are *exercises* to do and *questions* to address as you apply **ABC**:

A. Assessment: Define Meanings, Define Model

Do these four *exercises* and address nine *questions*:

EXERCISE A1: CLARIFY ENDS AND EXPECTATIONS.

Question A1: To what end do we aspire in our leadership development?

What do we expect this LD process/program to do for participants?

What do we expect this LD process/program to do for the organization?

EXERCISE A2: GET CLEAR ON WHAT YOU MEAN BY LEADER.

Question A2: What do we mean by leader here?

You need a clear definition of what it means to be an authentic leader, and people need to see those qualities modeled by people who hold management and leadership positions in the organization.

What does our “brand” of leader . . .

• look like (appearance and style) _____

• sound like (voice and presentation) _____

“Clearly state what leaders should know, do, and deliver. Combine attributes and competencies with desired results.”

—Dave Ulrich and Norm Smallwood,
coauthors,
Leadership Brand



“Leadership is the capacity to initiate a future that is distinct from the past.”

—Peter Block,
author, *Community*

“A leader has no greater role than to recruit, train, develop, coach, recognize and reward those team members who are responsible for the success of the enterprise.”

—Dennis A. Kelley,
author, *Achieving Unlimited Success*

“Branded leadership helps turn the desire for leadership into the actions required to make it happen in a way that is aligned with the strategy and delivers desired results.”

—Dave Ulrich and Norm Smallwood



“Effective leaders never stop learning. They continue learning, adapting, and seeking impact as they meet new people and face opportunities and dilemmas.”

—Jim Trinko,
Training Director, FAA

“Disorientation afflicts leaders in situations where they have no fixed referents, no clear points or undisputed guiding principles. They can’t tell up from down or progress from regress.”

—Kim Cameron,
author, *Leading with Values*

• believe and value (tenets, principles, and ethics) _____

• behave and perform (habits, talents, and actions)? _____

Question A3: What do we mean by leadership? _____

What do we expect from our top management team? _____

What do we expect from our line and staff leaders? _____

What is the “leadership brand” of our organization? _____

Question A4: Who are the best models of leaders here?

Who best models the leadership brand (and fits the culture)?

Who needs to go? (either name individuals or identify a style or type of leader) _____

Who do we need to recruit? (again, either name individuals or define the type of leader or a shared notion of the ideal candidates)

How can we best attract and keep the leaders we need? _____

EXERCISE A3: DETERMINE WHAT COMPETENCIES, SKILLS, CONTRIBUTIONS, AND EXPERIENCES ARE EXPECTED OF OUR LEADERS.

Question A5: What are the most critical core competencies?

What knowledge, capabilities, and competencies do our leaders need?

How can these capacities best be developed (both fast and slow methods)?

Question A6: What social relationships and political skills are needed?

Since these vital skills can either make or break leaders, identify what social relationships and networking skills are desired: _____

And identify what political skills (i.e., win-win negotiating, public speaking, and influencing) are needed and desired: _____

Question A7: Since more organizations need market-oriented leaders who can influence external stakeholders, what marketing, sales, public relations, fund raising, product and team development, and customer service contributions are expected of our leaders?

“Leadership development is a key strategy for preventing or reducing the effects of such ailments as flat economic performance, stakeholder relationships, market competition, turnover, poor team spirit, factions, and low satisfaction.”

—Ron Crossland,
Bluepoint Leadership



“Treat high-potential leadership talent as a corporate asset, creating individual development plans and the stretch assignments and assigning a talent manager to work with leaders to review high potentials and manage their development and ensure that they complete prescribed activities and stretch and rotational assignments.”

—Sue Todd,
CEO of CorpU

Curricular or Program LD

1. Classes, courses, presentations
2. E-learning modules
3. Structured learning
4. Designed program

On-the-Job Experience

1. Job rotation
2. Stretch assignments
3. Coaching, mentoring
4. Fitness coaching
5. Personal development plan
6. Training, learning, educating, teaching
7. Special projects or task forces
8. Presentation or travel opportunities

Off-the-Job Experience

1. University advanced degree program (exec MBA)
2. University special custom learning program
3. Purchased consulting/training program
4. Volunteer service
5. Church or civic service

We encourage you to adapt this model or create your own model.

Question A8: What experiences are required and optional for different leaders?

Consider job rotation, special projects, foreign assignments, turn-around tasks, community service, volunteer activities, coaching or mentoring, promotions, or professional association leadership positions. _____

How can we best ensure that emerging leaders get the experiences they need? _____

EXERCISE A4: ARTFULLY DESIGN A GRAPHIC LD MODEL.

