

THE DESIGN AND IMPLEMENTATION OF A LEADERSHIP DEVELOPMENT
PROGRAM FOR GREENHECK FAN CORPORATION

by

Kathleen A. Drengler

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Research Advisor

The Graduate College
University of Wisconsin-Stout
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The Graduate College
 University of Wisconsin-Stout
 Menomonie, Wisconsin 54751

ABSTRACT

<u>Drengler</u>	<u>Kathleen</u>	<u>A</u>
(Writer) (Last Name)	(First)	(Initial)

The Design and Implementation of a Leadership Development Program for Greenheck Fan Corporation

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The purpose of this field problem was to design and implement a leadership development program for Greenheck Fan Corporation.

Consistent growth over the prior five years and aggressive growth projections created leadership opportunities throughout the organization. A corporate culture that supports promotions from within and a projected workforce labor shortage required development of the skills of existing employees to fill emerging leadership roles.

This leadership development program defines the competencies necessary to be an effective leader at Greenheck; outlines a procedure for selection of employees to participate in the program, and defines employee development methodologies.

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Chapter 1

INTRODUCTION

Strong leadership is the cornerstone of all organizations that are able to achieve and maintain long term success. As business dynamics become more complex in response to mergers and acquisitions, work force shortages, rapid technology changes and increased foreign competition, only those organizations with great leadership will be able to successfully compete. Few organizations are prepared for the challenge.

Nearly any business journal or magazine is likely to include an article on the leadership shortage. Whatever the type of organization--government, education, or business and industry--it seems that effective leadership is in short supply. The problem is likely to escalate as predicted labor shortages increase.

Organizations must take pro-active approaches in the development and retention of leadership talent. They must find ways to prepare their current employees for the leadership challenges of the future.

Greenheck Fan Corporation is no exception. Established in 1947, Greenheck has grown from a small sheet metal shop into a worldwide leader in the manufacturing of air movement and control equipment. Greenheck's corporate headquarters is located in Schofield, Wisconsin. Greenheck also operates manufacturing facilities in Frankfort, Kentucky and Sacramento, California. The three sites have a total of over 1,000,000 square feet of office and manufacturing space.

Greenheck Fan was founded by brothers Bernie and Bob Greenheck, who started with only two employees. Greenheck now employs approximately 1,500 employees. Its annual gross sales have grown in the last decade from \$40 million to over \$200 million.

Greenheck has an aggressive future growth plan. The company plans to achieve \$600 million in annual sales by the year 2010. This growth is forecasted to come from acquisition of market share, new product introductions, further expansion into foreign markets and acquisitions of other companies.

Steady growth in the past and the aggressive growth projections for the future present Greenheck with a need for many new leaders as well as new leadership skills for its existing leaders. In the last year alone, Greenheck appointed 15 new executives and managers. Projected growth rates and current manager ratios will require 30 to 40 additional managers in the next five years. A continuing need also exists for leadership skills to support company project initiatives. The company must determine how and where to find these new leaders.

Greenheck has a long-standing policy of promoting from within. Its status as an “employer of choice” has also afforded it the ability to easily recruit outside candidates whenever internal candidates are not available. The expanded leadership challenges facing the company and the tight labor market require that Greenheck take a pro-active approach to planning for future leaders.

Chapter one of this research paper will provide background to the leadership shortage facing Greenheck. It will present the problem statement being addressed in this field study, provide the objectives of the research and describe the significance of the

study. The research methodology used to complete the study, limitations of the study and assumptions made during the study will also be presented.

Problem Statement

The purpose of this field study was to design and implement a leadership development program for Greenheck Fan Corporation.

Research Objectives

The objectives of this study were as follows:

1. To define the competencies necessary to be an effective leader at Greenheck.
2. To design and implement a program to develop a pool of qualified candidates to fill 75% or more of future leadership openings at Greenheck.
3. To outline procedures for selecting employees to participate in Greenheck's leadership development program.

Significance of the Study

Greenheck Fan Corporation has a growth plan of tripling its annual sales by 2010. Growth is forecasted to come from acquisition of market share, new product introductions, further expansion into foreign markets and acquisitions of other companies. This aggressive growth and the complex business issues generated by it will require many new leaders, as well as new leadership skills for existing leaders. At current manager ratios, this will generate a need for 30 to 40 additional managers in the next five years.

All of this growth will come during a time when significant workforce labor shortages are predicted. The Wisconsin Department of Workforce Development projects that Wisconsin will experience a labor shortage in excess of one million by the year 2008 (Napgezec, 2001).

Greenheck must take a pro-active approach to acquire the leadership skills necessary to meet and sustain its forecasted growth. This must be done during a time when outside candidates will not be readily available, making it necessary to develop the skills of the existing employees. Greenheck must also provide development paths for its young professionals to reduce the chance of losing them.

The purpose of this field study was to research the best methods available for developing leadership skills. These methods were then utilized in the development and implementation of a leadership development program for Greenheck Fan.

Methodology

A review of literature was conducted on leadership development. Benchmarking was also conducted on methodologies used by other related companies to develop leadership skills. This benchmarking was done by visiting related companies and by acquiring program descriptions for leadership development programs from other companies.