Question A9: What is our model of leadership development?

From the questions, we come up with the following model:



B. Begin: Start the Plan, Process, or Program

EXERCISE B1: WHAT IS OUR PLAN FOR LEADERSHIP DEVELOPMENT?

Question B1: Given our meanings and model for LD, what is our LD Plan?

Consider such elements as selection, timeline, scope, scale, depth, breadth, and budget: _____

Question B2: How can we best ensure that we have the leaders we need (when and where we need them)?

What are the pros and cons of hiring vs. promoting from within?

How can we best develop a succession pipeline? _____

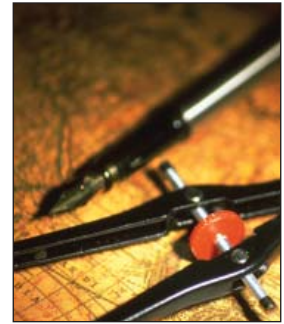
How can we best develop depth (bench strength) of leadership?

How can we best onboard leaders hired from outside (adjust to culture)?

Question B3: How can we best design a personal development plan* for each leader?

What disciplines and habits might be included in this plan?

(*See our *Personal Excellence Plan* on www.LeaderExcel.com)



“A leader’s job is to rally people toward a better future. Leaders can’t help but change the present, because the present isn’t good enough. They succeed only when they find a way to make people excited by and confident in what comes next.”

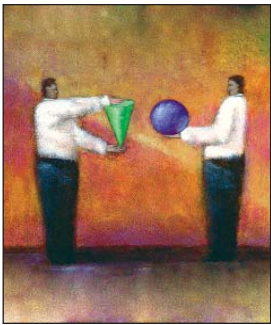
—**Marcus Buckingham**,
author, *Go Put Your
Strengths to Work*

“Leadership is the capacity to create a future distinct from the past and design experiences for people that exemplify the desired future. An alternative future occurs when a community of people choose to come together and be accountable for something larger than themselves.”

—**Peter Block**

“Take responsibility for the things you need to do to improve performance. Identify and link activities to strengths while changing your actions and routines.”

—**Marcus Buckingham**



“You discover your authentic leadership by developing yourself and staying aligned with your True North—your most deeply held beliefs, values, and principles—as you cope with the pressures and seductions of leading.”

—**Bill George**,

Harvard Institute of
Authentic Leadership

“Soft values are hard to quantify but, in the area of interpersonal performance, they are as vital as any financial number. They demand our attention if we want to alter our behavior—and get credit for it.”

—**Marshall Goldsmith**,
leadership coach

How can we ensure balanced personal development along seven dimensions: physical, mental, social/emotional, professional, financial, spiritual/character, and service? _____

What expectations (if any) do we have regarding the candidate’s marriage and family status? _____

How can we track progress against the personal excellence plan?

Question B4: How can we best connect leaders with the advisors, teachers, counselors, mentors, coaches, trainers, friends, and colleagues they need to keep growing and learning and to meet difficult personal and professional challenges?

What advisors should they have? What support groups should they belong to? _____

EXERCISE B2: WHERE AND HOW DO WE BEST IMPLEMENT OUR LD MODEL AND PLAN?

Question B5: What program or process will best get us there?

How can we design our program around our LD model and plan?

How can we best align our LD program with business strategy and objectives? _____

How can we create camaraderie, team spirit, and sense of community to avoid us-vs.-them sentiments, or simulated civil war? _____

How can we employ our LD program to instill shared purpose, service, and sacrifice? _____

Question B6: What is the timeframe/length/scope?

Is it an ongoing program, accelerated program, or crash course? _____

What timelines and timeframes best serve the organization? _____

EXERCISE B3: SELECT PROGRAM PARTICIPANTS.

Question B7: How can we best select candidates to avoid a sense of elitism, favoritism, nepotism, cronyism?

Who are the best candidates? _____

What are the selection criteria? _____

Who decides (how do we decide?) who gets hired, developed, promoted? _____

“High performance leaders are distinguished by a set of core beliefs and actions. They understand the core competencies and skills required to meet challenging goals.”

—Michael G. Winston,
leadership consultant



“Most leaders are victims of our inflated expectations. When people say there’s a lack of leadership, they’re never talking about themselves.”

—Peter Block

“Our goal is to structure GM for sustained profitability and growth by creating a company that is more nimble, global and competitive.”

—Rick Wagoner,
CEO of
General Motors

“As leaders we know that our success depends on customer loyalty. Customers put a lot of trust in us. And we’re on a crusade to give them a good return on trust.”

—**Anne Mulcahy**,
CEO of Xerox



“Leaders have a responsibility to ensure that the work is meaningful, that jobs are fulfilling, and that individuals contribute fully. I try to inspire people and unleash their creativity and productivity.”

—**Alan G. Lafley**,
CEO of P&G

“Once you become a leader, your success is all about growing others, making the people on your team smarter, bigger, and bolder. Your success comes from the reflected glory of your team.”

—**Jack Welch**,
former CEO of
General Electric

Question B8: What are the incentives for leadership?

Why would they want the added responsibility? _____

How can we provide the necessary sense of progression? _____

What incentives/compensation/benefits/rewards are appropriate?

Question B9: What do we want our leaders to Know, Be, and Do?

Do we include only those who want to become leaders and seek promotions and leadership positions, or some who don’t aspire to such positions but have potential? _____

Do we groom some with personal and professional expertise to become leaders in their function or field (but not necessarily for senior management or leadership positions)? _____

List desired credentials, characteristics, and competencies of candidates. Consider both natural abilities (personality/charisma/appearance) and learned abilities (social/political correctness, core competencies, training and education). _____

EXERCISE B4: DESIGN LD PROGRAM ELEMENTS.

Question B-10: Have we considered the following seven elements?:

1. Vision/mission. Are these statements meaningful to all participants and focused on outcomes that all stakeholders experience and appreciate? Are they linked to strategy? _____

2. Involvement and participation. How broad and deep are the involvement and participation of people in the LD program? Do we involve every employee to some degree (every member a leader) or only certain Hi-Pos? Do we have different programs for different levels of leadership? _____

3. Measurement and accountability. What ROI measurements are made and reported and to what degree is personal accountability for performance and results part of the program? _____

4. Design, content, and curriculum. How well designed is the program? How credible is the content? How relevant is the curriculum? To what degree is the program customized? What is included in the curriculum and content? Do we use blended learning (mix of classroom, e-learning, mentoring, coaching, training, job rotation, etc)? How can we connect existing content and training with LD program curriculum? _____

5. Presenters, presentations, and delivery. What are the qualifications of the presenters? How effective are their presentations? How is the program delivered? _____

6. Take-home value for participants. What do participants take away and apply to improve themselves, their families, their teams, and their volunteer work? _____

7. Outreach of programs and products. What is the impact of the program beyond the sponsoring organization? How do customers and clients benefit? What difference has it made? _____

“Leadership development is a process for systematically and strategically developing the skills, knowledge and behaviors of people with the talent and potential to become leaders.”

—**Kim Lamoureux,**
Bersin Associates



“Real leaders show a repeated pattern of accurately identifying other leaders’ talents, helping them flourish, or easing them into other jobs where their talents fit better. Real leaders enthusiastically select people who are better than they are. They motivate people and develop them as conditions change, retaining those who advance the business and deselect with dignity those who don’t.”

—**Ram Charan,**
leadership consultant
and author

“Let candidates for leadership positions know what to expect, how this differs from their past experience, how they will be held accountable, how they must deliver on commitments or explain why they can’t, and how they will work with and develop team members.”

—Howard Guttman,
leadership consultant and
author



“Even the best coaches can’t build championship teams if they pick the wrong players. So, learn to spot high-potential leaders early, treat them as such, and be clear about the earmarks of leadership potential. If you have the wrong notion of what a leader really is and does and focus on the wrong people, all your development efforts can’t deepen the leadership pool.”

—Ram Charan

C. Cultivate: Create a Performance Culture

EXERCISE C1: MONITOR ON-THE-JOB PERFORMANCE.

Question C1. What are the performance expectations?

How can we best motivate and compensate our leaders for meeting high performance goals? _____

Do we have performance agreements for those people in the LD program? _____

Question C2. How can we best assess or measure performance?

What pre- and post-assessments can we use? _____

What is the expected tenure and timetable for results? _____

How can we best create a results-focused, performance-oriented culture?

What results matter most in each position? _____

How can we best make performance measures and results open and transparent? _____

Question C3. What checks and balances do we need in the system to ensure compliance, proper conduct, and image-building behaviors?