The researcher conducted focus group discussions with Greenheck's executive group and all of Greenheck's managers. The researcher also attended a workshop on leadership development.

The information gathered through all of these methods was then used to develop and implement a leadership development program that met the specific needs of Greenheck Fan.

Limitations

The limitations of this study were:

1. The executive group of Greenheck was reluctant to establish any programs that might single out any group of employees for special attention.
2. The results of this study are limited to Greenheck Fan Corporation.

Assumptions

The researcher assumed that all individuals are unique. Methods used to develop leadership skills must be diverse enough to meet the unique personalities, skill levels and learning methods of different people.

Definition of Terms

The following terms are used throughout the research paper. The definitions were obtained from Webster's Ninth New Collegiate Dictionary (1988).

Benchmarking – Something that serves as a standard by which others may be measured.

Guru – One who is an acknowledged leader or chief proponent.

Chapter 2

REVIEW OF LITERATURE

Aggressive growth plans, resulting in increased business complexity, and a projected workforce labor shortage have required Greenheck to become pro-active in the development and retention of leadership skills. This study reviewed the leadership development methodologies recommended by experts and used by other companies. The information was then utilized to implement a leadership development program for Greenheck Fan Corporation.

The following review of literature defines leadership, explains the need for leadership development, provides understanding of the competencies necessary to be an effective leader and outlines the methodologies used to develop these competencies. Information was obtained from review of books and articles about leadership, documentation received during attendance at leadership workshops and documentation of leadership development programs of other companies.

Definition of Leadership

Leadership is possibly the most studied and documented topic in the history of business literature. It has been discussed and debated as far back as biblical times. Most business gurus have written at least one book or article on the topic. But even today, no two authors can seem to agree on a definition.

Warren Bennis says of leadership, "To an extent, leadership is like beauty; it's hard to define, but you know it when you see it" (Bennis, 1994, p. 1). He has seen over 350 different definitions of leadership, with more being coined each month (Bennis, 1982).

Donald Phillips wrote of leadership in his book Lincoln on Leadership:

...a pure definition of leadership, it still seems a shade unfinished or incomplete.

Such is the case, however, with virtually every attempt at interpreting, clarifying, or defining the true meaning of leadership. Leadership is an elusive concept that, at times, can be vague and ambiguous. (Phillips, 1992, p. 3)

Many others have defined leadership in terms of behaviors, traits, competencies and results of leaders. Stephen Covey has his seven habits of successful people and eight characteristics of principle-centered leaders (Covey, 1989 and 1991). James Kouzes and Barry Posner identify leadership as a learnable set of practices (Kouzes and Posner, 1995).

These numerous and vague definitions of leadership imply that leadership can look different in different situations. No one definition is correct or better than definition. Leadership is affected by many different factors and can be viewed from many different perspectives (Hughes, Ginnett and Curphy, 1993).

One factor seems consistent in all of the definitions: Leadership does not exist without followers. It doesn't automatically happen because people report to you. Leadership is about inspiring people to act because they want to, not because they have to (Patterson, February, 1994).

Need for Leadership Development

The business world will experience a critical shortage of middle and upper leadership in the near future. Research conducted by Development Dimensions International (DDI), a global training and staffing firm based in Bridgeville, PA confirms that a large number of companies will be faced with the departure of 40 % to 50 % of

executives in the next five years. Early retirements, reorganizations and lean hierarchies have left companies without a pool of employees to move into these senior leadership roles. Fierce competition for qualified leaders is certain to result (Byham, 2001).

According to research conducted by Robert Grossman, management professor at Marist College in New York, many business leaders hope to combat the management shortage in their companies by recruiting from outside the organization. But demographics show that fewer prospects will be available. The United States population of 35 to 45-year olds is projected to decline 15% by 2015, reducing the potential talent pool of next generation leaders (Grossman, February 1999).

In the midst of the reduction of qualified leaders, the business environment is becoming increasingly more complex and brutal. Companies are experiencing mergers and acquisitions, work force shortages, rapid technology changes, increased domestic and foreign competition, and a lessening of company loyalty. Business leaders are facing corporate upheaval unequalled in history. The companies that will survive in this business battleground will be those with great leadership (Right Management Consultants, 1999).

Greenheck is not immune from the challenges of a leadership shortage and increased business complexity. Aggressive projected growth is forecasted to come from acquisition of market share, new product introductions, further expansion into foreign markets and acquisitions of other companies. This will require an additional 30 to 40 managers and executives in the next five years. The increased competition for leadership talent will require a pro-active approach in the form of leadership development.

Leadership Competencies

History is marked with theories about leadership traits and characteristics. The “great man” leadership theories were popular in the 19th and early 20th centuries. These theories claimed that leadership qualities were inherited; great men were born, not made.

Beginning in the early 20th century great man theories gave way to trait theories. These theories asserted that the characteristics of leaders were different from those of non-leaders. These theories did not address whether these traits were inherited or acquired.

In the mid 20th century, theorist Ralph Stogdill challenged the trait theories. He concluded that research showed that no traits were universally characteristic of effective leaders and that situations were influential in leadership.

Today most leadership experts believe that certain traits are consistent with the success of leaders. These traits alone will not result in success. They must be combined with certain actions, such as goal setting and vision, to be effective.