How can we best combine extrinsic compliance with intrinsic/inspirational behavior? _____

How can we measure how well people project the desired image and build the brand? _____

Question C4. How can we best assess the vital social and political performance of our leaders?

How explicit should we make these expectations? _____

Which relationships matter most? _____

How can our leaders best cultivate relationships of trust with these constituents? _____

EXERCISE C2: ENSURE ONGOING LEADERSHIP DEVELOPMENT.

Question C5. What ongoing learning, teaching, travel, and recreation are needed to keep our leaders in top performance shape?

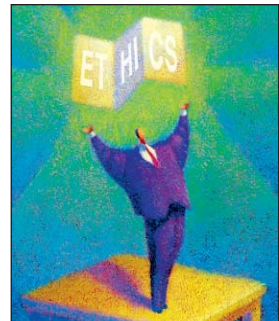
Question C6. How can our leaders best balance short-term and long-term objectives?

“We need authentic leaders who accept the calling to lead and follow their True North without deviating from their beliefs and values.”

—Bill George

“Today, leaders face daunting new challenges. These problems demand solutions that only emerge when leaders learn to boldly innovate.”

—Gary Hamel,
strategy consultant



“Leaders who cultivate learning cultures achieve the highest value for their organizations.”

—Josh Bersin,
Bersin & Associates

“We lead by virtue of who we are. We are all leaders of our own lives. The only difference is the domain of influence.”

—Kevin Cashman,
author, *Leadership from the
Inside Out*



“While core values may remain steadfast and their leadership competencies may mature, great leaders seek opportunities to enhance their leadership impact and imprint—their legacy.”

—Jim Trinka

“As someone who has devoted much of his life to the study of leaders, I find myself talking about transparency and trust whenever I talk about leadership.”

—Warren Bennis,
coauthor, *Transparency*

Question C7. How can we ensure that our leaders have a service ethic and stewardship orientation in their life and work?

How do we ensure that our leaders practice “green and lean” operations for sustainability? _____

Question C8. How can we best ensure that our people are united around a clear vision and direction, and clearly communicate this vision inside and outside the organization?

Again, note that this Q&A template is designed to trigger your best ideas and plans for developing leaders who best fit and function in your culture and get the results you most desire, primarily as a happy consequence of building and maintaining relationships of trust with all constituents.

Seven Simple Tests for Authentic Leadership

You can best test for authentic leadership using any of these seven simple tests:

Test 1: 3R Test: They get desired **results** cultivating **relationships** of trust with all constituents or stakeholders and wisely using and renewing **resources**.

Test 2: 3M Test: They align their noble **mission** with admirable **motives** and sustainable, evergreen **means**.

Test 3: 3P Test: They get desired **production** or **performance** around agreed-upon shared **priorities** without abusing or depleting the **production capabilities and assets**.

Test 4: 3A Test: They get **action** with a sense of urgency while maintaining **alignment** with strategic objectives and a positive, collaborative **attitude**.

Test 5: 5C Test: Their personal **character**, professional **competence**, great **courage**, and genuine **caring** yield a productive **culture**.

Test 6: MN/FT Test: They operate in harmony with **natural laws** and **correct principles (Mother Nature)** and pass the tough **test of time (Father Time)** to achieve profitability and sustainability.

Test 7: LeaderMeter Monitor: Use the 7P **LeaderMeter** to monitor or spot-check your leadership practice and behavior at any given time or place.



LeaderMeter

Are you walking your talk as a leader?

Seven Ps: Self-monitoring 100-point system

Instruction: This leadership scorecard is designed to be self-scoring and self-challenging. Use it to review your performance weekly, monthly, or annually.

1. Personal Growth (16 points)

- **Health Habits:** diet and exercise _____
- **Service:** Do I give adequate service? _____
- **Goals:** Do I have SMART goals? _____
- **Development:** Am I achieving my *Personal Excellence* (PE) and *Leadership Excellence* (LE) development plans? _____

2. Politics (12 points)

- **Style:** Does my style and appearance suit my role and responsibilities? _____
- **Social:** How well am I maintaining my social network? _____
- **Influence:** What influence do I have with key constituents? _____

3. Purpose (16 points)

- **Vision:** Is the vision clear and shared? _____
- **Mission:** Is the mission motivating and engaging? _____
- **Direction:** Is the direction and strategy clear? _____
- **Motives and Means:** Are our motives noble? _____
Are our means legal and ethical? _____