Shelley Kirkpatrick and Edwin Locke (1991) believe that the evidence shows there are six traits that differ between leaders and non-leaders. These traits include:

Drive - This trait includes a group of five motives, achievement, ambition, energy, tenacity and initiative, that reflect a high effort level.

Leadership Motivation - Leaders must have a strong desire to influence and lead others. They must be willing to assume responsibility.

Honesty/Integrity - Without these virtues, leadership is undermined. Honesty and integrity form the foundation of a trusting relationship between leaders and followers.

Self-confidence - A person without confidence will not be able to make the difficult decisions required of a leader or instill trust and support for decisions from followers.

Cognitive Ability - Leadership is a difficult job. Leaders must possess a level of intelligence high enough to process large amounts of information and formulate strategies and solve problems.

Knowledge of Business - In-depth knowledge of the business allows leaders to make well-informed decisions and understand their consequences.

Leadership is a demanding job, with serious responsibilities. These traits provide people with the potential to perform the necessary actions required to be successful leaders.

According to Kirkpatrick and Locke, some of these traits are less trainable or changeable than the others. Organizations should consider cognitive ability and honesty/integrity when selecting people for management ranks.

Warren Bennis (1994) believes that everyone has the capacity to become a leader if desired. Leaders come in different shapes, sizes, genders, etc.. They do, however, share some or all of the following ingredients:

Guiding Vision - The leaders must have a clear purpose and the strength to persist to achieve it.

Passion – The leader must have a passion for a course of action.

Integrity – The three essential parts of integrity - self-knowledge, candor and maturity - provide a basis of trust, and without it a leader cannot function.

Curiosity and Daring – Leaders want to learn and are willing to take risks to try new things.

Even though Bennis refers to these traits as basic, he does not believe they are in-born or unchangeable. He believes that true leaders are not born; they invent themselves.

In 1998, Linkage, Inc. and Warren Bennis completed a study of over 350 companies involved with leadership development. The results of this study are published in the book Best Practices in Leadership Development Handbook (Carter, Giber & Goldsmith, 2000). A summary report in the book identifies the following top ten leadership competencies (pp. 440 – 442):

- Building Teamwork: Builds effective teams committed to organizational goals and results
- Understands the Business: Knows the organization and stays abreast of business and competitive trends
- Conceptual Thinking: Conceives and selects innovative strategies and ideas for the organization; balancing innovation with big-picture thinking
- Customer Driven: Strives to create value for the customer resulting in mutual long-term success
- Focused Drive: Focuses on a goal and prioritizes-and harnesses-energy to meet that goal; balances focus and drive
- Drives Profitability: Achieves shareholder and/or stakeholder benefit by securing cost-effective and efficient operations
- Systems Thinking: Connects processes, events, and structures; balances process orientation with mental discipline

- Global Perspective: Addresses cultural and geographic differences in driving corporate strategies for competitive advantage
- Emotional Intelligence: Understands and masters one's own emotions (and those of others) in a way that instills confidence; balances perception and emotional maturity

The traits and competencies identified from the three preceding sources were compared to those identified by Greenheck's managers during the focus group discussions. The comparison showed that the traits of successful leaders at Greenheck do not differ significantly from the traits of leaders in other companies. This knowledge was utilized in the development of a leadership competency profile for Greenheck.

The literature review indicated that to a great extent leadership can be learned. However, some identified competencies can be taught more easily than others. This awareness was utilized in the development of a selection process for Greenheck's leadership program.

Leadership Development Methodologies

Since 1970, the Center for Creative Leadership (CCL) has been devoted to the research and education of leadership development. This research has led to the belief that leadership development is an ongoing process. It is maximized by experiences that assess, challenge and support people. Leadership development processes that incorporate a variety of experiences are the most likely to be effective.

In the book, The Center for Creative Leadership Handbook of Leadership Development (McCauley, Moxley & Velsor, 1998), over a dozen professionals outline the Center's recommended development elements: assessment, challenge and support.

Assessment is important because it provides people with an understanding of their current level of performance and their development needs. Assessment data can be provided by oneself or by other people. It can be formal or informal.

Formal assessment from other people can include performance appraisals, customer evaluations, 360-degree feedback, organizational surveys and recommendations from consultants. Informal assessments from others can include asking colleagues for performance feedback, observing others' reactions to one's ideas and actions, or unsolicited feedback from the boss. Self-assessment can include psychological inventories, journalizing, reflection on decisions or analysis of mistakes.

Assessment information helps individuals identify the gaps between their current performance and a desired level of performance. This information can be utilized to prepare individual development plans. CCL has had proven success with 360-degree feedback and formal feedback-intensive assessment programs.

According to CCL the most important developmental experiences are ones that challenge people. These experiences require people to develop new capabilities if they are going to be successful. The kinds of situations that challenge people are new experiences, experiences with difficult goals, dealing with conflict and dealing with loss, failure or disappointment. CCL research and practice supports the use of skill-based training experiences and challenging job assignments for leadership development.

Challenging experiences are most powerful when they possess an element of support. Support can come from bosses, coworkers, family, friends or mentors. It can appear as listening, suggesting strategies, identifying with challenges, encouragement, mentoring or inspiring. Organizational norms or procedures can also provide support.

CCL has seen success with developmental relationships such as one-on-one mentoring, peer coaching, executive coaching and group coaching.

The 1998 study conducted by Linkage, Inc. and Warren Bennis also researched leadership development methodologies. The results of this research includes the following list of most impactful key features of leadership development programs (Carter et al, 2000, p. xiv):

1. Action Learning
2. Cross Functional Rotations
3. 360-degree Feedback
4. Exposure to Senior Executives
5. External Coaching
6. Global Rotations
7. Exposure to Strategic Agenda
8. Formal Mentoring
9. Informal Mentoring
10. Internal Case Studies
11. Executive MBA
12. Accelerated Promotion
13. Conferences

The research concluded that the programs making the biggest differences utilized some of all of these components: formal training, 360-degree feedback and exposure to senior executives, including mentoring.

The Saratoga Institute, in conjunction with the American Management Association also conducted research on leadership development practices. The findings were published in a report titled Leadership Development: Programs and Practices, Future Directions, Examples and Models (1998). The Saratoga research showed a wide variety of development components among the companies that participated in the study. The top ten components were as follows (p. 12):

- Formal external education
- In-house classroom training
- Self-directed study
- Career-pathing system
- Succession planning
- Team projects
- On-the-job experience
- Challenging assignments
- Mentoring
- Community projects

Some trends in the types of development components used were seen by company size and industry. On average, the number of components used by all companies was 6.5.

All three of the resources reviewed indicate that most companies are using a variety of methodologies in their leadership development programs. Greenheck's managers also recommended a wide variety of leadership development approaches. This information was used in determining the types of leadership development methodologies that would be incorporated into Greenheck's leadership development program.

Summary

The review of literature defined leadership, explained the need for leadership development, reviewed competencies necessary to be an effective leader and outlined methodologies used to develop the competencies. The literature uncovered trends that existed in each area.

The literature review indicated that the need for leadership development is being driven by a reduction in the number of qualified candidates available and by an increase in the complexity of the business environment. This information is consistent with the factors existing at Greenheck.

Most of today's current leadership experts agree that certain traits or competencies are consistent with the success of leaders. There is support that these traits can be learned, however some are less trainable than others.

All of the research indicated that successful leadership programs incorporate a variety of leadership development methods. Common practices include formal training, on-the-job experiences, assessments and mentoring.

The leadership development needs of Greenheck were analyzed and compared to the data collected in the literature review. Successful practices and methodologies of other companies were considered in the design of a leadership development program for Greenheck.

Chapter 3

METHODOLOGY

Introduction

The purpose of this study was to design and implement a leadership development program to meet the specific needs of Greenheck Fan Corporation. Facing rapid growth during a time when significant labor shortages were predicted, made it necessary for Greenheck to be pro-active in the development of the leadership abilities of its current employees.

The objectives of this study were to:

1. define the competencies necessary to be an effective leader at Greenheck
2. design and implement a program to develop a pool of qualified candidates to fill 75% or more of future leadership openings at Greenheck
3. outline procedures for selecting employees to participate in Greenheck's leadership development program.

Chapter 3 of this research paper will provide a description of the methods the researcher used to obtain the information necessary to accomplish the stated objectives. The information is presented chronologically in the order that the researcher completed the research steps.

Research Procedures

The researcher used a variety of methods to gather the necessary information to complete this study. The diverse methods were used to acquire information on best practices in leadership development and to determine the specific needs of Greenheck.

The first step the researcher took was a brief overview of the literature available on the topic of leadership development. This step was intended to provide a basic understanding of the purpose for leadership development programs and the methods recommended by others. This information was used to develop a list of questions for use in focus group discussions.

Focus group discussions were conducted with Greenheck's management employees in groups of five to ten employees. The vice president of each functional unit in the company was asked to invite all managers in his organization to the meeting. This was done to emphasize the importance of the discussions and get everyone's views.

All groups were asked the same questions, but were allowed to feed off the ideas of each other to expand the discussion. The first questions were intended to solicit information on the leadership issues facing Greenheck and the need for a leadership development program. The next question focused on the traits that characterize a successful leader at Greenheck. Remaining questions focused on suggested methods to address Greenheck's leadership issues.

The discussions were documented and the information was later analyzed to determine consistent thoughts and themes. The information was first summarized by each individual group and then combined with the results of the other groups and categorized by theme.

The researcher now had an understanding of the specific issues facing Greenheck and was ready to conduct in-depth research to determine the best methods available to address them. Literature was reviewed to provide a definition of leadership, explain the need for leadership development, provide an understanding of the traits necessary to be

an effective leader and outline the methodologies used to develop these traits.

Information was obtained from review of books and articles written about leadership and documentation of leadership development programs of other companies. The researcher also visited other companies with successful leadership programs and discussed these programs with company employees. Additional information was obtained from attending a seminar titled Results-Based Leadership presented by Dave Ulrich (September 2001).