4. People (16 points)

- **Family Relationships:** How healthy and supportive are family relations? _____
- **Trust and Emotional Intelligence:** How well do we maintain trust? _____
- **Internal stakeholders:** Are the staff members engaged? _____
- **External stakeholders:** How well are we servicing our customers? _____

SMART Goals

Here's another way to evaluate your goals—use the acronym **SMART**:

- S:** specific
- M:** measurable
- A:** actionable
- R:** realistic
- T:** time-based

If your goals are not **SMART**, they may make you feel rather **DUMB**:

- D:** disillusioned
- U:** uninspired
- M:** mediocre
- B:** beaten



“We can take revolutionary steps to achieve evolutionary goals. The challenge is to know where you’re headed, and then take those steps that lead you there. One day, you’ll find yourself in territory where no one has gone before.”

—Gary Hamel

LEADER METER SCORING

Each of the 25 “P” subpoints is worth 4 points, for a total possible of 100 points.

Award points on a 0-4 scale:

0 point:

No improvement or regression

1 point:

Minimal improvement

2 points:

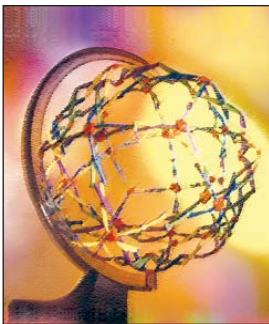
Moderate improvement

3 points:

Great improvement

4 points:

Impressive and continuous improvement



5. Performance (16 points)

- **Efficiency:** How well am I using my time and talents? _____
- **Effectiveness:** How effective am I in my efforts? _____
- **Production:** How well are we producing and performing? _____
- **Execution:** How well are we executing the strategy to get desired results? _____

6. Product (12 points)

- **Design:** How well-designed, packaged, and positioned are our products? _____
- **Quality:** What is the quality and value, as perceived by our customers? _____
- **Innovation:** How innovative are our products? _____

7. Profit (12 points)

- **Results/contribution:** Are we getting desired or projected results? _____
- **Rewards:** Are the rewards shared? Are performers recognized? _____
- **Bottom Line:** How healthy is our triple bottom line (financial, human, environment)? _____

Eight Dimensions of Leadership Excellence

The following eight dimensions correlate with major topics addressed in *Leadership Excellence* magazine, as captured on the searchable *Instant Consultant* CD and online archive of articles.

Each dimension is represented by an icon, key word, key question, and topics. In each dimension, you are invited to set a goal and take action. Within the context of your vision and mission, set at least one goal in each of these eight dimensions and then focus on the one thing that seems to take priority.



1. Leadership. Where are we going? Key words in the *leadership* dimension include: vision, mission, mission statement, direction, strategic planning, future orientation, global reach, trends, power, authority, authenticity, ownership, style, decisions, and challenges.

Leadership goal and action: _____



2. Management. How can we best structure and manage the organization to get there?

Key words in the *management* dimension include: management systems, information systems, integration, planning, partnering, international alliances, labor-management relations, structure, organization, systems thinking, downsizing, alignment, facilities, and finances.

Management goal and action: _____



3. People. Who do we need and how to we best motivate them?

Key words in the *people* dimension include: communication, motivation, inspiration, empowerment, teams, relationships, trust, commitment, loyalty, coaching, teamwork, loyalty, conflict resolution, win-win agreements, feedback, diversity, employee relations, collaboration, work contract, negotiating, problem solving, hiring, firing, influence, persuasion, involvement, accountability, stakeholder relations, women issues, speaking, presenting, cooperation, delegation, incentives, meetings, dialogue, presentation, followers, participation, interaction, staffing, and alliance.

People goal and action: _____



4. Competence. What core skills and capabilities do we need to develop in people?

Key words in the *competence* dimension includes: human development, knowledge workers, continuing education, training, goal setting, life balance, career development, assessment, personal development, executive development, coaching, mentoring, recognition, reward, emotional intelligence, priorities, intellectual capital, time management, education, skill development, mental activity, stress management, wisdom, self-esteem, listening, health and wellness, action orientation, confidence, happiness, image, identity, writing, self-development, talent, progress, stewardship, initiative, intuition, choice, energy, discipline, critical thinking.

Competence goal and action: _____



5. Performance. What product/service standards and growth/results measures matter most?

Key words in the *performance* dimension include: customer satisfaction, quality improvement, service quality, economic value-added, production, process improvement, market position, technology, profit, contribution, peak performance, prevention, excellence, sales, marketing, results, economic growth, speed, leverage, implementation, execution, focus, drive.