All the information obtained was used to develop the first draft of a leadership profile, a recommendation for the selection of candidates for the program and a proposed development program plan. The researcher then asked the vice presidents of the organization to recommend one manager from each of their areas to serve on a committee to review the proposals and provide feedback. The committee members were responsible for taking the information back to their respective departments and obtaining feedback from a larger group of individuals and then presenting recommendations to the group. The group then discussed the recommendations and agreed on modifications to the original documents. An updated version of the leadership profile, candidate selection criteria and development program plan was prepared.

The revised program was then presented to Greenheck's executive group for approval. After a few modifications were made to the program, it was approved for implementation.

Chapter 4

RESULTS

Introduction

The purpose of this study was to design and implement a leadership development program to meet the specific needs of Greenheck Fan Corporation. Facing rapid growth during a time when significant labor shortages were predicted, made it necessary for Greenheck to be pro-active in the development of the leadership abilities of its current employees.

Chapter 4 of this research paper will present the findings gathered to address the research objectives. Information is organized by research objective.

Analysis of Findings

Objective 1 – To define the competencies necessary to be an effective leader at Greenheck.

The researcher used the information obtained during focus group discussions with Greenheck's management group to determine the competencies needed by Greenheck leaders. The managers were asked to identify the traits that make someone a successful leader at Greenheck. The results of all focus groups were summarized into a long list of necessary competencies. The items on the list were categorized by similarities, compared to competencies used in leadership development plans of other companies, and leadership traits suggested by experts in the field. The comparison showed that although the terminology used may differ, the traits of successful leaders at Greenheck did not differ significantly from the traits of leaders in other companies.

The researcher used this knowledge to develop a draft of a leadership

competency profile. This profile was presented to the leadership development committee for validation. After discussion, a final profile was developed (appendix A). The profile lists the following competencies:

1. Vision
2. People Skills
3. Personal Attributes
4. Business Savvy
5. Empowerment
6. Communication
7. Willingness to Drive and Support Change
8. Cognitive Ability

The profile also provides a list of demonstrated skills that support each competency.

Objective 2 – To design and implement a program to develop a pool of qualified candidates to fill 75% or more of future leadership openings at Greenheck.

The researcher used recommendations obtained from the focus groups, review of literature, benchmarking with other companies, and the initial research assumptions to design a program to develop leadership skills for Greenheck. All research indicated that a broad range of methods was best for developing leadership skills. The researcher determined that the following methods would be effective and feasible at Greenheck:

1. Leadership skill assessments. The leadership competency profile was used initially to assess the areas where each participant needed improvement. This same profile was also used to create a 360-degree feedback tool that would

later be used to provide the leadership development participant with multi-rater feedback on his/her leadership skills.

2. Training. All participants in the program, with input from their managers, completed the leadership profile. The data was summarized to determine the most consistent areas of need. Training programs were developed to address skills that showed improvement needs by a majority of the participants. The training programs included the following items:
 - A. Each vice president was asked to develop a training program to inform the leadership participants of the issues facing their function in the company. The vice presidents included case studies that reflected real business decisions they faced.
 - B. The leadership participants were required to prepare presentations about the corporate strategic objectives established for the function they represented. They then presented them to the rest of the group.
 - C. All leadership participants read the book Results Based Leadership, Ulrich, Zenger and Smallwood (1999) and participated in a discussion of how to apply the information to Greenheck.
 - D. An outside instructor was hired to present a series of sessions on people skills.
 - E. Leadership participants attended a two-day experiential leadership camp.

Skills not needing improvement by the majority of participants were addressed in individual development plans.

3. Individual development plans. Each participant was required to complete an individual development plan (appendix C) every six months. These plans outlined past and present leadership activities, six-month objectives, long range objectives and career goals. The participants used the development opportunities section of the leadership profile for suggestions. Participants were encouraged to include a variety of development activities in their plans.
4. Mentors. Each participant was matched with a mentor. The mentors were executives and managers from throughout the company. The mentor relationship was intended to provide the participant with cross-functional company knowledge and exposure to leadership practices. The mentor relationships were monitored for compliance with the mentor program guidelines (appendix B).
5. Community service. All leadership participants were encouraged to include community service activities in their individual development plans. A list of volunteer opportunities was made available.

Objective 3 – To outline procedures for selecting employees to participate in Greenheck’s leadership development program.

Based on input from the focus group discussions, the researcher determined that the greatest leadership gap currently facing the company was candidates available to move into manager positions. The leadership development committee confirmed this.

This was the group that was targeted for participation in the leadership development program. The following guidelines were established:

1. Only employees with one year or more of service would be considered.
2. The total number of candidates selected for the initial program would be limited to 20.
3. Each functional area would be allowed a pro-rated number of participants based on their total employee count.

The following procedures were established to select the first group of participants:

1. Managers and vice presidents nominated candidates for the leadership development program and completed a one-page outline of the reasons for the nomination.
2. Each function held a meeting with their managers and the vice president. At the meeting, each person was required to present a case for the individual he or she nominated. Everyone was invited to question the presenter and contribute additional information. After all discussion was complete, the managers and vice president were asked to rank the nominees. The top candidates were then placed into the program.
3. Nominated candidates were notified of their selection, informed of the requirements of the program and asked for their commitment.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

As business dynamics become more and more complex, strong leadership is necessary for companies to achieve and maintain long-term success. Faced with predicted labor shortages, companies must take a pro-active approach in the development and retention of leadership talent.

A history of consistent growth and aggressive future growth plans present Greenheck Fan Corporation with a need for many new leaders and new leadership skills for its existing leaders. The company is concerned about where it will find these new leaders. This study was intended to design and implement a program to develop the leadership skills of Greenheck's existing employees.

Chapter five of this research paper will summarize the study procedures, present conclusions and recommendations. It will also provide suggestions for future research.

Summary of Study Procedures

The researcher used a variety of methods to gather the necessary information to accomplish the following objectives of the study:

1. Define the competencies necessary to be an effective leader at Greenheck.
2. Design and implement a program to develop a pool of qualified candidates to fill 75 % or more of future leadership openings at Greenheck.
3. Outline procedures for selecting employees to participate in Greenheck's leadership development program.

The diverse methods were used to obtain information on best practices in the field of leadership development and to determine the specific needs of Greenheck.

A review of literature was conducted to obtain a broad base of ideas on leadership development practices. The researcher benchmarked leadership development programs of other companies by reviewing documentation on these programs and by visiting other companies to discuss their programs. Benchmarking information was helpful in determining practices that were effective, as well as potential pitfalls. To understand the specific needs and issues of Greenheck, the researcher conducted focus group discussions with managers and executives.

Participation in the research was obtained easily from both other companies and Greenheck employees. Representatives from benchmarked companies were proud of the programs they had established and willing to share their expertise and experiences. Greenheck employees realized a need for leadership development and were eager to contribute to the design of a program.

Conclusions and Recommendations

Terminology differed from program to program and from expert to expert, but the traits of successful leaders appeared similar in all organizations. Some of these traits could easily be taught and some seemed to be developed through a lifetime of experiences or possibly even be in-born. These conclusions were important in the selection of candidates for Greenheck's leadership development program and the design of the leadership development methodologies.

If certain traits were either developed through life experiences or in-born, the selection process had to screen for those traits that could not easily be learned. Traits such as cognitive ability and ethics needed to be considered in the selection process.

The development process had to consist of work experiences that would contribute to the development of leadership skills in addition to more traditional forms of training. The recognition that all individuals are unique required that development methods be diverse enough to meet the unique personalities, skill levels and learning methods of different people.

A broad range of methods was recommended for the leadership development program. Assessments were used to provide the candidates with information on the areas where improvement was needed. Formal classroom training was used to provide information on company strategies and other leadership skills. Reading and group discussions were used to provide participants with a wide range of leadership ideas and to help them apply those ideas at Greenheck.

Mentors were assigned to act as role models for leadership practices and to help the participants learn all aspects of the company. Mentors could assign the participants job-related projects in areas where they would not otherwise be exposed.

An experiential leadership camp was recommended to develop teamwork, leadership and collaboration skills. Candidates had to learn to work together to solve problems, sometimes requiring that they lead and other times requiring that they follow.

Individual development plans allowed the participants to address needs that were personal to their own development. They were encouraged to use a wide range of

methods, including job assignments, training, community service and reading to support their development objectives.

Leadership is not learned in a classroom alone. It is developed through a lifetime of varied experiences. Providing leadership development participants with a multitude of opportunities to learn new skills and practice them allows the true leaders to shine.

Recommendations for Future Research

Cross-company job transfers are an excellent way to provide employees with experiences that will enhance their overall company knowledge and challenge their leadership abilities. Greenheck's current culture does not readily support these types of job assignments. This area should be pursued as a future leadership development methodology.

Future managers and leaders were targeted in this research, but existing managers and executives would benefit from similar development opportunities. Greenheck should continue to develop leadership programs for other groups of employees.

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Appendix A
LEADERSHIP COMPETENCY PROFILE



Employee Name _____

Date _____

Manager Name _____

Competency	Demonstrated Skills C – Demonstrates Competency D - Developing N – Needs Improvement X - No Prior Opportunity to demonstrate this Skill	Development Opportunities Check those which you recommend for employee
Vision	_____ Able to create and communicate a clear picture of a desired state of affairs _____ Understanding of company wide issues and strategies _____ Able to develop problem solutions which correspond with company wide strategies _____ Demonstrates “Out of the Box” thinking _____ Looks toward the broadest possible view of an issue/challenge	<input type="checkbox"/> Participation on cross functional project teams <input type="checkbox"/> Participation in professional organizations <input type="checkbox"/> Participation in development of departmental objectives <input type="checkbox"/> Research best practices within his/her field <input type="checkbox"/> Simplify a work process with the help of a team <input type="checkbox"/> Recommended reading: <input type="checkbox"/> Senge, Peter. <u>The Fifth Discipline: The Art & Practice of the Learning Organization</u> <input type="checkbox"/> Fashden, Allen. Innovation on Demand. Minneapolis: The Illiterati 1993. <input type="checkbox"/> Peters, Tom. <u>Liberation Management</u> . New York: Fawcett Columbine. 1994 <input type="checkbox"/> Recommended training: <input type="checkbox"/> Career Track – “Out-of-the-Box” Thinking Comments _____ _____ _____ _____