“Leaders need to set bold goals and provide the resources for people to reach those goals. Leaders should call us to a higher purpose. Leaders should demand sacrifices, make it clear why we stand together, why we’re called on to serve the public.”

—**Rosabeth Moss Kanter**,
leadership consultant
and author



“Leaders with a point of view have views about budgeting, planning, investing capital, and a host of other things. Great leaders take a point of view and use it as a spring board to action.”

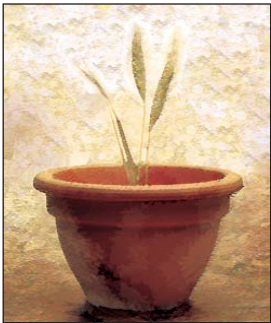
—**Noel Tichy**,
coauthor, *Judgment*

“All of us should have aides, associates, friends, or family members who will save us from ourselves by administering tough love.”

—**Barbara Kellerman**,
leadership consultant
and author

“Your character becomes your destiny. Leadership behavior begins in your mind, gets expressed in words, and then gets translated into action. Over time, those actions become who you are.”

—James Kouzes,
leadership consultant
and author



“When leaders want to create a culture of achievement, they create a vision, develop a strategy, design an implementation plan, structure a timeline of activities and desired outcomes, design assessment and evaluation tools, then parcel out the work.”

—Margaret Wheatley,
leadership consultant
and author

Performance goal and action: _____



6. Change. What innovations or changes do we need to make to be competitive? Key words in the *change* dimension include: innovation, learning, creativity, growth issues, creativity, proactivity, reengineering, renewal, response, synergy, restructure, transition, attitude, optimism, risk, option thinking, entrepreneuring, flexibility, expectation, direction predicting, adaptability, turnaround, cycles, redesign, planning, forecasting, anticipation.

Change goal and action: _____



7. Ethics. What do we believe and how do we need to behave and conduct business? Key words in the *ethics* dimension include: character building, principles, morality, meaning, caring, purpose, respect, example, standards, faith, spirit, dilemma, inspiration, fairness, beliefs, social responsibility, sustainability, fairness.

Ethics goal and action: _____



8. Culture. What internal climate and leadership brand do we want to create? Key words in the *culture* dimension include: environment, social, politics, brand, climate, chemistry, market, perception, image, identity, positioning, teamwork, community, collaboration.

Culture goal and action: _____

Using the **Goal Form** on the next page, record the goals and actions you set in the eight dimensions.

You can experience exponential benefits by correlating content from the *Instant Consultant* with your goals and action items—and then using the application tools to apply the most relevant ideas and resources to your life and work.

THE 90-DAY SMART START

Prioritize Your Leadership Development Goals

Now, review the goals you have set in each of the eight dimensions. Don't worry about trying to do something about each of them now. Simply answer this question: What matters most to me now? During the next 90 days, what can I start doing, at least with my *top priorities*?

In the space provided, select three priority goals from among those you have set in the eight dimensions. Write them here as SMART goals (specific, measurable, actionable, realistic, and time-based) for the next 90 days.*

Priority 1 _____

Priority 2 _____

Priority 3 _____

* You may wish to copy this form and do this exercise every quarter, as you will likely want to adjust your priorities and goals periodically.

20 Best Practices in Leadership Development

Process/Program Design

1. Process/Program designed to deliver a certain brand of leader
2. Alignment of LD with business strategy and outcomes
3. Involvement of top management and engagement of top talent
4. Measurements and accountability for results
5. Multiple dimensions, phases, and delivery platforms

Experience

6. On-job experience: Field or rotational assignments/crucible challenges
7. Off-job experience: leader role in extracurricular and volunteer activities
8. Action Learning: Performance with reporting, shared learning, and action items
9. Simulation, pilot, or small-scale operation

Content/Curriculum/Competencies

10. Case studies, stories, culture, and community building
11. Different agenda and curriculum for different levels
12. Focus on a few, company-specific core competencies
13. Smart Content: Curriculum adapted to different levels in strategic context

Learning/Teaching

14. Mentoring and coaching, especially at senior levels
15. Teaching others, and learning from others
16. Feedforward with team members

Results/Outcomes

17. Financial revenue and customer/market orientation
18. Participant invitation/contract or performance agreement
19. Integration with TM for sustainable pipeline of leaders
20. Linkage between stated values and behaviors with measurements

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Full view of front cover art.

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ISBN 978-1-930771-26-0
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