<p>People Skills Delegation Teamwork Collaboration Conflict Resolution</p>	<p>___ Works well with employees in department and outside of department</p> <p>___ Encourages collaboration and teamwork</p> <p>___ Maintains a positive working environment.</p> <p>___ Provides constructive feedback</p> <p>___ Ability to motivate others</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation on cross functional project teams <input type="checkbox"/> Supervise employees <input type="checkbox"/> Lead a work process improvement <input type="checkbox"/> Volunteer for a local organization <input type="checkbox"/> Address a difficult employee performance issue <input type="checkbox"/> Participate in a 360 feedback assessment <input type="checkbox"/> Recommended reading: <ul style="list-style-type: none"> <input type="checkbox"/> Alessnadra, Tony and Michael J. O’Conner. <u>People Smarts</u>. San Diego: Pfeiffer & Co. 1994. <input type="checkbox"/> Bechler, Curt and Richard Weaver. <u>Listen to Win</u>. New York: Master Media Limited., 1994. <input type="checkbox"/> Daniels, Aubrey C. <u>Bringing Out the Best in People</u>. New York: McGraw-Hill, 1993 <input type="checkbox"/> Recommended training: <ul style="list-style-type: none"> <input type="checkbox"/> External course on people skills <input type="checkbox"/> In-house Leadership Skills training <p>Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Personal Attributes Positive Attitude Customer Service Attitude Honesty and Integrity Consistency Self Confidence Can Do Attitude Ambitious</p>	<p>___ Sets high goals and demonstrates a sense of urgency in achieving them</p> <p>___ Accepts constructive criticism</p> <p>___ Willing to tackle problems and seize opportunities</p> <p>___ Customer focus both internally and externally</p> <p>___ Follows through on commitments</p> <p>___ Consistently practices what he/she preaches</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Serve in a leadership role for a local organization <input type="checkbox"/> Conduct company tours <input type="checkbox"/> Conduct a training course in your field <input type="checkbox"/> Acquire an advanced degree <input type="checkbox"/> Develop individual objectives <input type="checkbox"/> Develop an individual development plan <input type="checkbox"/> Recommended reading: <ul style="list-style-type: none"> <input type="checkbox"/> Covey, Stephen. <u>Seven Habits of Highly Effective People</u>. <input type="checkbox"/> Mackenzie, Alec R., <u>The Time Trap</u>. New York: AMACOM, 1990. <input type="checkbox"/> Covey, Stephen. <u>Principle-Centered Leadership</u>. New York: Simon & Schuester, 1990

	<p>____ Adheres to an appropriate set of core values and beliefs during both good times and bad.</p> <p>____ Is personally committed to continuous improvement of his/her own skills and abilities</p> <p>____ Takes ownership of decisions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Kouzes, James M. and Posner, Barry Z. <u>Credibility: How Leaders Gain and Lose It</u>. San Francisco: Jossey Bass, 1993. <input type="checkbox"/> Kouzes, James M. and Barry Z. Posner. <u>The Leadership Challenge: How to Get Extraordinary Things Done in Organizations</u>. San Francisco: Jossey-Bass, 1997. <input type="checkbox"/> Cudney, Milton and Robert Hardy. <u>Self-Defeating Behaviors</u>. San Francisco: Harper, 1993. <input type="checkbox"/> Recommended training: <ul style="list-style-type: none"> <input type="checkbox"/> In-house <ul style="list-style-type: none"> <input type="checkbox"/> Project Management <input type="checkbox"/> Customer Service <input type="checkbox"/> External <ul style="list-style-type: none"> <input type="checkbox"/> AMA course <input type="checkbox"/> Leadership skills assessment course <p>Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Business Savvy</p>	<p>____ Makes business decisions which reflect a broad understanding of organizational issues</p> <p>____ Understanding of impact of your decisions on other areas of organization</p> <p>____ Ability to influence others outside of your control</p> <p>____ Ability to adapt to organizational culture</p> <p>____ Understands the financial impact of his/her decisions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts position in another area of company <input type="checkbox"/> Participates in an outside professional organization <input type="checkbox"/> Acquire a certification in your field <input type="checkbox"/> Works with a mentor <input type="checkbox"/> Attend a sales meeting <input type="checkbox"/> Visit a customer <input type="checkbox"/> Assists in development of corporate/departmental objectives <input type="checkbox"/> Conduct a training course in your field <input type="checkbox"/> Recommended reading: <ul style="list-style-type: none"> <input type="checkbox"/> McCormack, Mark. <u>What They Don't Teach You at Harvard Business School</u>. <input type="checkbox"/> <u>Wall Street Journal</u>

	<p>____ Knowledgeable of our business and industry</p> <p>____ Demonstrates understanding of national and global economic issues as they impact our market</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Block, Peter. <u>The Empowered Manager: Positive Political Skills at Work</u>. San Francisco: Jossey-Bass, 1990. <input type="checkbox"/> Drucker, Peter F. <u>Managing for Results: Economic Tasks and Risk-taking Decisions</u>. New York: HarperCollins, 1986 <input type="checkbox"/> Leading business periodicals <input type="checkbox"/> Recommended training: <ul style="list-style-type: none"> <input type="checkbox"/> In-house <ul style="list-style-type: none"> <input type="checkbox"/> Computer application training <ul style="list-style-type: none"> <input type="checkbox"/> Fan Fundamentals <input type="checkbox"/> External <ul style="list-style-type: none"> <input type="checkbox"/> AMA – Financial for Non-Financial Managers <p>Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Empowerment</p>	<p>____ Builds spirit and morale among team members</p> <p>____ Shares ownership and visibility-encourages input from everyone</p> <p>____ Is committed to development of others</p> <p>____ Provides challenging tasks and assignments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare an employee development plan for a subordinate <input type="checkbox"/> Delegate a project to someone else <input type="checkbox"/> Serve as a team member on a project team <input type="checkbox"/> Recommended reading: <ul style="list-style-type: none"> <input type="checkbox"/> Bennis, Warren. <u>On Becoming a Leader</u>. Nightingale-Conant <input type="checkbox"/> Byham, William C. <u>Zapp!: The Lightning of Empowerment</u>. Random House. <input type="checkbox"/> Kouzes, James M, and Posner, Barry Z. <u>The Leadership Challenge: How to Get Extraordinary Things Done in Organizations</u>. San Francisco: Jossey-Bass 1987. <input type="checkbox"/> Training recommendations: <ul style="list-style-type: none"> <input type="checkbox"/> AMA – Coaching and Counseling for Outstanding Job

		<p style="text-align: center;">Performance</p> <p>Comments _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Communication Oral Written Listening</p>	<p>____ Ability to express ideas clearly and effectively both orally and in writing</p> <p>____ Promotes and demonstrates two way communication</p> <p>____ Active listener</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write an article for a company newsletter <input type="checkbox"/> Conduct a training program <input type="checkbox"/> Conduct a company tour <input type="checkbox"/> Recommended reading: <ul style="list-style-type: none"> <input type="checkbox"/> Bechler, Curt and Richard Weaver. <u>Listen to Win</u>. New York: Masters Media Limited, 1994 <input type="checkbox"/> Training <ul style="list-style-type: none"> <input type="checkbox"/> In-house <ul style="list-style-type: none"> <input type="checkbox"/> Professional Writing Course <input type="checkbox"/> External <ul style="list-style-type: none"> <input type="checkbox"/> AMA – Business Communication Course <p>Comments _____</p> <p>_____</p> <p>_____</p>
<p>Willingness to drive and support change</p>	<p>____ Views change as an opportunity</p> <p>____ Willing to pursue non-standard ideas</p> <p>____ Realizes business need for change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate on a cross functional project team <input type="checkbox"/> Research best practices in your field <input type="checkbox"/> Review competitor information <input type="checkbox"/> Reading recommendations: <ul style="list-style-type: none"> <input type="checkbox"/> Miller, William C. <u>The Creative Edge</u>. Reading, MA: Addison-Weasley, 1990. <input type="checkbox"/> Grover, Ron. <u>The Disney Touch</u>. Burr Ridge, IL: Irwin Professional Publishing, 1991. <input type="checkbox"/> <u>New Work Habits for a Radically Changing World</u>. Price Pritchett, Dallas, TX, <input type="checkbox"/> <u>Sacred Cows Make the Best Burgers</u>. <input type="checkbox"/> Leading periodicals

		<input type="checkbox"/> Training recommendations: <input type="checkbox"/> In-house <input type="checkbox"/> Change Management Comments _____ _____ _____ _____
Cognitive Ability	_____ Learns quickly _____ Demonstrated strong problem solving skills _____ Applies current knowledge to other situations easily _____ Ability to learn from his/her own and others mistakes _____ Demonstrates common sense _____ Intuition	Comments _____ _____ _____ _____

Appendix B
MENTORING PROGRAM

Leadership Development Mentoring Program

Goals

- Match all 20 Leadership Skills Development Program participants with a mentor
- Develop cross-functional relationships and knowledge base
- Develop mentor coaching skills
- Customer driven program. The mentee is the customer.

Program Structure

- Mentor and mentee will meet a minimum of once each month
- Meetings will be varied in format, which could include
 - Lunch
 - Inviting mentee to attend a significant meeting or function
 - Job shadowing
 - Office conversation
- Formal mentor/mentee relationship will last from 12-18 months
- Mentor and mentee will be required to define relationship goals
- Mentor and mentee will be required to complete periodic evaluations of their progress
- All matches will be cross-functional
- Mentors will be required to attend an initial orientation session

Appendix C

INDIVIDUAL DEVELOPMENT PLAN

Annual Development Plan

List the top three strengths and three strongest improvement needs from the Competency Evaluation for developmental opportunities.

<u>Strengths—(employee input)</u>		
1. _____	2. _____	3. _____

Improvement Needs

1.	<u>Improvement Needs</u> 	<u>Job Related Activities</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Training and Education</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Achievement Towards Goals</u> Employee: Supervisor:
2.	<u>Improvement Needs</u> 	<u>Job Related Activities</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Training and Education</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Achievement Towards Goals</u> Employee: Supervisor:
3.	<u>Improvement Needs</u> 	<u>Job Related Activities</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Training and Education</u> Employee: Supervisor:	<u>Completion Date</u>	<u>Achievement Towards Goals</u> Employee: Supervisor:

