DEVELOPING EMERGING LEADERS: THE BUSH SCHOOL AND THE LEGACY OF THE 41ST PRESIDENT

Joseph R. Cerami

Editor

The United States Army War College

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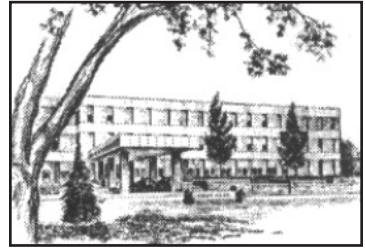
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Strategic Studies Institute
and
U.S. Army War College Press

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JOSEPH R. CERAMI
Director, Public Service Leadership Program
Bush School of Government and Public Service
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FOREWORD

Leadership remains at the core of the military profession. Gaining a reputation as an effective and ethical leader is the foundation for a successful career as a commissioned and noncommissioned officer. Naturally, a great deal of attention in pre-commissioning and professional military schools, as well as experiential learning in a variety of demanding positions, is necessary for advancement. Understanding the ideas and best practices of expert leaders as individuals and as a member of groups, teams, organizations, and institutions remain an important area of research and study for individual and organizational learning. Learning leaders and learning organizations are the focus of this monograph. Specific attention is placed on identifying the key ideas and actions, or best practices, in comparing the leadership studies and research literature that bridge the guiding civilian and military approaches, and compares ideas and practices across the public, private, and nonprofit sectors.
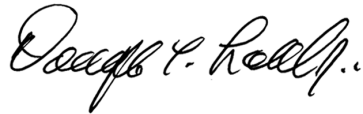
The literature selected for the monograph is representative of the state of the art and science in leadership studies. For the public sector review, the doctrinal writings on leadership in the U.S. Government's defense, diplomatic, and development (3-Ds) agencies are highlighted. This review, therefore, is more representative than comprehensive. The leadership definitions, concepts, and practices of federal agencies are particularly important in reflecting on the recent experiences of the ongoing wars in Iraq and Afghanistan, where interagency operations and international collaboration among the 3-Ds remains a significant area for assessing and learning lessons on leadership, especially for preparing current and future emerging and senior leaders.

As outlined in the 2014 *Army Operating Concept* (available from *www.tradoc.army.mil/tpubs/pams/tp525-3-1.pdf*), the strategic environment is not expected to be less complex or turbulent than the decades since September 11, 2001. Dr. Joseph Cerami and his research and study colleagues at Texas A&M University have reviewed the leadership literature and reflected upon the public, private, and nonprofit sector literature as well as their Bush School of Government Public Service's approach in their Public Service Leadership Program, whose mantra is "educating principled leaders." The authors point out that there are a variety of approaches that include values based, individual approaches across an equally expansive number of organizational and institutional contexts.

The field of university leadership studies also has a variety of academic homes, from schools of public and international affairs, such as the Bush School, to colleges of liberal arts and departments of philosophy, politics, and psychology, to the professional colleges of education, business, health sciences, and engineering. While the authors recognize the difficulties of generalizing about leadership and emerging leader development, the comparison of leadership ideas and activities is important for recognizing the existing state of the field, as well as to suggest areas for additional research. The Bush School's Dean, Career Ambassador Ryan Crocker writes in the preface:

> The opportunity for lifelong learning in an age of globalization provides more opportunities for growth and development and so continuing to think, adapt and adjust require both creative thinking as well as active experimentation.

The Strategic Studies Institute is pleased to present this monograph to continue to engage in the ongoing debates about the best way to prepare emerging leaders to think, practice, experiment and learn how to lead effectively and ethically in today's complex world.

DOUGLAS C. LOVELACE, JR.
Director
Strategic Studies Institute and
    U.S. Army War College Press

DEVELOPING EMERGING LEADERS:
THE BUSH SCHOOL AND THE
LEGACY OF THE 41ST PRESIDENT

Ryan C. Crocker
Dean and Executive Professor
Bush School of Government
and Public Service,
Texas A&M University

Public Service is a noble calling, and we need men and women of character to believe they can make a difference in their communities, in their states and in their country.

George H. W. Bush[1]

This monograph focuses on the theory and practice of developing emerging leaders for careers of public service. There are, of course, many alternative approaches in the art and science of the study of leadership, as well as the best practices and programs suggested for developing individuals as leaders. Here we present a framework or pathway for emerging leaders with an emphasis on the work of principled public servants. In America today, this spans the public, private, and nonprofit sectors. Dr. Joseph Cerami provides an opportunity to pause and reflect on what we think we know about leader development, based on both his considerable real world experience and his extensive study. He explores the state of the field of emerging leader development grounded in part on our graduate level program here at the Bush School. This Public Service Leadership Program and this research draws

on the best ideas for preparing for work in public service. Some of these ideas are grounded in practice and experience and others have been formed in the process of academic research. There is no single path; there are many creative insights that should be presented, discussed, and developed as Dr. Cerami does here. The opportunity for lifelong learning in an age of globalization provides more opportunities for growth and development and so continuing to think, adapt, and adjust require both creative thinking as well as active experimentation. This monograph then aims for the ideal of lifelong learning while recognizing the challenges that face this next generation of leaders.

Government and Public Service:
The Foundations — A Legacy of Leadership.

The Bush School's Public Service Leadership Program was founded in 2002 and is based on President George H. W. Bush's ideal that public service is a noble calling and requires men and women of character who can make a difference. The Public Service Leadership Program is integrated through the 2 years of study for graduate students in our master's degree programs in public service and administration, and in international affairs. The program's mission is to educate principled leaders for careers in public and international affairs, integrating leader development within the Bush School experience, conducting leadership research and outreach activities, and producing leadership publications.

After an initial assessment by former Dean Richard Chilcoat and selected faculty, the Bush School defined **leadership** as the art of influencing people, organizations, and institutions to accomplish missions

that serve the public interest. For our specific master's degree level, graduate school programs in both public service and administration and international affairs, **leader development** is the art of educating people in the theory and practice of leadership in the context of public service.

Making Differences: Guiding Ideas and Assumptions.

There are several supporting ideas for focusing on an emerging leader development approach. First, and perhaps most significantly, there is a dynamic and creative tension between the ideal and the real. In an ideal world, the advice to emerging leaders to "follow your dreams" makes sense. In the imperfect world of complex organizations and real world challenges defined by uncertainty, ambiguity, and complexity, a leader is compelled to deal with the reality of problems and how to solve them. The optimism of envisioning and developing an ideal paradigm in contrast to the inherent problem-solving challenges of real teams and organizations is something that is addressed by Daniel Goleman, Richard Boyatzis, and Annie McKee in *Primal Leadership* (Harvard Business School Press, 2002). Emerging leaders must be attuned to both guideposts, which include developing and adjusting their vision of their ideal selves over time, while encountering the many daily problems associated with work in team and organizational contexts.

Second, there is no one best way to develop leaders. Emerging leader development, for those in the 20-to-30-age group, preparing for and starting out in their careers, requires critical thinking. The need for reflection, self awareness, and social awareness are essen-

tial to understand and appreciate the significance of emotional and contextual intelligence; team dynamics; organizational culture; international and social norms; identification and behavior; as well as many other factors.

Third, a development program requires individual planning along with extensive coaching and support. For graduate students, we have found it helpful to focus on the study of leadership, plus experiential learning and reflection on five key components and questions:

1. Vision: Who am I and who do I want to become?

2. Values: Who do I want to be and do I know my guiding principles?

3. Attributes: How do professionals act in my chosen field; do I know my image; can I adapt my style and preferences to different contexts?

4. Skills: Do I have the necessary soft and hard skills to be effective?

5. Knowledge: What do I know and can I draw insights from relevant theories, conceptual frameworks and ideas?

This is hard work for leaders at all levels of development, which is why coaching and mentoring is key to success for emerging leaders as well as for the effective practice of individual, team, and organizational development.

The Noble Calling of Public Service: Challenges for Emerging Leaders.

The Public Service Leadership Program and the approach suggested in this monograph are intended to open pathways for critical thinking about leader devel-

opment. Of course, we recognize that many challenges remain in today's dynamic work environment—an environment that demands lifelong leadership learning, but that empowers individuals, teams, and organizations across all public, private, and nonprofit sectors. Questions remain, and research is needed on developing programs that educate, develop, measure, assess, and track emerging leaders and their development as:

1. Individuals, team members, and professional experts;

2. Leaders and managers in a variety of large, medium and small organizations;

3. Entry-level apprentices preparing for roles of increased scope and responsibility at the local, regional, national and international levels;

4. Individuals capable of collaborative work across the public, private, and nonprofit sectors;

5. People who appreciate the opportunities for making a difference in the changing and dynamic work environment, domestically and internationally, in an age of globalization.

There is much work to be done. This research project examines the ideas and techniques for the education and training development of emerging leaders in the public, private, and nonprofit sectors. The project addresses the gaps in military and civilian education in preparing emerging leaders for "whole of government" and cross-agency and cross-sector organizational environments. The main focus is to synthesize the top research on leadership and leader development by highlighting the needs for preparing leaders committed to careers of service in the public, private, and nonprofit sectors. There is a significant gap of published literature focused on the young, emerging leaders,

those with 10-15 years of experience; yet these are the leaders who hold the future of our country. This gap is notable in published material for public, private, and nonprofit sector organizations.

Personal Mastery: Challenges for Emerging Leaders.

The ideas here are meant to stimulate both thinking and action. They are drawn from the interdisciplinary literature and experience, and there is no claim to a unique approach that is "guaranteed to change your life" as so many leadership programs claim. Each individual has to chart his or her own path and pursue a lifetime of learning.

ENDNOTE

1. Available from *www.bush41.org/award-public-service*, accessed on September 2, 2015.

CHAPTER 1

INTRODUCTION:
THE EMERGING LEADERSHIP GAPS—
THE TENSIONS AMONG OPPOSITES

Joseph R. Cerami

This research project examines the ideas and techniques for the education and training development of emerging leaders in the public, private, and nonprofit sectors. The project addresses the gaps in military and civilian education in preparing emerging leaders for "whole of government," cross-agency, and cross-sector organizational environments. The main focus is to synthesize the top research on leadership and leader development and to highlight the needs for developing leaders committed to careers of service in the public, private, and nonprofit sectors. The foundation for the research is based on the ideas drawn from leadership and management literature, government reports, think tank studies, and case studies. The experience of the authors will inform the research in addressing the subject from the perspectives of government, business, and graduate level programs for developing leadership knowledge and skills for emerging leaders, generally in the 20-to-30-year-old age group. The approach is to build on foundational concepts and research found useful in more than a decade of experience in developing emerging leaders in the Public Service Leadership Program at the Bush School of Government and Public Service, a graduate program at Texas A&M University.

Previous collaborative efforts between the Bush School and the Strategic Studies Institute (SSI) of the U.S. Army War College (USAWC) have produced a

range of significant conference, colloquia, and work-shop reports and books that have reached a variety of national and international government agencies, university research programs, and think tanks. This monograph's focus is drawn from the Academic Year 2013 USAWC Key Strategic Issues List and will address the functional strategic issues of "Leadership, Civil-Military Relations, and Culture."

The topic areas from the issues list included the following two topics: (1) Evaluate potential changes to U.S. institutions, founding documents, or policy formulation processes to reflect the 21st-century security environment and the changed nature of armed conflict: Are the current efforts and programs sufficient to achieve the envisioned benefits of "whole of government" approaches to contemporary security challenges?; and (2) Assess the apparent gap between civilian and military cultures and its effect on inter-agency interaction and cooperation.[1]

In sum, this research project will examine the ideas and techniques for the education and training development of emerging leaders in the public, private, and nonprofit sectors. The project addresses the gaps in military and civilian education in preparing emerging leaders for "whole of government" and cross-agency and cross-sector organizational environments. The main focus is to synthesize the top research on leadership and leader development by highlighting the needs for preparing leaders committed to careers of service in the public, private, and nonprofit sectors. There is a significant gap of published literature focused on the young, emerging leaders, those with 10 to 15 years of experience; yet these are the leaders of the future. This gap is notable in published material for both public and private sector organizations. One

of the outcomes of this research project is a sample curriculum that will address the gaps in leadership development and offer an alternative approach as a solution.

RESEARCH QUESTIONS

1. What are the most important ideas and techniques for the education and training development of emerging leaders in the public, private, and nonprofit sectors? (Primary Research Question)

2. What are the gaps in military and civilian education in preparing emerging leaders for "whole of government" and cross-agency and cross-sector organizational environments?

3. What are the major research gaps in the published literature focused on emerging leaders? Have researchers (and practitioner-experts) determined the major research needs for emerging leader development education and training programs?

4. Are there sample educational curricula or training development programs that are assessed (by professional associations or other experts) as the best approaches for emerging leader development? What are the main alternative approaches?

5. Are there recognized "best practices" for emerging leader development in the public, private, nonprofit, and university sectors? What are the significant similarities and differences across sectors?

6. Are there effective approaches accepted across the U.S. Government for developing emerging leaders for government and interagency work environments?

7. What are the most highly regarded models or concepts for developing emerging leaders?

TENSIONS BETWEEN OPPOSITES

Given the wealth of leadership research and studies, as well as the diversity of opinions on leadership development, including views from those who may not have had the opportunity to read the extensive, interdisciplinary literature, this monograph begins with a discussion of the key study assumptions. The basic approach is to consider the philosophically grounded idea that truth and beauty are to be found in the tension between opposites. This idea was highlighted in a book by Paul Nitze, a well-known and highly respected Cold War government official, primary author of the National Security Council-68 memorandum outlining the strategy of containment, and later Dean of the School of Advanced International Studies at Johns Hopkins University. In brief, drawing on ancient Greek philosophy, Nitze suggests this approach as one that he would recommend for any university commencement speech. For those looking for certainty and the potential for "one best way" to approach leadership challenges, Nitze, citing Heraclitus, suggests critical thinking and considering a more complex set of options, or the "assertion that truth and beauty were to be found in the tensions between opposites."[2] Let us look briefly at several of the common tensions, paradoxes, and dilemmas facing emerging leaders as they approach their first jobs. In later chapters, the literature reviews are presented by sector—public, private, and nonprofit. Here, one or two books for each section will be highlighted to illustrate these topic areas for guiding emerging leaders.

THINKERS AND DOERS

One piece of stereotypical thinking is in overcoming the distinction between the academic and practitioner spheres. The notion here is that there is nothing as practical as a good, grounded theory.[3] Ideas and action must be linked. It does not help overcome the challenges facing emerging leaders and their organizations if those who think do not act, and those who act do not think. One key assumption to this approach to emerging leader development is the imperative to bridge the gaps between theory and practice, academics and practitioners, and ideas and action.

THE CENTER AND THE PERIPHERY

Hierarchy matters, regardless of current management ideas regarding horizontal organization and self-managed teams. While well-meaning in theory, in that real world, especially in government agencies where political appointees are at the top of organizational structures, it remains critical to connect at all levels, including senior, middle, and ground levels. Aligning and integrating the work of organizations is important and often overlooked. To be blunt, no one hires individuals at the entry-level to define an organizations purpose, vision, or mission. That said, the alignment of top- through entry-level leaders remains important for organizations in all sectors. As the research consistently suggests, communications within and among organizations remains a key obstacle to creating effective teams and work groups, ensuring interagency coordination, and sustaining collaborative, flexible, and adaptable work environments.

THE PUBLIC, THE PRIVATE, AND THE NONPROFIT SECTORS

Graham Allison's classic article, "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?" deserves another look.[4] One of Allison's findings, that there is a fundamental constitutional difference between the public and private sector, remains true today as in the past.[5] Other aspects of his comparisons, including concerns about complexity, authority relationships, organizational performance, incentive structures, and personal characteristics are more closely related than ever in the past. Government organizations routinely are tasked to measure performance. Private corporations are increasingly engaged in public-private partnerships as well as programs emphasizing corporate social responsibility. Nonprofits are often teamed with both corporations and government agencies in pursuing their programs and projects. Certainly, the recent wars in Iraq and Afghanistan have highlighted the increasing involvement of all three sectors in humanitarian operations, political and economic development, and even in military combat.

THE WASHINGTON, DC, INTERAGENCY

The tensions in the area of interagency cooperation in what is referred to as the "interagency" have been emphasized by scholars and policymakers in the Washington, DC, policy community. Most recently, the concept of the defense, diplomatic, and development (3-D) agencies or integrating the efforts of diplomats, defense and military officials, and development experts, within the Washington beltway community,

as well as in overseas embassies and within the ambassador's country team, remains a challenge. In 2 years of intense study for instance, the Project on National Security Reform has researched a large number of case studies that reflect upon the 60-year-old national security system that "inconsistently supports, obstructs, and even undermines" the efforts of the talented men and women working to protect America.[6] The tensions for emerging leaders entering this complex environment requires a renewed commitment to understanding and improving the knowledge and skill of the newest public servants as well as equipping agencies with the incentive structures to enable the critical and creative thinking necessary to meet the rapidly changing international environment.

CONCLUDING ADVICE

The following passage from a Swedish crime novel reinforces several key points regarding leadership experience, communication, trust, coaching, and lifelong learning. The selection is from a "peer coaching session" between two senior detectives and long-time friends, one is complaining about being in a dead end and uninteresting job.

"I'll give you some good advice."

"I'm listening," said Johansson, nodding. I really am, he thought.

"Stop whining." . . .

"Give some real thought to how you want it to be instead, and then it's just a matter of seeing to it that it turns out that way. Write it down on a piece of paper and clip it securely to your big snout so you don't forget what you've promised yourself."

First you decide how you want it to be, and then you see to it that it turns out that way, thought Johansson. Sounds rather obvious, actually.

"Sounds good," said Johansson, nodding, because he really thought so. "I'll think about doing that. Seriously," he added.

"That's not good enough, Lars," said his best friend, shaking his head. "You already think too much. Just do as I say, then it will work out famously."

"I'll do as you say, said Johansson, nodding. "Although I'll lose that bit with the piece of paper."

I'll do it. It's starting to be high time, he thought.[7]

ENDNOTES - CHAPTER 1

1. U.S. Army War College (USAWC) Key Strategic Issues List (KSIL), Carlisle, PA: Strategic Studies Institute, USAWC, 2013, p. 10.

2. Paul H. Nitze, *Tension between Opposites: Reflections on the Practice and Theory of Politics,* New York: Charles Scribner's Sons, 1993, pp. 16-17. Nitze provides the text of his 1953 commencement address to further explain this idea, located on p. 16:

> This unity of apparent opposites seems to me to involve a basic and crucial point. Twenty-five hundred years ago, Heraclitus, using the analogies of the bow and of the lyre, suggested that harmony and truth were to be found in the tension of opposites. Today advanced modern scientists, such as Robert Oppenheimer and Niels Bohr, apply a parallel idea. They tell us that an undertaking of the basic truths in their field can be attained only by the concurrent application of complementary ideas which to our senses seem contradictory, as for example, we can understand the behavior of light only by perceiving it in two opposite concepts, that of the wave and that of the particle. They call this the principle of complementarity. Heraclitus and the atomic scientists go on to suggest that this principle of complementarity of opposites applies not only to the work of physics, but generally, including the world of human affairs.

3. Kurt Lewin, *Field Theory in Social Science: Selected Theoretical Papers,* Dorwin Cartwright, ed., New York: Harper & Row, 1951. Two books that address theory-practice gaps are noteworthy. In Jeffrey Pfeffer and Robert I. Sutton, *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action,* Boston, MA: Harvard Business School Press, 2000, the authors analyze why managers who understand organizational performance, say smart things, and work hard, find it difficult to overcome obstacles in firms that do things the smart managers know will undermine their organization's performance (p. ix). A variant of the knowing-doing tension is illustrated in Richard P. Rumelt, *Good Strategy Bad Strategy: The Difference and Why it Matters,* New York: Crown Business, 2011. Rumelt addresses the difference between "good" strategy, as including a "diagnosis, a guiding policy, and coherent action" whereas "bad" strategy emphasizes "goal setting rather than problem solving" to avoid obstacles and the "wish to not offend anyone . . . cover all the bases rather than focus resources and actions" (pp. 7-8). One of Rumelt's key points is that many organizations, including the U.S. Army, do not really know what good strategy is (often confusing strategic thinking with inspirational leadership) and, therefore, are prone to fail in their responsibilities to identify their biggest challenges and devise coherent approaches in practice (p. 2).

4. Graham T. Allison, "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects? (1980)" in Jay M. Shafritz and Albert C. Hyde, eds., *Classics of Public Administration*, 3rd Ed., Belmont, CA: Wadsworth Publishing Company, 1992.

5. *Ibid.*, p. 466.

6. One of their reports writes:

The increasingly interlinked challenges of today—from global jihad to global warming—push the boundaries of traditional national security and demand integrated strategies, unity of effort, and timely resourcing tailored to U.S. objectives. Yet, the present system, instead of empowering policymakers, too often prevents leaders from planning rationally and effectively for future contingencies and from matching resources to objectives. Largely hierarchical struc-

tures impede unity of effort and are not conducive to the integration of hard and soft assets of power. The costs of these deficiencies are readily apparent, in unnecessary U.S. casualties, dollars wasted, opportunities lost, and American prestige undermined.

Richard Weitz, ed., *Project on National Security Reform: Case Studies Working Group Report*, Vol. II, Carlisle, PA: Strategic Studies Institute, U.S. Army War College, March 2012, p. vii.

7. Leif G. W. Persson, *Between Summer's Longing and Winter's End: The Story of a Crime,* Paul Norlen, trans. from the Swedish, New York: Pantheon Books, 2010, pp. 484-485.

CHAPTER 2

ASSESSING CURRENT APPROACHES TO EMERGING LEADER DEVELOPMENT IN THE U.S. GOVERNMENT

Robert B. McDyre, Jr.

America can succeed only with leaders who are them-selves full-spectrum in their thinking. The military will not be able to train or educate you to have all the right answers—as you might find in a manual—but you should look for those experiences and pursuits in your career that will help you to at least ask the right questions.

> Former Secretary of Defense
> Robert Gates, 2011[1]

INTRODUCTION

In 2014, the U.S. Army released its new Army Operation Concept (AOC), "Win in a Complex World," to adjust Army capabilities to meet the challenges for achieving U.S. policy objectives in a dynamic, turbulent strategic environment. According to the author, General David G. Perkins, "the environment the Army will operate in is unknown. The enemy is unknown, the location is unknown, and the coalitions involved are unknown," thus the Army faces the problem of how to succeed in new, ambiguous environments facing new, complex challenges.[2] Leadership has always been a core Army value and a competitive advantage that the Army relies on when facing difficult challenges, but like other strategies and objectives, leadership must be refined to operate in the new, complex security environment.[3] The Army has long sought to be in-

novative in its leader development. Most recently, the Army's Human Dimension White Paper supports the "Win in a Complex World" document by emphasizing the Army's desire to become the nation's leader in "human development."[4]

As noted throughout the rest of this monograph, the public, private, and nonprofit sectors are all reexamining their approaches for developing emerging leaders, the new millennial generation, those young 20-something leaders entering the workforce. As seen in these new documents, the Army fully intends to focus attention and resources on developing its emerging leaders to continue to retain its reputation in the leader development field and to maintain its effectiveness in the complex operational environments in current and future conflicts. Since the uniformed military does not possess the ability to recruit executive leaders from the outside, it must begin developing the leaders of tomorrow today. To succeed in today's complex operating environments, while preparing for the near future, learning leaders must be able to adapt and react to ambiguous situations. This assumes not only understanding the nature of conventional as well as unconventional threats, but also being able to respond while leading or acting as team members in what has been called a "whole of government" approach for complex, civil-military operations. In short, the AOC requires that emerging leaders must understand the political-social-military environmental context, the diplomatic-development-defense policies of the U.S. Government, and their roles as emerging leaders and followers, in a variety of operational settings. Collaboration, not just within the Army, but across government agencies, will be crucial to success in this complex operating environment.

This chapter assesses the Army's leader development practices in light of the Army's focus on preparing leaders to "win in a complex world." Because a whole of government approach to leadership is needed, this chapter will review Army emerging leaders development practices by focusing on the framework of knowledge, skills, attributes, and values, and then compare these to other agencies involved in the 3-Ds of defense, diplomacy, and development. The main goals of this chapter are to (1) critically access the gaps between the emerging leader development literature and current U.S. Army practices; and (2) compare and contrast the Army's emerging leader development programs with the programs of other U.S. agencies and institutions engaged in national security affairs.

PREPARING LEADERS THROUGH A KNOWLEDGE, SKILLS, ABILITIES, AND VALUES FRAMEWORK

One way to understand how leaders are developed is to examine what an organization considers as key competencies. For instance, Knowledge, Skills, Abilities, and Values (KSAVs) are descriptive components used by U.S. federal agencies to identify leader competencies. Often competency modeling is used as both a foundation for leader development and a basis for leader selection.[5]

The Army, like most other government organizations, has a defined list of KSAVs to assess leadership. Discussion of leadership KSAVs is particularly important now because competencies are an appropriate method for describing and evaluating leadership behaviors in future terms.[6] Thus, this section will discuss what KSAVs U.S. military organizations consider im-

portant for emerging leaders. The brief overview and analysis of military leadership competencies serves to illuminate gaps in specific programs by suggesting which approaches are highlighted and which are supported by research on emerging leaders. This comparison is important for assessing the potential for greater interagency cooperation. As military operations continue the trend toward more interagency coordination (and including the private and nonprofit sectors), there is an increasing need for a common language to enhance the U.S. Government's effectiveness in complex operating environments.[7] Later chapters will suggest an approach to emerging leader development to overcome some of these gaps and encourage broader leader development in preparing for aligning and integrating leadership within the U.S. Government and across the agencies engaged in the day-to-day work of national security agencies.

Soldiers' Competencies: Army Leadership KSAVs.

> One advantage we have, especially in time of decreasing budgets, derives from our ability to develop the right leaders—noncommissions officers, officers, and civilians—who can think in this very complex world.
>
> General Raymond T. Odierno, 2014[7a]

The Army defines a leader as "anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals," but such a broad statement does not truly capture what the abilities an Army leader of the future needs to succeed in an uncertain strategic environment.[8] The 2014 AOC and the 2014 Human Dimension White Paper both stress that future Army leaders

must be agile and must adapt to constantly evolving and changing geopolitical complexities.[9] Thus, the emerging Army leader must not only inspire and influence others to achieve the Army's internal organizational goals, but he or she must understand the wider global, strategic context and have the ability to adapt in ambiguous theaters of operation. To meet this demand, the Army is focused on human capital, broadly defined—to develop future leaders who think critically about the nature of the conflict in which they are engaged, innovate rapidly in the field, and understand that their tactical activities can affect the wider strategic context.[10]

The KSAVs the Army deems important for leaders are identified in the Army Leadership Requirements model. The model defines the essential competencies leaders—at any level—must possess to be effective in inspiring and influencing others to accomplish the Army's mission. The Army Leadership Requirements Model presents leadership development in terms of ends, ways, and means. The ends are the objectives to be achieved and answer the central question of "What do Army leaders need to be successful?" There are two components of the ends: (1) attributes, which speak to the leader's internal characteristics; and (2) competencies, which are the actionable skills and behaviors a leader must be capable of carrying out. In the terms of the Army's "be, know, do" model, leaderships attributes comprise the "be" and "know" while competencies make up the "do."

The required attributes of a leader are character, presence, and intellect. Character, or the internal identity of a leader, is derived from integrity and identity, and assesses the ability of the leader to understand right from wrong and whether he or she is willing to

do what is right. Presence is determined by the image others possess of the leader. Intellect is defined as the mental and social faculties possessed by a leader, but essentially it defines how a leader seeks to solve problems and make sound decisions. The new demands of Army leaders for complex environments will surely change the understanding of these three concepts. First, the new challenging operating environments will place a larger burden on intellect than ever before. Future leaders will be required to understand cultures, political-economic-social development, languages, and other complicated geopolitical factors.[11] The emphasis for agility in the future is mental—facing ambiguous situations, leaders will be forced to make creative decisions with limited information. Second, the presence of a leader has changed with advances in technology as the presence of an Army leader is not only seen by his Army constituents, but also now by other facets of the U.S. Government, the citizens of the United States, and the enemy and the enemy's population. Third, the character of Army leaders must remain steadfast, and in some instances, be corrected to handle future challenges. As the military-industrial complex grows and the Army evolves, so, too, does the Army bureaucracy.

The increasing demands of future theaters, in addition to the domestic socio-political context on the home front, place intense pressure on Army leaders. A recent study by Leonard Wong and Stephen Gerras illuminated a growing problem in the Army, that increasingly leaders have become "ethically numb" after repeatedly being forced to use their signature as their honor to navigate Army bureaucracy.[12] Although character is typically considered a stronghold for U.S. Army leadership, the Army must remain aware of growing pressures and seek to continually educate

and train leaders in areas of strengths, like character. To be successful in future environments, the Army must seek to develop the attributes of Army leaders according to future challenges.

The leadership competencies of the Army Leadership Requirements Model are essential skills universal to all leaders. They are considered trainable skills, and thus much of the Army's leadership development focuses on these skills. The "Attributes," or abilities, and "Competencies" of leaders are explained in *Army Doctrine Publication (ADP) 6-22* and provided in Table 2-1. The three areas of competencies are to lead others, develop the environment, and achieve organizational goals.[13] Like the attributes of leaders, the competencies must also be geared at developing leaders for the future in line with the 2014 AOC.

ATTRIBUTES

CHARACTER	PRESENCE	INTELLECT
* Army Values	* Military and professional bearing	* Mental agility
* Empathy	* Fitness	* Sound judgment
* Warrior Ethos/Service Ethos	* Confidence	* Innovation
* Discipline	* Resilience	* Interpersonal tact
		* Expertise

LEADS	DEVELOPS	ACHIEVES
* Leads others	* Creates a positive environment/ Fosters esprit de corps	* Gets results
* Builds trust	* Prepares self	
* Extends influence beyond the chain of command	* Develops others	
* Leads by example	* Stewards the profession	
* Communicates		

COMPETENCIES

Table 2-1. Army Leadership Requirements Model from ADP 6-22.

The ADP 6-22 on Army leadership defines the lead competency as "influencing Soldiers and Army Civil-

ians in the leader's organization," but the demands of the future will force the Army to operate within a larger, whole of government context. The Human Dimension White Paper clearly states that "American military power is joint power" and that to combat future conflicts that arise from disruption of peace and disorder, "land forces are required to overcome the effects of this disorder through military operations that integrate joint, interorganizational, and multinational capabilities."[14] Thus, the Army must begin to train leaders to lead not only their own organization, but those of other governmental as well as nongovernmental organizations to be able to contribute efficiently to the joint, interagency nature of conflict management in complex operations.

Additionally, the Army believes leaders must possess the capability of achieving traditional military organizational goals. Like many of the other competencies and attributes of Army leadership, achieving goals must be restructured for the future—leaders must not only address the Army's internal goals but, because future conflict will require joint and combined operations, they also must meet the interagency goals of collaborating with and within multinational coalitions. The ad hoc nations of coalition in warfighting as well as peacekeeping missions will entail some compromise and a great deal of flexibility from Army leaders. Leadership competencies are trainable and, therefore, the Army must begin training competencies beyond traditional warfighting to meet the future strategic environment.

Army Leadership Development Practices: Developing KSAVs in Emerging Leaders for the Complex Environment.

Once the core requirements for leader development have been established, the Army must develop the "ends" especially for individuals as emerging leaders." To do so, the Army Leadership Requirements Model establishes "ways" and "means" for developing the attributes and competencies of individuals. The "ways" are the methods for developing leaders and the "means" are the resources involved in the development. The essential "means" are will, time, people, and funding.[15] For the purpose of leader development, will and time are most important because leadership development should be ongoing and constant, and requires a significant amount of will from the emerging leaders and those helping them to develop. The essential "ways" of development for Army leaders are standard to most other leadership programs by including education, job specific training, and self-development. The ways and means are focused through three lines of effort and occur in three domains, which will be the focus of the next sections.

Lines of Effort.

To develop the necessary and desired KSAVs, Army leaders need to be effective; and the Army focuses on three lines of effort: training, education, and experience. The 2014 Human Dimension White Paper, "Optimizing Human Performance," adds other lines of effort as it seeks to enhance the human element of the Army by building soldiers' abilities. Leadership is a focal point of optimizing the human element of the

Army for the future. Following that context, this section explains the Army's traditional lines of effort in light of new focus on optimizing human performance as it concerns leadership development practices.

First, training seeks to increase leaders' performance through development of leadership skills. The training line of effort is important for leadership as it seeks to build the basic and universal components of leadership. Training is most effective when it is tied to immediate job-related duties and skills. The Army has identified this need to relate training to job specific tasks and skills by defining "executing realistic training" as a line of effort for optimizing human performance. Under this line of effort, the Army vows to integrate the ambiguous nature of conflict in the modern world into training. The effect on leadership is twofold as: (1) leaders must organize this type of training to prepare their soldiers for complex problems; and, (2) leaders must use this training to develop their skills and abilities to solve complex problems through teamwork.[16] As will be discussed, while traditional training approaches will continue to be of value, new approaches to training for developing critical thinking will be more important than relying exclusively on past approaches to training in defined skills (such as repetitive drills and scenario-based exercises that do not include free play or dynamic, opposing forces).

Second, education teaches leadership knowledge, attributes, and values. It is under the education line of effort that leader's develop traits like agility, judgment, and creativity.[17] These attributes and the process of education will be even more important under the 2014 AOC as these abilities will separate the Army leader of the future from the Army leaders of the past. Realizing this consistent emphasis on education, the

Army is centralizing its education under the Army University and under the control of its Training and Doctrine Command (TRADOC) to create a more collaborative and holistic approach to education.[18] While this may improve the efficiency of education, it will be interesting to see how it affects the development of diversity in creative thinking and mental agility appropriate for individuals in various stages of development.

The "Drive Institutional Agility" line of effort for the Army's goal of optimizing human performance to educate individuals to become adaptive emphasizes innovation and adapting in the face of emerging threats and technologies.[19] Simply, "institutional agility is about changing as fast as the strategic environment changes."[20] The education line of effort is intended to allow the Army to develop intuitional agility by developing leaders who understand geopolitical factors and who can solve complex problems with limited information and on the fly.

Third, experience is the accumulation of development processes that occur during a soldier's time in the Army in various assignments. Although important, it appears that the role of experience will be slightly diminished in the future. This is exemplified by the "establishing cognitive dominance" line of effort, which encompasses all the activities related to creating leaders who are capable and comfortable to act in uncertain strategic environments.[21] In the Army 2014 strategy, there are two contributing factors as to why the role of experience is downplayed. First, leader development in the operational domain has accounted for much more of a soldier's experience than desired in the *Army Leadership Development Strategy* because soldiers of the past decade have had so much experi-

ence in war. Thus, current soldiers already possess an adequate amount of experience. Second, experience will be less beneficial to Army leaders in the future as each conflict will pose novel challenges. Leadership education in the Army remains the same for the future, focusing on core components of leadership development—education, training, and experience; however, it is expected that the new AOC and the new lines of effort for Optimizing Human Performance will affect the leader development practices under those lines of effort.

The 2014 Human Dimension White Paper offers a human dimension operational approach that is similar to the previous strategies for developing leaders. Previous strategies focused on developing KSAVs of leaders, whereas the human dimension operational approach seeks to optimize human performance at every level of the Army team. The lines of effort in this approach are similar, but more geared toward the new AOC. It is unclear at this point if they will replace ADP 6-22, the Army's Leadership manual. These new lines of effort are more specific than the previous lines of effort, but they affect the same basic concepts: education, experience, and training.

Domains of Development.

Traditionally the Army has executed development in three domains. Each of these domains is designed to create specific opportunities to enhance leadership strengths or fill development gaps. First, the institutional domain seeks to develop knowledge, attributes, and competencies; and it includes all activities of development that are outside of the soldier's unit.[22] The education line of effort falls tightly within the institu-

tional domain as leadership development in this domain most often takes the form of training schools and extended coursework.

Second, most soldiers' leadership development occurs in the operational domain, as on-the-job training, where they develop within their units. The operational domain should contribute to the new AOC goals of having leaders who think broadly about the nature of conflict by placing soldiers in various assignments. One researcher suggests that most assignments are not broad and thus fail to adhere to the spirit of the *Army Leadership Development Strategy*. He argues that assignments are tied to promotions, not to development.[23] If the Army seriously wants to improve leadership development and create strategic thinkers for complex future environments, it must integrate development in the operational domain to adhere more strictly to its future organizational goals. Suggested changes include increasing consistency in development processes across units[24] and aligning specific objectives to specific organizational goals.[25] Managing transitions and linking related progressive development assignments over time will be a major challenge for the military's personnel systems.

Managing transitions also applies to the third domain, self-development, and places the onus on the developing individual. According to the Army development doctrine, self-development should bridge the gaps between what is learned and what can be acquired in other domains.[26] Much of the development and success in this domain are based on the individual's motivation and ability to actively seek opportunities to develop leadership capabilities. Every organization wants self-motivated leaders of course, but in reality, can an organization rely on emerging leaders

to motivate themselves? Studies show there are flaws to this approach.

For leadership self-development practices to be successful, they must be tied to relevant work objectives and tasks. Herein lies the problem with the self-development domain in Army leadership practices—in short, it must become more relevant. In a review of the *Army Leadership Development Strategy*, Drew found that practices of the self-development domain are too general and often inconsistent with the overall leadership development strategy. Further, he found there is often not enough guidance in the self-development domain.[27] This may seem contradictory to the premise of self-development, but self-development exists outside of operational and institutional domains to add a personal element to developing an individual's KSAVs. Thus, it supplements other development practices. Therefore, emerging leaders often require assistance, with generous and experienced mentoring and coaching to identify needs and implement projects for self-development. The self-development domain is important in every leadership development strategy, but often it is the most difficult to execute. Certainly, self-development requires good mentoring and coaching to incorporate it into the overarching development strategy and fill gaps to create a complete leader. More on these self-development challenges apply across the public, private, and nonprofit sectors and will be discussed in later chapters. Given the need for joint operations, and the potential for gaps between the service doctrines, the following sections will compare/contrast the Navy and Air Force's writing with the Army doctrinal approach to emerging leader development.

Sailors' Competencies: Navy Leadership KSAVs.

> As a starting point, given the complex security challenges America faces around the globe, the future of our maritime services will ultimately depend less on the quality of their hardware than on the quality of their leaders.
>
> Secretary of Defense Robert Gates, 2010[28]

Historically, the Navy has operated independently of other military organizations and relied, more than the other military services, on on-the-job experience to develop leaders. Today, the Navy prescribes the Navy Leadership Competency Model to define leadership KSAVs at every level of leadership. However, in 2012, recognizing the changing security environment, the Navy adopted a more systematic approach to leader development.[29] The Navy's new approach also points out that sailors need to be better prepared to lead within an intraorganizational context and in uncertain domains. This change is not unlike the changes the Army has made in 2014 with the new AOC and the Human Dimension White Paper. Both changes account for emerging trends of the future and seek to adjust leadership development strategies to better address dynamic geopolitical concerns. Underlining that change is the Navy leadership development strategy known as the Navy Leader Development Continuum. This next section evaluates the Navy Leadership Competency Model, discusses the recent Navy Leader Development Continuum, and provides areas of effective Navy emerging leader development.[30]

First, the Navy Leadership Competency Model is used to define what behaviors a Navy leader exhibits

to be an effective leader. The model is based on five competencies: accomplishing mission, leading people, leading change, working with people, and resource stewardship. These competencies are behaviors that leaders at every level should exhibit to be effective and are explained in the Navy Leadership Competency Model.[31] Accomplishing mission is the ability to make decisions and to produce and evaluate results. Leading people is the ability to plan and execute strategies to accomplish missions while maintaining ethical standards. Leading change is the ability to develop and implement the Navy's organizational vision. This involves balancing change and continuity and creating an environment for innovation. Working with people deals with the ability to communicate and collaborate with others. Finally, resource stewardship is using effectively all types of resources, such as financial and human resources.

Second, the Navy Leader Development Continuum is an outcomes based approach. The outcomes, based on specific career points, are the attributes, behaviors, and skills the Navy seeks in its leaders. There are four foundational elements of the outcomes in the continuum: core values, moral character, judgment, and leadership.[32] This continuum approach is similar to that of the Army in that it seeks to integrate education, training, experience, and self-development throughout a leader's career. Further, the new Naval strategy for developing leaders shares many similar characteristics defined by the 2014 Army effort in "Optimizing Human Potential." It suggests leaders must be internationally focused and that the demands of the future will require leaders to possess critical thinking and foster innovation, have broad strategic and cultural perspectives, and possess the capabilities

to act in coalitions.[33] The concepts and focal points of the Navy Leader Development Continuum are similar to current efforts of the Army; however, the process of the Navy is more specific as to what competencies leaders should possess at each stage of their career development.

By specifically delineating competencies to each level, leaders can trace a progression throughout their career. This may be beneficial to the self-development component of leader development, as leaders and their mentors can better evaluate missing competencies. Using the listed developmental outcomes, the emerging leaders know what is expected at their current level and what to do to prepare for the next level. For example, an enlisted sailor can see when he or she starts his or her career in leadership and is expected to become a "trusted team member" who is "loyal to and respects authority." Over time, he or she will progress to be a "valued team leader" who "motivates and instills pride in others," then to "command-respected leader" who "builds unity of purpose and sense of ownership," finally becoming an "exemplar of the naval profession of arms" that "strengthens the chain of command."[34] The outcomes based approach clearly defines what is expected of every leader at every level. It may be a more beneficial approach to developing emerging leaders because millennials need constant feedback on their progress. A more comprehensive career progression-based approach such as the Navy Leadership Development Continuum can assist in providing emerging leaders with the instant, continuous feedback they crave and may more effectively guide emerging leader development.

Airmen's Competencies: Air Force Leadership KSAVs.

> Sure, everyone wants to be an effective leader, whether it be in the Air Force or in the community. You can and will be if you identify your strengths, capitalize on them, and consciously strive to reduce and minimize the times you apply your style inappropriately.
>
> Chief Master Sergeant of the Air Force
> Robert D. Gaylord, 1977-79[35]

The Air Force defines leadership as "the art and science of influencing and directing people to accomplish the assigned mission." This definition is similar to that of the Army because its main components are influencing others and accomplishing an organizational mission. A clear definition of leadership builds a strong foundation for developing and accessing leaders. Both the Army and Air Force have clear definitions of leadership that are easily found in all documents related to leadership. On the contrary, none of the Navy documents reviewed have a clear definition of leadership. The Air Force's definition of leadership, leadership core values, leadership competencies, leadership actions, and leadership development process (or Force Development Construct) are clearly stated and defined in the *Air Force Doctrine (AFD) Document 1-1, Leadership and Force Development.*

The Air Force promotes three core values, or guiding characteristics of all leaders: (1) Integrity; (2) Service before Self; and, (3) Excellence in All that We Do. These universal and unchanging characteristics equate to values in a KSAV framework. These core values resemble clusters and have subcomponents, which further explain each core value. First and considered the most important by the Air Force, **Integrity**

is the willingness to do what is right at all times. Other characteristics under the integrity core value are courage, honesty, responsibility, accountability, justice, openness, self-respect, humility, and honor. The second core value is **Service before Self** or a dedication to duty in all circumstances. Duty, respect for others, self-discipline, self-control, appropriate actions or desires, tolerance, and loyalty are components of **Service before Self**. Third, Air Force leaders must always strive to perform at their best, and this is represented by the core value, **Excellence in All that We Do**. Subcomponents of **Excellence in All that We Do** are personal excellence, product/service excellence, resource excellence, community excellence, and operations excellence.

The nexus of Leadership Competencies and Leadership Levels in the Air Force culminate in the knowledge and skills leaders require to lead effectively. The Air Force notes three levels of leadership that build progressively on each other: Personal Leadership, Team Leadership, and Institutional Leadership. Personal Leadership is displayed as close, interpersonal interactions. Team Leadership involves larger interpersonal interactions and Institutional Leadership is seen at the largest, strategic scale. Each of these competencies requires unique skills, which are presented here as a chart. Each leadership skills or competency applies in each of the three Leadership Levels: Strategic, Operational, and Tactical. Further, each level of leadership requires specific knowledge. The Tactical Level is the most basic level and requires leaders to learn about themselves in the context of their primary duties. The Operational Level requires more broad knowledge of the Air Force, and the Strategic Level is the widest, requiring leaders to have vast knowledge to broadly apply leadership competencies. Interest-

ingly, the Air Force notes knowledge at the Strategic Level is reserved primarily for senior level leaders.[36] This logic is based on the element of progression that comprises the Force Development Construct, as it would take years of education and experience for a leader to reach the strategic level thinking. On the other hand, the Army's aim for the future seems to be that all leaders and soldiers possess the knowledge to make decisions in a strategic context as it asks soldiers of the future to "think broadly about the nature of the conflict" and "appreciate the wider strategic context."[37] This difference may be accounted by the fact that the Air Force Doctrine has not been updated since 2004 and the Army's doctrines were recently released in 2014. (See Table 2-2.)

PERSONAL LEADERSHIP
- Exercise Sound Judgment
- Adapt and Perform Under Pressure
- Inspire Trust
- Lead Courageously
- Assess Self
- Foster Effective Communication

LEADING PEOPLE/TEAMS
- Drive Performance through Shared Vision, Values, and Accountability
- Influence through Win/Win Solutions
- Mentor and Coach for Growth and Success
- Promote Collaboration and Teamwork
- Partner to Maximize Results

LEADING THE INSTITUTION
- Shape Air Force Strategy and Direction
- Command Organizational and Mission Success through Enterprise Integration and Resource Stewardship
- Embrace Change and Transformation
- Drive Execution
- Attract, Retain, and Develop Talent

Table 2-2. The Three Levels of Air Force Leadership.

The "Leadership Actions of the Force Development" can be evaluated as abilities within a KSAV framework. These actions or abilities are behaviors that leaders must exhibit to get things done. First, leaders **influence**—they motivate and inspire others. This ability is central to the Air Force definition of leadership. Second, leaders **improve**, or they create growth within their team or organization. An essential component to this concept is creating more leaders, which is similar to the Army's emphasis on leaders developing future leaders. Lastly, leaders **accomplish** missions and obtain desired objectives. These leadership actions are essential abilities a leader needs to lead effectively. (See Table 2-3.)

Table 2-3. Relationship of Leadership Levels with Enduring Leadership Competencies.

The Air Force documents that relay leadership competencies and expectations are exceptionally clear and easy to understand. Emerging leaders, those new to leadership studies, potentially can become lost in overly complicated leadership manuals, but the Air Force's use of analytic clusters and models simplify the Air Force's conceptual approach. The progression model used by the Air Force, similar to that of the modeling used by the Navy, is something the Army should consider in refining its approach to leadership development as it places each leader in a specific context rather than just generally professing what leadership should be. On the other hand, the Air Force should follow the lead of the Army and Navy by adjusting its leadership requirements to address the nature of operations in the future. The Air Force manuals do not mention the changing strategic environment, whereas the Army and Navy narrow in on how an evolving battlefield will affect leadership development.

Additionally, the Air Force development programs only minimally address concepts specific to the development of emerging leaders and focus primarily on senior leaders. This lack of emphasis on emerging leaders is a common flaw in many organizational leadership programs. Specifically, the Air Force leaves the strategic level of leadership to upper echelon leaders, but such a concept is outdated. As discussed in later chapters, all emerging military leaders will need to understand the strategic operation environment to adequately understand the threats and opportunities they are facing as lifelong learners in their public service careers. This chapter now turns to examining the nature of leader development programs in the remaining two Ds, the other major agencies with major operational requirements in the complex global strategic environment.

LEADER DEVELOPMENT IN DIPLOMACY AND DEVELOPMENT ORGANIZATIONS

In current and future operating environments, the defense, diplomatic, and development organizations increasingly will operate collaboratively. This idea of operating within an interagency environment, or "a whole of government approach," is derived from the 2010 *National Security Strategy*, which seeks to broaden the U.S. national security approach by integrating skills, resources, and assets among government agencies.[38] Secretary of State Hillary Clinton has stressed this need to use smart power and leverage civilian power alongside military power in foreign policy.[39] Following this framework, it will be useful to compare and contrast leader development in diplomacy and development organizations. This section provides information and analysis on emerging leader development programs and strategies in the United States Agency for International Development (USAID) and United States Department of State.

Development Organizations: USAID.

USAID is the leading U.S. Government organization tasked with international development. Its mission is to "end extreme poverty and to promote resilient, democratic societies while advancing our security and prosperity."[40] Interestingly, USAID has several programs for developing leaders in foreign nations in support of its mission abroad. But, how does USAID develop its own leaders internally?

Unlike the Army and other U.S. military organizations, USAID outsources its leader development to the Office of Personnel Management's (OPM) Federal

Executive Institute (FEI). USAID, through the FEI, has a four-tiered approach to developing its leaders. The four tiers are composed of four successive development programs: the Emerging Leader Program; Leading Teams; Leadership Program; and Senior Executive Seminar. To attend a seminar, USAID employees must notify their supervisors of their interest when the programs list is distributed, once a year. Then, a prioritized list of candidates is made by the supervisor and sent to the agency to make selections. Selections are made once per year to ensure in advance that all spots are allocated.[41] This approach is significantly different than that of the Army and other military organizations that insist all individuals, from privates to general officers, engage in leader development training and education.

Leader development at USAID depends more upon individuals assuming a leadership role and taking charge of their own development. This type of system allows the top echelon of leaders to rise to the top—those that are serious about developing themselves as leaders have the opportunity to separate themselves from others who are less motivated. Additionally, charging leaders with their own development may cause them to personally invest more in themselves, as they are not expected to engage throughout the prescribed educational paths. On the other hand, leaders emerging in this system may often be discouraged at the obstacles to their own development, and some leaders may need an extra push to become a full participant to their own development. Moreover, it is believed that the study of leadership and ethics principles is retained for many years, even when not used, and may emerge in leader behaviors years after completing leadership training.[42] Thus, the

research suggests that it may be more useful to educate all personnel in principles of leadership so that in the future they will have the knowledge, skills, and abilities if called upon.

The first tier of the USAID leader development program is the Emerging Leaders Program and is of interest to this chapter. USAID defines emerging leaders as "mid-level employees who supervises others or manage significant agency programs," though Presidential Management Fellows completing their fellowship at a GS-12 level are also able to attend the Emerging Leaders Program. It should be noted here that emerging leaders in the USAID program may tend to be older and more experienced than emerging leaders in other programs discussed in other parts of this chapter; however, the premise remains that emerging leaders are nonexecutive level leaders. The Emerging Leaders Program is a 7-day program that focuses on "leadership and management, presentation skills, intercultural communication, and effective one-on-one interactions," and includes both an individual development plan and an individual needs assessment.[43] The Emerging Leaders Program aims to develop tangible skills required of leaders at an entry-level of leadership, as coursework teaches emerging leaders to know themselves and to interact with their constituents.

The Emerging Leaders Program uses OPM leadership competencies. These competencies are used throughout the four-tiered approach to leader development at the FEI and are commonly used throughout government in the selection of leaders. First, **leading change** is the ability to "bring strategic change, both within and outside the organization."[44] Second, **leading people** is the ability to lead people to meet

the organizations goals, and it incorporates conflict management, diversity, developing others, and team building. Third, **results driven** describes a leader's ability to produce and accomplish goals. Fourth, **business acumen** refers to a leader's ability to leverage resources strategically. This concept is extremely important in smaller organizations, such as USAID, where budgets are smaller than defense organizations and leaders must be innovative and strategic in their use of capital. Note that incorporating a business sense to leadership may prove beneficial for military organizations as well. Fifth is **building coalitions** with other organizations to achieve common goals. Building coalitions is heavily emphasized in USAID's leader development principles and it appears to be extremely important to USAID personnel who routinely must work hand in hand with other agencies and governments to work toward their organization's mission. Such an emphasis is the heart of the *National Security Strategy's* "whole of government" approach, that by integrating capabilities and aligning resources, military and civilian institutes can operate seamlessly together to achieve the mission of the U.S. Government.[45] OPM's FEI also coordinates an Interagency Rotation Program from the President's Management Counsel (PMC) for higher level leaders to develop an individual's experience in cross-agency work. Other agencies may consider building outside coalitions as a key element of the leader development process to further comply with the whole of government approach, and similar rotational programs may be a viable option to further develop collaboration.

In sum, USAID (via OPM's FEI) offers a much different approach to emerging leader development than programs in defense agencies. In general, there is a

much larger burden on individuals to take ownership of their own personal development. Future research should explore this area in respect to emerging leaders—for instance, are emerging leaders in USAID more or less willing than past generations to take ownership of their own development?

Additionally, many leadership competencies and leader development strategies are similar to defense agencies; however, others, such as building coalitions, vary in that they focus more on the interagency process. USAID and other smaller government agencies must often work with state, local, international, private, and nonprofit partners to complete their missions. Historically, interagency collaboration has long been a priority at USAID. Other organizations should consider adopting more clearly defined interagency collaboration and similar skills geared toward relationship-building. This should include training and education outside of their own agencies as a priority of emerging leader development programs to prepare leaders for the interagency environment.

Diplomacy: U.S. Department of State.

The U.S. Department of State is, of course, the main diplomatic organ of the U.S. Government. As an organization, it functions to "shape and sustain a peaceful, prosperous, just, and democratic world and foster conditions for stability and progress for the benefit of the American people and people everywhere."[46] To fulfil this mission, the State Department requires strong leadership from its personnel both at home and abroad. This section will evaluate the leader development strategy of the State Department, particularly for emerging leaders and in a whole of government context.

The whole of government paradigm was created to ensure all government entities work toward a common goal. In light of that goal, several cross-agency processes have been developed to increase the ability of organizations to collaborate effectively. Leadership has not yet been formally identified as one of those processes. The State Department and USAID have a shared mission and joint strategic goals, yet their approaches to leader development are very different.[47] The State Department develops its leaders internally through their Foreign Service Institute (FSI), whereas leaders at USAID receive training through the OPM Federal Executive Institute. Also within the whole of government approach, diplomacy and development organizations work increasingly with military organizations to further the interests of the U.S. Government, but leader development is even more different across these three spectrums. Defense agencies push leadership principles on all of their people, while USAID only offers leadership training to those who seek it. If USAID and the U.S. military are opposite ends on the spectrum, the Department of State falls somewhere between the two with respect to who receives leader development training. The fact that the State Department develops leaders within the agency makes leader development more accessible in contrast to USAID; yet State individuals must still seek out classes and take ownership of their personal development—certainly more so than in defense agencies. Thus, the U.S. State Department offers a different leader development approach.

Much of the U.S. State Department's leader development falls on the shoulders of the emerging leader. The core of the State Department's leader development programs is an amalgamation of classes and training opportunities designed to target specific

competencies, and it is up to leaders to choose classes according to their own development needs. Therefore, leader development at the State Department begins with self-assessment. After a self-assessment of an individual's strengths and weaknesses comes a review of positional competencies to see what is required of his or her positional and of future positions. The next steps to development are feedback, typically from supervisors, and an organizational assessment. The final steps are for the individual to establish future goals and then create an individual development plan to set his or her development on track. This process of self-development is guided by three principles: "know thy self," learn from experience or experiential learning, and learn from people.[48] In this respect, the State Department's approach to leader development is not atypical.

The State Department does not have a program explicitly designed for "emerging leaders," per the definition used by the authors highlighted in later chapters. However, the State Department distinguishes between levels of leadership and begins developing personnel early in their careers for leadership roles. As with the other programs surveyed, competencies or KSAVs drive the State Department's leader development strategy. The *Leadership Competency Framework* provides the competencies expected of leaders at each level. A basic level provides nonsupervisory leadership competencies in addition to the three levels of leadership: supervisors, managers, and executives. Each level of leadership builds on the competencies of others and is provided briefly in Table 2-4. After determining what competencies they should build through self-assessment and personal goal setting, leaders at the State Department will find a class structured at

developing that competency. The competencies listed in this framework also tie into the competencies for leaders listed by OPM as each agency has its OPM competency. For example, **leveraging diversity** is an element of **leading** people and **human resource management** is an element of **business acumen**.[49] In this respect, USAID and the Department of State are seeking to develop similar leadership competencies.[50]

Leadership Competency Framework

Executives

HIGHER-LEVEL COMPETENCIES

- Strategic Thinking
- Vision
- External Awareness

Supervisors

FIRST-LEVEL COMPETENCIES:

- Leveraging Diversity
- Resilience
- Conflict Management
- Team Building
- Influencing/Negotiating
- Human Resources Mgmt
- Accountability
- Integrity/Honesty

Managers

MID-LEVEL COMPETENCIES:

- Creativity/Innovation
- Financial Management
- Technology Management
- Entrepreneurship
- Service Motivation
- Partnering

FIRST-LEVEL COMPETENCIES

MID-LEVEL COMPETENCIES

FIRST-LEVEL COMPETENCIES

BASIC COMPETENCIES (Nonsupervisory)

- Oral Communication
- Written Communication
- Problem Solving
- Customer Service
- Interpersonal Skills?
- Continual Learning?
- Flexibility
- Decisiveness
- Political Savvy
- Technical Credibility

Table 2-4. Leadership Competency Framework.
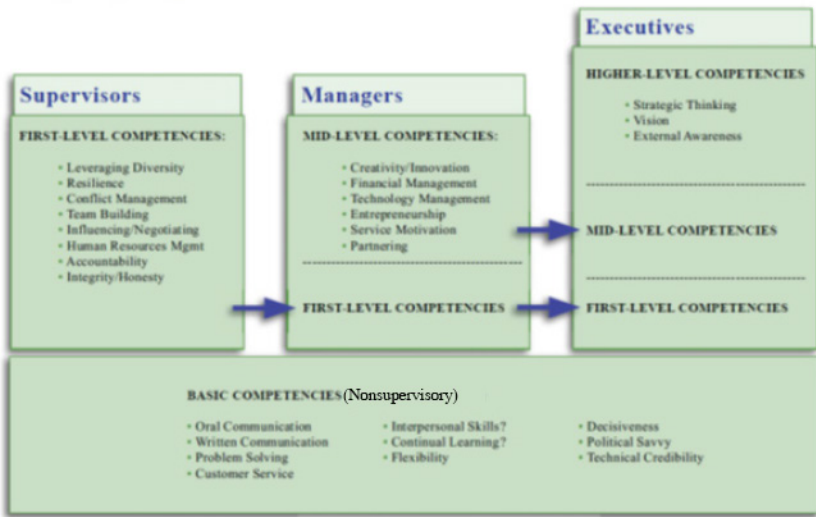
This discussion will now focus on the competencies of the supervisor level as they relate to the first tier of leadership that is similar to our understanding of emerging leaders. The first-level competency of the *Leadership Competency Framework* prepares emerging leaders to begin taking charge of others. In addition to the 10 basic competencies, there are eight first-level

leadership competencies highlighted by the State Department. They are provided in Table 2-5.

First-Level Competencies (Supervisory)
Leveraging Diversity (Leading People)—Recruits, develops, and retains a diverse, high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values, and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.
Resilience (Leading Change)—Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
Conflict Management (Leading People)—Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
Team Building (Leading People)—Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
Influencing/Negotiating (Building Coalitions/Communication)—Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
Human Resource Management (Business Acumen)—Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.
Accountability (Results Driven)—Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.
Integrity/Honesty (Leading People)—Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

Table 2-5. Eight First-Level Leadership Competencies, U.S. State Department.[51]

The *Planning Individual Development Activities* handbook provides a further in-depth explanation of each competency as well as "What does this mean," "Why is it important," "How can you develop it," and the training courses associated with each competency. The list of competencies not only examines what it required of leaders, but it goes further to explain its importance and to create an actionable plan for development. The courses listed in the competency framework can then be cross referenced to the Foreign Service Institute's course catalog. For example, an in-depth review of a first-level leader competency, **resilience**, reveals the practicality and detail of State Department strategy. Many leader development programs stop at this stage, but the State Department explains to a developing leader that resilience is dealing with pressure, maintaining focus and optimism when facing adversity, recovering from setbacks, and creating a positive work-life balance.[52] Even more so, the State Department explains in a specific instance that it "means" handling bad news well. By inserting relatable situations, the State Department conveys its leadership competencies fully to developing leaders.

Next, the importance of resilience is explained by saying that resiliency "sets the tone and an example for others around you." Then, an example of how to develop resiliency is cited as "observing coworkers who handle tough and emotional situations very well." Finally, a developing leader looking to build resiliency skills should seek FSI courses: PT-251 Productively Managing Stress and PT-216 Seven Habits of Highly Successful People.[53] Cross-referencing the resiliency competency with the FSI course catalog and the listing for PT-216, a developing leader would see the course objectives, the OPM competencies ad-

dressed, and the Foreign Service Precepts addressed in this 4-day seminar.[54] By taking this detail and practicality emphasized approach to leader development, the State Department streamlines the process for emerging leaders to guide their own development based upon their individual needs.

The driving forces of the State Department's leader development strategy are self-assessment of needs and creation of an individual leadership plan. Developing leaders at the State Departments are responsible for their own development and should rely on those assessment tools to guide their development process. In theory, this is an efficient tactic, yet in practice, it may not be a best practice. A 2011 Government Accountability Office (GAO) study of the State Department's training program found several positives to the approach, but also found several strategic weaknesses. The study found the State Department's training program to be extensive and encompassing many elements of an effective program; however, the study also found gaps in the Department's ability to:

> strategically plan and prioritize training, ensure efficient and effective training design and delivery, and determine whether or how training and development effort contribute to improved performance and desired results.[55]

Thus, the State Department's strategy for leader development, which is an accumulation of specific training classes and self-development, could be an effective program for developing leaders given its size and underlying strategy, only if the program can provide the necessary guidance and strategy for development. This is an area the State Department is working to fix per the GAO's recommendations.[56]

For the State Department's approach to leader development to succeed, leaders, and particular emerging leaders, must buy in to the process and understand how to follow through in their development. Under this strategy, developing leaders must be critical in their self-assessments and follow through in their individual development plans. Completion of an individual development plan, which describes both short- and long-term goals, is not required for most State Department employees, and GAO found that few employees voluntarily completed individual development plans.[57] Here, it may be necessary to visit the reoccurring question throughout this section of the chapter—is it better to push leader development on everyone? Both the State Department and USAID do not push their employees into leader development training; whereas the U.S. military agencies train and educate their individuals in leadership principles from the start of their service, as well as in pre-commissioning programs such as the Reserve Officer Training Corps.

For the State Department and USAID, the lack of prioritizing leader development training for their workforce may hinder the preparation of their future leaders. On the other hand, the literature on emerging leaders tells us that a key requirement of successful leader development is for leaders to take a stake in their own developmental processes. Further research should longitudinally explore the development of leadership in these organizations. Additionally, along this line of argument, the State Department and the military approach the publication and accessibility of leadership principles differently. The Army, for example, continually produces official publications, such as ADP 6-22 discussed previously, that describe

the official Army strategy on leadership development. The State Department's publications are less official and less timely. Further, Army publications are widely distributed and discussed both throughout the organization and in public circles, whereas the State Department resources are difficult to track down and some are even restricted to their Intranet. In effect, this has made discussions of leadership in the Army a priority while the availability of resources at the State Department has restricted leader development discussions. Organizations designing leader development programs should contemplate how often their programs should be updated and how widely they can distribute their publications.

There are many notable takeaways to be explored for use in other programs from the leader development program at the State Department. First, the State Department has successfully included many interagency elements in its development process that will allow leaders at the State Department to work in a whole of government context. Even though the State Department has its own leadership competencies, it is still able to relate them back to competencies suggested by OPM. This contributes to a more universal understanding in government of leadership practices and a universal language for discussing leadership. Second, the specificity of classes, which depend on leader competencies, conveys the importance of specific competencies better than several-day training sessions that address a myriad of competencies simultaneously. Developing leaders know exactly why they are going to a certain class and what they expect to take away from it. Also, they may find it easier to fit a short seminar into their busy schedules.

Third, the State Department documents of leader development contain an element of practicality not seen in military documents. Each leadership competency explains "why is it important," which is important for emerging leaders who may not fully understand how specific principles relate to leadership. Millennials as a generation always want to know "why," and the State Department's approach feeds an emerging leader's desire to understand both the "why" and the "what" of development. Therefore, programs for emerging leaders should seek to further explain meaning and importance of leadership principles and skills to emerging leaders. Finally, the State Department documents contain guidance on how to apply leadership principles in practice. The competencies addressed all include a section on how it can be developed, and there is also a section in the *Planning Individual Development Activities* workbook on how to transfer skills learned in workshops to practice immediately after learning them. A similar approach for individual development planning is suggested in later chapters in this monograph. Other programs should consider the utility of this practice, especially for emerging leaders looking for grounded techniques to begin their leadership development practices. In sum, the State Department's approach to developing leaders may be a work in progress, but it is premised on sound developmental theory, and several aspects of the programs cater to the developmental needs of emerging leaders. Organizations seeking to develop a program for emerging leaders can learn from the approach of the State Department.

TOWARD AN EMERGING LEADER PROGRAM IN THE WHOLE OF GOVERNMENT APPROACH

The previous sections highlight the many similarities and differences in the leader development programs from the 3-Ds, U.S. Government agencies. Through this analysis, many questions arise about the underlying strategies of developing emerging leaders. First, when should strategic thinking become a point of emphasis for emerging leaders? In the Army, leaders at every level are expected to understand the strategy behind their duties and the new AOC reinforces this element of leader development. The Air Force and the U.S. Department of State doctrines do not specifically require leaders to think strategically until reaching an executive level. It is unclear what causes the discrepancies between organizations, but the timing of developing strategic thinking should be carefully considered in implementing an emerging leader program.

Second, to what extent would cross-agency collaboration in the development of emerging leaders further the whole of government approach? Smaller agencies within the U.S. Government, such as USAID, develop their leaders via OPM training programs; and thus it must be considered that, by training together, these leaders may work better cooperatively and in cross-agency coalitions. Similar interagency leader development programs may enhance an emerging leader's ability to work within a whole-of-government context. Third, are there metrics that can be used to assess the strengths and weaknesses of an emerging leader development program? This analysis relies on comparing leadership competencies (knowledge, skills, and abilities) to evaluate leader development

programs for emerging leaders, but more progressive literature on leadership is beginning to suggest the use of performance metrics for evaluating leaders. Future research and those seeking to implement an emerging leader development program should explore the value of performance management strategies on measuring leader development outcomes.

The following chapters of this monograph analyze current trends in leader development literature from the public, private, and nonprofit sectors. Each section will explore the current themes from literature on each sector and will analyze how the themes contribute to the base of knowledge for developing emerging leaders. The conclusion of this monograph will suggest several recommendations for emerging leader development programs across all sectors and all agencies engaged in the diplomatic, development, and defense work characterized by the concept of the whole of government.

ENDNOTES - CHAPTER 2

1. Quote was taken from a speech given by Secretary of Defense Robert Gates, U.S. Military Academy, West Point, NY, February 25, 2011. The speech is available from *www.defense.gov/speeches/speech.aspx?speechid=1539.*

2. *Training and Doctrine Command (TRADOC) Pamphlet 525-3-1, Win in a Complex World,* Washington, DC: Department of the Army, October 7, 2014, p. iii.

3. *Army Leadership Development Strategy,* Washington, DC: Department of the Army, 2013, p. 3.

4. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, Ft. Leavenworth, KS: U.S. Army Combined Arms Center, October 9, 2014, p. iii.

5. Jeffrey D. Horey and Jon J. Falleson, "Leadership Competencies: Are We All Saying the Same Thing?" Proceedings of the 45th annual conference of the International Military Testing Association, 2003.

6. *Ibid.*

7. *Ibid.*

7a. *The Human Dimension White Paper: A Framework for Optimizing Human Performance,* p. 6.

8. *Army Doctrine Publication (ADP) 6-22, Army Leadership,* Washington, DC: Department of the Army, August 1, 2012. p. 2.

9. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, p. 6.

10. *Ibid.,* p. 7.

11. *Ibid.,* p. 6.

12. Leonard Wong and Stephen J. Gerras, *Lying to Ourselves: Dishonesty in the Army Profession*, Carlisle, PA: Strategic Studies Institute, U.S. Army War College, February 2015.

13. ADP 6-22, p. 7.

14. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, pp. 7-8.

15. *Army Leadership Development Strategy*, p. 9.

16. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, p. 15.

17. *Army Leadership Development Strategy*, p. 11.

18. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, p. 17.

19. *Ibid.,* p. 16.

20. *Ibid.*

21. *Ibid.*, p. 14.

22. *Army Leadership Development Strategy*, p. 11.

23. Christopher T. Drew, "Limitations for a Successful Army Leader Development Strategy," January 2013, p. 32.

24. Lawrence M. Hanser, Louis W. Miller, Herbert J. Shukiar, and Bruce Newsome, *Developing Senior Navy Leaders: Requirements for Flag Officer Expertise Today and in the Future*, Santa Monica, CA: RAND, 2008, p. xix.

25. Drew.

26. *Army Leadership Development Strategy*, p. 11.

27. Drew.

28. *The Navy Leader Development Strategy*, The Pentagon, VA: Department of the Navy, January 31, 2013.

29. *Ibid.*

30. The leader development strategy of the U.S. Marine Corp is currently in a final production stage. The author chose not to include the U.S. Marine Corps in his analysis to avoid being out-dated upon publication. For more information on the strategy, see *Marine Corps Leader Development*, Quantico, VA: Lejeune Leader-ship Institute, available from *https://www.mcu.usmc.mil/sites/leadership/SitePages/main.aspx*.

31. See *www.au.af.mil/au/awc/awcgate/navy/navy-ldr-comp.htm*.

32. *Navy Leader Development Outcomes*, The Pentagon, VA: Department of the Navy, August 1, 2013.

33. *The Navy Leader Development Strategy*, The Pentagon, VA: Department of the Navy, January 31, 2013.

34. *Navy Leader Development Outcomes*.

35. *Air Force Leadership Development Model*, The Pentagon, VA: Department of the Air Force, January 2004.

36. *Ibid*.

37. *The Human Dimension White Paper: A Framework for Optimizing Human Performance*, p. 7.

38. Barack Obama, *National Security Strategy*, Washington, DC: U.S. Government Printing Office, May 2010, p. 14. The *National Security Strategy* from 2010 explains the "whole of government approach" and why all government entities should work in coordination toward the mission of the U.S. Government.

39. Hillary Clinton, *The First Quadrennial Diplomacy and Development Review (QDDR): Leading Through Civilian Power*, Washington, DC: U.S. Government Printing Office, 2010, p. ii.

40. "What We Do," Silver Spring, MD: USAID, available from *www.usaid.gov/what-we-do*, accessed on February 2, 2015.

41. *ADS Chapter 458: Training and Career/ Professional Development,* Washington, DC: USAID, August 11, 2014, p. 24.

42. This concept was referenced in a talk by Dr. Nancy Dickey at the Bush School of Government and Public Service on January 26, 2015. The talk, part of the Conversation in Leadership series, was put on by the Public Service Leadership Program at the Bush School. Dr. Dickey is a professor at the Health Sciences Center at Texas A&M University and was formerly President of the American Medical Association.

43. "What We Do."

44. "Senior Executive Service: Executive Core Qualifications," Washington, DC: OPM, available from *www.opm.gov/policy-data-oversight/senior-executive-service/executive-core-qualifications/*, accessed on February 2, 2015.

45. Obama, p. 14.

46. "Bureau of Budget and Planning," Washington, DC: U.S. Department of State, available from *www.state.gov/s/d/rm/index. htm#mission,* accessed on February 2, 2015.

47. *Ibid.*

48. Bureau of Human Resources, U.S. Department of State, *Planning Individual Development Activities: Tools, Ideas and Suggestions,* Washington, DC: U.S. Government Printing Office, October, 2006. This document is an actionable plan provided by the State Department for how to create and establish an individual development plan for employees.

49. *Ibid.*, p. 29.

50. *Ibid.*, p. 66.

51. *Ibid.*, p. 29.

52. *Ibid.*, p. 78.

53. *Ibid.*, pp. 78-79.

54. *Foreign Service Institute Course Catalog,* Arlington, VA: U.S. Department of State, George P. Shultz National Foreign Affairs Training Center, October 1, 2011. The Foreign Service Institute provides training and development classes for the U.S. State Department. The catalog is available from *fsitraining.state.gov.*

55. "Department of State: Additional Steps Are Needed to Improve Strategic Planning and Evaluation of Training for State Personnel," Report to the Honorable Daniel K. Akaka, U.S. Senate, publically released March 8, 2011, Washington, DC: U.S. Government Accountability Office, January 25, 2011.

56. *Ibid.* See "Table 4: Key Strategic Weaknesses in State's Efforts to Train Personnel" on p. 25.

57. *Ibid.*, p. 29.

CHAPTER 3

PATHWAYS:
LEADING WITH IDEAS AND QUESTIONS

Joseph R. Cerami

You always start with ideas. And if you don't start
with ideas, you'll get lost.

George Shultz, 1993[1]

ASSUMPTIONS

This chapter provides the foundation for developing a deep understanding of the leadership and management in the development of emerging leaders. The conceptual foundation for developing emerging leaders in public service is framed by the definitions of leadership and leader development: **Leadership** is the art of influencing people, organizations, and institutions to accomplish missions that serve the public interest; **Leader Development** is the art of educating people through formal education and training; experiential learning through extracurricular activities; and self-study through individualized reflection and feedback in the theory and practice of leadership in the context of public service.[2]

What are some starting assumptions for developing emerging leaders preparing for careers of public service? One assumption is that development involves preparing leaders and managers for public service in government and nonprofit organizations that have significant national and international responsibilities in coordinating the work of multiple agencies involving foreign policy, defense, homeland security, intelli-

gence, and domestic as well as international political, social, and economic policy arenas. A public service orientation for the emerging leader is centered primarily, but not exclusively, within the context of the institutions, organizations, and people engaged in interagency governance and public service—in international and public affairs. This focus is just the opening phase of a long-term, lifelong project of change and continual development. Patience, persistence, and judgment are necessary at a relatively early phase of the emerging leader's career.

> The power to inspire others matters, in statecraft as in politics. But patience, persistence, and clarity of judgment—those virtues Obama admires in hard-shell realists like Baker and Scowcroft—ultimately carry the day.
>
> <div align="right">James Traub, 2010[3]</div>

A second assumption is that preparing emerging leaders for long-term public sector careers involves introducing them to the research and study of both the leading theories and best practices of public executives. Professional knowledge and skill development for the long term includes grounding students in a variety of theoretical perspectives on leadership and management to prepare them for lifelong learning in part by examining the scholarly literature, relevant research and case studies, as well as focusing their attention on enhancing their personal, interpersonal and group skills.

Key is to define these skills and relate them to your ethical, professional, and organizational values (and being able to relate those values publically and without blushing). The balance for an effective, ethical, emerging leader lies somewhere between the Boy and Girl Scouts, and Machiavelli.

> If you distinguish the personal qualities you think you would like a bureau chief (or other public servant) to have from those you think he needs on the job, you would probably come up with two very different lists. The first would sound like a description of an ideal Boy Scout. The other would sound like Machiavelli's prince.
>
> Herbert Kaufman, 1981[4]

A third assumption is that the development of emerging leaders should include the notion of leading change, or change management and entrepreneurship. There is a broader theme here regarding: globalization and the changing international environment; the demands for institutional and organizational innovation, reform, and imagination to adapt to those changes; and the impact of these demands on politicians and public managers, as effective, ethical, and entrepreneurial leaders—operating at all levels and in multinational and multicultural environments.

Those emerging leaders interested in national security, international diplomacy, and development should be aware of ongoing research efforts and calls for major national security, intelligence, homeland security, diplomacy, and international development reforms. Some degree of specialization is necessary. For example, those interested in international economic development should know more about the significance of the United Nations, World Bank, International Monetary Fund, and other international institutions concerned with new approaches to governance, including local, regional, and global political, social, and economic development. So, the ideas of leadership, innovation, and entrepreneurship; public sector institutional and organizational reform; all in

the context of a turbulent globalizing environment, are worthy of attention—especially given the multidimensional nature of national and international affairs and the growing interdependence of work in the public, private, and nonprofit sectors. The core assumption necessary for emerging leader development is to understand that they should expect continuous white water—a turbulent work environment of continuous change.

> Then you better start swimmin' or you'll sink like a stone for the times they are a-changin'.
>
> Bob Dylan, 1963[5]

One overall theme to understand for development in light of these other assumptions is that there is no one best way to lead. For instance, leadership for the public, private, and nonprofit sectors requires several types of intelligence, including rational, critical thought as normally associated with IQ (intelligence quotient), as well as emotional and contextual intelligence. Some of the expert commentary on leadership studies will describe the numerous definitions, competing lexicons and frameworks, the tendencies toward faddism, etc. These are all valid observations, but the assumption here is that the attention being paid to leadership studies provides many useful ideas. In other words, the many approaches to leadership and leader development offer abundant resources for those who want to improve their ability to achieve their own effectiveness in leading individuals, groups, teams, organizations, and even institutions.

As the U.S. Army War College has taught for many years, the strategic environment is vague, uncertain, complex, and ambiguous. Leadership is different

at the strategic, operational, and tactical levels. Cultures differ across nations and ethnic groups as well as within organizations. One guiding assumption for this monograph, then, is that there is no one way to describe leadership in terms of some magic formula for success or even effectiveness, for that matter. Individual leader development is considered a process of learning, self-study, and personal growth. Reflection and analytical thinking are essential. These are not necessarily qualities that are associated with young professionals from this or any era. Nevertheless, the approach suggested assumes that leader development for emerging leaders can be structured as dynamic and flexible plans to build momentum for personal development for goal-directed behaviors. What follows is a structured framework for leader development that should be guided by the individual's needs and interests and helped along by mentors and coaches.

The work is hard. Do the work.

Anonymous, 2012[6]

START WITH VISION

The components for development planning include identifying an individual's core values and a personal vision statement. In general, the plan proposed here modifies the federal government's competency framework of knowledge, skills, attributes, and values, as well as the Army's development approach of be, know, do. This framework therefore includes four areas for leader development—knowledge (knowing), skills (doing), and attributes and values (being), along with an upfront reflective analysis for designing a personal vision.

The personal vision statement is a critical starting point. The assumption here is that, before you can lead others, you must be able to lead yourself. A personal vision statement focuses on individuals reflecting about their life. Therefore, as a precursor to development, the individuals must clarify their purpose and what is really important to them—whether it be achievement, affiliation, and/or power and influence. Time is necessary to reflect on the things that are central to the individual's being in order to address the questions: "Who am I and what is my higher calling?" After reflecting and writing the vision statement, it should be used as the criteria or standard for judging prospective activities and choices and thinking about short-, medium-, and long-term development goals.

The late Stephen Covey, in *The 7 Habits of Highly Effective People*, captures the essence of a personal vision statement in the following ways. One approach is to think of a vision statement as a personal constitution, the basis for making major, life-directing decisions, and the basis for making daily decisions in the midst of the emotion and circumstances that affect our lives. There are a variety of ways to write a personal vision statement. Some may choose lists, paragraphs, three-to-five-word mantras, or even poems. Covey suggests that "Because each individual is unique, a personal mission statement should reflect that uniqueness both in content and form." The vision will provide a sense of direction, but not a definitive formula or roadmap.[7]

Each individual's personal criteria for evaluating the usefulness of the vision should be addressed through additional reflection. Does the vision statement represent the things that the individual really cares about, including a representation of his or her authentic character and integrity? Does the statement

provide a relatively clear signal of direction, purpose, challenge, and motivation? Later on in the process, in applying the vision statement to the development plan, does it provide an explicit indication, or an awareness of strategies and skills that will help the individual accomplish what he or she envisioned? If the person were to share the vision with others, including peer coaches, mentors, and eventually supervisors, is he or she truly comfortable that the vision statement is an accurate portrait of who he or she wants to be? Finally, does the vision truly inspire the individual? As the individual pauses to reflect on these questions, and discusses them with trusted individuals, he or she should continue to refine and adjust the personal vision—especially after seeking insights from coaches, mentors, peers, and other admired professionals. Key to point out here is that a vision is a starting point and not in and of itself sufficient for guiding an individual's or organization's development plan.[8]

CORE VALUES

Adopting a values-based approach assumes that values include the principles individuals will use to define and govern their life's work and to shape and elevate their self-awareness, including their personal integrity and ethics. In brief, effective, ethical leaders hold fast to their values and use them to weigh thoughtfully their choices and decisions. All leaders will need a list of values to assist in measuring what they consider worthwhile, including identifying quality, esteem and professionalism. In this approach, values are the core of a leader's character and should become apparent in relatively short order to all those with whom the individual comes in contact. It is im-

portant that values are reflected in the personal vision statement. It is idealistic that vision and values become core components of a person's professional identity, but also pragmatic and helpful to determine development goals and meaningful action plans. Next is a listing of common values that are useful for reflection.

- Achievement—a sense of accomplishment, mastery, and goal attainment.
- Adventure—new and challenging opportunities, excitement, and risk.
- Affiliation—interacting with other people; recognition as a member of a particular group or team; involvement; and belonging.
- Affluence/Wealth—high income, financial success, and prosperity.
- Authority—position and power to control events and other people's activities.
- Autonomy—the ability to act independently with few constraints, self-reliance, and the ability to make decisions and choices.
- Balance—a lifestyle that allows adequate time for self, family, work and community.
- Challenges—continually facing complex and demanding tasks and problems.
- Community Service—serving and supporting a purpose that supersedes personal desire, making a difference.
- Competence—demonstrating high proficiency and knowledge, showing above average effectiveness and efficiency in performing tasks.
- Creativity—discovering, developing, or designing new ideas, formats, programs, or things; demonstrating innovation and imagination.

- Diverse Perspectives—unusual points of view that may not seem right or be popular at first, but bear fruit in the long run.
- Economic Security—steady and secure employment, adequate financial rewards, and low tolerance for risk.
- Fame—prominence, being well-known.
- Family—spending time with a partner, children, parents, and extended family.
- Freedom—fairness, equality, ability to voice opinion and create your own future.
- Friendship—close personal relationships with others.
- Health/Fitness—physical and mental well-being and vitality.
- Humor—being about to laugh at oneself and life's challenges.
- Influence—having an impact or effect on the attitudes or opinions of other people; persuasiveness.
- Inner Harmony—happiness, contentment, being at peace with oneself.
- Loyalty—faithfulness, dedication to individuals, traditions, and organizations.
- Meaningful Work—fulfilling profession and dedication to what one does.
- Personal Development—dedication to maximizing one's potential.
- Responsibility—dependability, reliability, and accountability for results.
- Self-Respect—pride, self-esteem, and a sense of personal identity.
- Spirituality—a strong set of spiritual or religious beliefs and a need for moral fulfillment.
- Status—being respected for one's job or association with a prestigious group or organization.

- Wisdom—sound judgment based on knowledge, experience, and understanding.
- Working Together—close and cooperative working relationships with groups and teams.

In thinking through these personal, or core values, this approach recommends selecting the three to five values that align most closely and most meaningfully with projecting "who you are" and "who you want to be." Emerging leaders should keep these in mind as they explore different career fields and the values highlighted in organizational literature and professional codes of ethics. Aligning personal and professional values is an important exercise and should include your consideration of establishing sensitive lines, or "redlines," in terms of understanding the principles for making decisions and those principles that you consider nonnegotiable. Exploring how your values influence your personal decisionmaking, as well as your ability to embrace your organization's values, are key components for establishing an authentic, mature, professional image.[9]

ATTRIBUTES AND PROFESSIONAL IMAGE

Effective, ethical leaders possess both self and social (interpersonal) awareness. They reflect on their personal strengths as well as their desires for areas of personal and professional improvement. Their self-awareness includes understanding their own preferences, and those of others, in specific situations or contexts.[10] Leaders also understand that taking strategic, thoughtful and proactive approaches to developing and managing their professional image pays off. In short, effective leaders have self, social, and

situational awareness, and the adaptability to manage themselves and their relationships.

The good news is that with practice, coaching, and a commitment to improve, individuals can consciously become the author of their own identity. This, of course, requires spending some time reflecting on an individual approach and the needs for developing a professional image. Answering several questions will help. First, can you identify your desired professional image? In other words, what would you want key constituents, coworkers, supervisors, and friends to say about you, when you are not in the room, concerning your core competencies and character traits?

Second, are individuals honestly aware of their current image as well as the ideal image of highly regarded individuals in their chosen professional culture? Do individuals have a realistic assessment of the expectations of their colleagues and other audiences? In other words, what are the expectations for achieving a professional image in the field that they are pursuing? How do they measure up in terms of the ideal and the reality of how others perceive you?

The third attribute to consider is the individual's strategic self-presentation. Are there stereotypes that others correlate with the profession and the individual as a professional? If so, what are these stereotypes, and how will an emerging leader handle them? In the meantime, how, specifically, will the individual build credibility while maintaining authenticity as a "true professional"?

Fourth, and perhaps most important for development, is addressing the cost-benefit analysis for changing a professional image. The emerging leader has to address the tough questions: Do you really care about improving other's perceptions of you? Are you

capable of changing your image, and are there real benefits that are worth the costs? These costs include cognitive/learning, psychological, emotional, and physical efforts. The efforts at establishing, maintaining, and improving the attributes that will mark you as a professional require much time and effort. As in other areas of development, mentoring and coaching always help.[11]

SKILLS

Skills are the abilities that leaders use to translate their styles, strategies and plans, tools, and techniques into practice. Another way to think of skills is what leaders "do" to complete their tasks in the grounded reality of their workplaces. Identifying skills for development requires a level of self-reflection (Step 1 in the pages to follow) to determine those skills that you have developed and used in previous developmental and professional opportunities. Skill development is enhanced by thinking about the skills that will be important to your future success (Step 2 in the pages to follow).

Step 1. Identifying Skills from Experience.

For a first step, we recommend working with a mentor, supervisor, and/or experienced peer to identify the skills that you have developed and used in previous leadership and professional opportunities. In particular, think ahead to those skills that are likely to improve your opportunity to serve in positions of increased scope and responsibility. One question to consider is: What might a prospective employer want to know about my skill level? Another question to

consider is: When I observe those at the next higher level, where do I see myself working in the next 2 to 5 years, what can they do that I cannot? Both beg the question, then, of how to develop those skills to prepare for my future roles.

A skills-experience matrix can assist in determining your skills and skill development needs. For example, let us say you want to work in the nonprofit sector. There, the skills of volunteer coordination will be essential, especially but not exclusively for new hires. Next to the listing of this skill, you should include a "highlight" focused on a task, method, purpose, value, and outcome from one of your experiences. One highlight from a past experience may read something like:

> Sponsored an event in which a large number of volunteers were needed. Solicited volunteers through the university volunteer network, and recruited and assigned shifts. The purpose of the event was to provide a meal and other needed materials for the areas less fortunate, resulting in the university's only student run, community coordinated service event. Over 60 homeless men and women received a hot meal and essentials such as toiletries and clothes.

Note that quantifying the amount of time and efforts as well as the program's achievements are important for identifying the scope of the event and your contributions. How many hours did the project require for coordination and design? How many people volunteered, and how many were served? How much money was required for logistics, and how much money was raised through donor contributions and grants? How many people received assistance, meals, and clothing?

Step 2: Identifying Skills for Future Career Effectiveness.

What follows are lists of skills that many organizations, including government agencies, nonprofit organizations, and business firms deem important for leadership roles. You can identify those skills that you think you should improve. Another way to identify needed skills is to find a job description in the area that you are most interested in for your career progression. Review several job descriptions that would interest you. You might also choose to focus on skill areas that you are already good at, but can strengthen by applying them in other contexts, or by working with other groups of individuals. Again, mentors, coaches, engaged supervisors, and peers can assist in working through this process.

- Personal Skills:
    o Developing Self-Awareness
    o Managing Personal Stress
    o Solving Problems Analytically and Creatively

- Interpersonal Skills:
    o Coaching, Counseling, and Supportive Communication
    o Gaining Power and Influence
    o Motivating Others
    o Managing Conflict

- Group Skills:
    o Empowering and Delegating
    o Building Effective Teams and Teamwork
    o Managing Change

- Technical Skills:
  - o Making Oral and Written Presentations
  - o Policy Analysis
  - o Economic Analysis
  - o Personnel Management
  - o Budgeting
  - o Project Management
  - o Language Proficiency
  - o Technical Skills

- Other Skills:
  - o Think through your intended career field
  - o Skills identified in those job announcements
  - o Ideas from mentors, supervisors, peers
  - o Skills highlighted in professional journals and organizational development programs

Step 3: Your Priorities for Skill Development.

From Steps 1 and 2, identify the one to three skills on which to focus. The norm recommended for your planning timeline is to consider your next 1 to 3 years of developmental and experiential learning opportunities. As you continue your development plan, you should reflect on these skills and especially their relationship to your career and action plan goals. An action plan can be as simple as a listing of the one to three goals; the specific actions, events, and activities to be taken to develop your skills; a list of the resources needed to assist development; and a timeline with completion dates and desired outcomes. The role of coach and mentors cannot be overstated. Peer coaches can also assist.[12]

KNOWLEDGE

Naturally, effective leaders must spend time studying their specialties and developing their expertise and competence as related to their professional goals and organizational responsibilities. This monograph assumes that emerging leaders also should spend time studying the field of leadership and management. Of course, all leaders need knowledge and must be capable of processing information efficiently and effectively. Emerging leaders must also consider when to be critical and analytical in their thinking, when to be creative, and when to take the time to engage others in their work. Knowing when as well as the best way to use a particular skill requires a thoughtful assessment of what lies just over the horizon to prepare for future challenges. In the information age, innovation, imagination, incubation, investment and improvement in knowledge, and idea management are all part of the current literatures on change management and analytical and creative problem solving.[13]

One approach is to list the one to three critical skills and place them in the time horizon of the next 2 to 3 years. In other words, of the knowledge I need, what will be important to develop over the near term. Some knowledge will, of course, require a longer timeline, like achieving advanced degrees or certifications for instance. In any case, this approach argues for dealing with the near term of the next couple of years, even if it means starting with smaller goals in mind. The idea here is to start now, experiment, and discover a pathway for developing your knowledge base, rather than dreaming big dreams for an ideal without a starting line or a realistic time frame. A 2-year window with specific goals and performance tasks should pro-

vide motivation as well as identify near term tasks to ground developmental goals in a meaningful way.

For instance, if change management is a top priority for your development plan, then consider what you need to understand, assess what experience you will have to build on, and determine your developmental needs. Most organizations talk about the need for change and being open to new ideas and approaches as well as looking for new opportunities. If change is inevitable, then are you prepared for change? Is your team ready? Are your supervisors and coworkers really ready to adopt new practices? What do the experts say? Are there case studies and research that is relevant?

Thinking through this becomes new knowledge for you, but it is a topic with broad academic literature from organization theory, bureaucratic politics, and public administration and management. So, regarding change management for instance, you should ask: Who are the thought leaders? Does their research and writing apply to your situation? From your own personal experience, did you observe or participate in past attempts at change management? Were there people who have been adept at change management who will talk with you? If you or they had to do it again, what are the options for starting on a path that would increase the likelihood of success? Who can inform you about the obstacles to expect? Who in your organization can offer advice before you start a change process? In turn, you should consider your individual and your team's needs to prepare for a new experience. Emerging leaders should ask how they can gain the information needed to be an effective change manager, without reinventing the wheel or adopting the false choice of learning from failure or assuming risk.

Each situation requires sufficient, critical thought to seek knowledge about change management, while benefiting from the information that can be gained ahead of time from subject matter experts, research and mentors.

LEADER DEVELOPMENT GOALS

No doubt doing the thoughtful, reflective work of identifying your vision, values and the needed professional attributes, skills, and supporting knowledge are all challenging tasks. That is why coaching is essential, as well as consciously scheduling time for reflection. Getting to this point in the process cannot be shortchanged, whether it is through completing a workbook or journaling next to a reflecting pool. In any event, the approach here suggests writing down all of these elements for becoming more self-aware.

From this point, the developmental work can begin to identify the grounded tasks for development. This step emphasizes developing two or three stretch goals with one or two subordinate manageable goals for each stretch goal. The overarching stretch goals are those that require a major effort that is designed to produce a personal breakthrough for achieving your personal vision.

Manageable goals are "SMART" goals that provide the small wins that build the foundation and spark the initiative for reaching further to achieve stretch or even "Everest" goals (as in climbing Mount Everest). The SMART acronym is a method suggested to improve the likelihood that goals will be achieved. The S stands for "specific" and answers the journalist's questions of who, what, where, when, which, and why. M is for "measurable" and establishes concrete, numerically based criteria for measuring progress. When you

measure your progress you can stay on track or make adjustments in real time. Measurable criteria address questions, such as: How much? How many? How will I know when I have accomplished a task?

The A stands for "attainable." When you limit identifying the goals that are most important to you (your top three priorities), you can figure out ways to make them achievable. The key here is to examine those goals and be sure that you will have the motivation, time, and resources to accomplish them. This requires also that the goals are "realistic" (R) in terms of both your willingness and ability to achieve them. Are the conditions right for you to accomplish your goals?

Finally, the goals should be "timely" (T). Grounding the goals in a feasible time frame is critically important. With no time frame, there will be no sense of urgency and accomplishment. Vague timelines into the "future" will likely fail, so, anchor your goals within a meaningful time frame, and then you can set your mind to actively begin working on the necessary tasks.

SMART goals should be adjusted as you go to be sure you remain on track. Periodic reviews with a coach will assist and develop a sense of accountability. The coaching research generally recommends a 1-hour coaching session once per month, but of course individual preferences and calendars will vary. Adjusting the goals every 6 months is also recommended. A personal annual review will be helpful. Nevertheless, it is the individual's willingness to change, the ability to achieve self-awareness, and the discipline to accomplish manageable and stretch goals that are the keys to success. In the end, no one else can do this for the emerging leader committed to his or her personal development.

ACTION PLANNING

Our experience strongly suggests the importance of writing a plan, even if it is on one side of one sheet of paper. As the Swedish policeman advises in the Persson novel mentioned in the introduction:

> Give some real thought to how you want it to be instead, and then it's just a matter of seeing to it that it turns out that way. Write it down on a piece of paper and clip it securely to your big snout so you don't forget what you've promised yourself.[14]

Similarly, J. Richard Hackman of the Harvard Business School writes: "Authoritatively setting direction about performance aspirations has multiple benefits: It energizes team members, it orients their attention and action, and it engages their talents."[15]

Here, individual learning styles will matter. Individuals should tailor their action plan to whatever works. Spreadsheets, journals, calendars, and lists are all useful, but only if they are used. One approach to emerging leader development used at the Bush School has suggested one-page action plans that clarifies the very specific steps, the resources, and the support system to build to reach your goals and work toward achieving and refining your personal vision. The plan should actually move you from your current reality to becoming the leader that you want to be.

FOUR BIG QUESTIONS

Some individuals will find it very helpful to start by asking several big questions. Of course, if you are sure of your career aspirations and are engaged with a professional development coach or mentor, it will

still be useful to reflect on these questions and, again, to write down your answers or intended approach for addressing these questions. Discussing your ideas with peers and coaches before meeting with your supervisors, supporting teammates, and subordinates is also an important decision to be sure you have thought things through, are committed to your goals (for you as an individual, and at some point for your team and even organization) and have developed a realistic action plan. At the same time, being open to feedback, suggestions, new thoughts, and additional expertise will provide the potential for continuous improvement and personal growth. The notion of lifelong learning is a serious proposition for those emerging leaders who want to become true professionals as well as rise within their organizations to influence people and create lasting value.[16]

The first question is: Who do I want to become? Addressing this question is helped by writing the personal vision statement. One approach, focused on the concept of emotional intelligence suggested by Daniel Goleman, Richard Boyatzis, and Annie McKee, is in "uncovering your ideal self—the person you would like to be, including what you want in your life and work."[17] They call this the first discovery in their self-directed learning approach.

Two other approaches would be to develop a mission statement or mantra. Similar to an organization or military mission statement, it should address the who, what, and why of your personal vision and provide a short but effective way of defining who you want to become. Another approach is to develop a short mantra of three to five words that reflects your vision. For example, the Bush School's Public Service Leadership Program mantra is: "Educating principled leaders." In

practice, we have found this to be difficult for most people, but it is worth the time and effort. A valuable, short YouTube video by Silicon Valley entrepreneur and former Apple executive Guy Kawasaki is helpful for understanding the idea of a mantra for organizations and individuals.[18]

The second question addresses defining your core purpose by asking: "What do I like to do?" For some, passion is the operative word to describe their life's purpose. For others, who have yet to discover their true purpose, then we suggest thinking through what your preferences are. Best of all is to have found your purpose through doing the work and experiencing what you truly like to do in the reality of complex work environments. Reading and studying can only take you so far in imagining the reality of the real work in different organizations and cultural settings.

A third question to ask is: "What am I good at doing?" Current approaches for leadership development stress building on your strengths rather than struggling to overcome your gaps or weaknesses.[19] Using a "StrengthFinder" profile instrument is helpful for identifying individual strengths. One caution is that organizational roles and responsibilities can and usually do require certain skills or activities as part of an individual's roles and responsibilities. Public speaking, creative writing, collaborative approaches to conflict management, and analytical problem solving may be individual weaknesses and take individuals out of their comfort zones. In those cases where overcoming a particular weakness is necessary for job performance as well as career development, then, of course, educational programs, workshops, and certifications are all important. In the end, the goal of personal mastery in skill development requires combinations of intel-

ligence, including rational, analytical thinking (IQ), emotional intelligence or relationship building, as well as contextual intelligence relating to individual, the organization, and the work environment. In the end, like the vaudeville joke about the out-of-towner asking a New Yorker for directions, "how do I get to Carnegie Hall"—the advice holds true: "practice, practice, practice."

The final question relates to the individual's career choices. The fourth question is: "Who will hire me?" Key to addressing this question is the hard choice in determining the individual's career field. For each field, the relative significance of being a professional will change in terms of the required knowledge, skills, attributes, and values, as discussed earlier. Considerations for development from the ground up (as in the military progression from the tactical, operational, and strategic levels, for example) will help guide the long-term plan. Thinking creatively and fitting together your personal vision, purpose, personal mastery, and professionalism is truly the foundation of lifelong learning for real leader development.

Learning to lead is therefore always a work in progress starting with the entry-level for emerging leaders. Again, there is a wealth of interdisciplinary research and writing on leadership studies upon which to draw. The next three chapters provide literature reviews with annotated bibliographies. The selection for the recommended books, articles, research centers, and programs is based on their relevance for emerging leaders. The bibliographies are considered important source materials to supplement preparatory programs, work experience and self-study to help emerging leaders for their work in the public, private, and nonprofit sectors. The final chapter will

assess and compare the literature related to each of these sectors to identify patterns of convergence and divergence and, in conclusion, to discuss approaches for additional research that suggests new directions for the next generation of emerging leaders.

ENDNOTES - CHAPTER 3

1. George P. Shultz, "Turmoil and Triumph: The George Shultz Years," PBS Documentary, July 12, 19, 26, 2010, available from *turmoilandtriumph.org/*.

2. Since 2002, the Bush School's Public Service Leadership Program has provided an integrated program for graduate level student education and learning development throughout a 2-year program. The Bush School relies on the distinction provided between leadership and leader development to frame and guide its practices for educating and developing leaders.

3. James Traub, "The Two Obamas," *Foreign Policy*, August 6, 2010, available from *foreignpolicy.com/2010/08/06/the-two-obamas/*.

4. Herbert Kaufman, *The Administrative Behavior of Federal Bureau Chiefs*, Washington, DC: The Brookings Institution, 1981, p. 175.

5. Bob Dylan, "The Times They Are A-Changin'," available from *www.bobdylan.com/us/songs/times-they-are-changin*.

6. Anonymous graduate school professor. See Nick Paumgarten, "Written In Stone," *The New Yorker*, June 4, 2012, available from *newyorker.com/talk/2012/06/04/120604ta_talk_paumgarten*, accessed on August 26, 2014.

7. Stephen R. Covey, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, 1980/2004, New York: Free Press, 1989, p. 14. Another resource for developing a personal vision statement and engaging in self-reflection and coaching to determine leadership strengths and weaknesses can be found in Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership:*

Realizing the Power of Emotional Intelligence, Boston, MA: Harvard Business School Press, 2002.

8. See Richard Rumelt, *Good Strategy Bad Strategy: The Difference and Why It Matters*, New York: Crown Business, 2011, p. 2.

9. A comprehensive explanation of determining values and priorities is found in David A. Whetten and Kim S. Cameron, *Developing Management Skills,* 8th Ed., Upper Saddle River, NJ: Pearson-Prentice Hall, 2011. Their Chapter 1, "Developing Self-Awareness," provides research and practice for increasing self-awareness and understanding the concepts of sensitive lines, personal values, moral maturity, ethical decisionmaking, as well as cultural values dimensions (pp. 45-103). The authors point out that, "It is not a simple matter . . . to generate a personal set of universal, comprehensive, and consistent principles that can guide decision making" (p. 73). Nevertheless, they encourage leaders to develop their principles in a personal values statement and offer a series of "tests" that provide standards for an individual's principles of making moral or ethical choices (p. 73). These include a front page test; golden rule test; dignity and liberty test; cost-benefit test; good night's sleep test; etc. (p. 74). Again, as Whetten and Cameron stress, developing a values statement is not a simple matter and requires a good deal of study, reflection, and critical thinking.

10. An extensive discussion of context as "contextual intelligence" is found in Joseph S. Nye, Jr., *The Powers to Lead,* New York: Oxford University Press, 2008. Nye defines contextual intelligence as "an intuitive-diagnostic skill that helps a leader to align tactics with objectives to create smart strategies in varying situations" (p. 87). He points out that others have called this wisdom or judgment. He discusses five important dimensions: "culture, distribution of power resources, followers' needs and demands, time urgency, and information flows" (p. 91). Nye's notion of leadership includes understanding intuitively and through studies and experiences the "conceptual triad" of leaders, followers, and context (p. 85).

11. See Mallory Stark's interview on professional image in her interview with Laura Morgan Roberts, available from *hbsworkingknowledge.hbs.edu/.*

12. For additional ideas on peer coaching, see Stew Friedman, "How to Cultivate a Peer Coaching Network," Harvard Business Review (HBR) Blog Network, February 5, 2010, available from *blogs.hbr.org/2010/02/cultivate-your-coaching-networ-2/*, accessed on August 26, 2014.

13. Whetten and Cameron, p. 180, discuss four types of creativity: incubation, imagination, improvement, and investment.

14. Leif G. W. Persson, *Between Summer's Longing and Winter's End: The Story of a Crime*, Paul Norlen, trans., from the Swedish, New York: Pantheon Books, 2010, p. 485.

15. J. Richard Hackman, *Leading Teams: Setting the Stage for Great Performances,* Boston, MA: Harvard Business Press, 2002, p. 63.

16. For instance, see Boris Groysberg, "Keep Learning Once You Hit the C-Suite," HBR Blog Network, June 11, 2014, available from *blogs.hbr.org/2014/06/keep-learning-once-you-hit-the-c-suite/*, assessed August 27, 2014. Similar to the development path suggested in this monograph, Groysberg emphasizes self-assessment; peer and subordinate feedback; mentoring; and formal education and developmental assignments.

17. Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*, Boston, MA: Harvard Business School Press, 2002, pp. 115-116. An illustration of the Boyatzis Theory of Self-Directed Learning is on p. 110 and includes Five Discoveries: the ideal self; the real self and assessing strengths and gaps; designing a learning agenda; experimenting and practicing; and developing trusting relationships to support an individual's progress for each step in his or her recommended process.

18. Guy Kawasaki, "Don't Write a Mission Statement, Write a Mantra," Stanford, CA: Stanford's Entrepreneurship Corner, June 21, 2011, available from *youtube.com/watch?v=hIAooYt8_QY*, accessed on August 27, 2014. See also Guy Kawasaki, *The Art of the Start,* New York: Portfolio, Penguin Group, 2004. Among Kawasaki's ideas for starting things (applicable in part for starting careers for emerging leaders), he includes: make meaning; make mantra;

get going; define your business model (how to make money); and weave a mat (milestones, assumptions and tasks), pp. 3-4.

19. One popular "StrengthsQuest" program at Texas A&M University is based on the work of Marcus Buckingham and Douglas O. Clifton's book, *Now, Discover your Strengths,* New York: The Free Press, 2001.

CHAPTER 4

ANNOTATED BIBLIOGRAPHY

LEARNING TO LEAD:
THE PUBLIC SECTOR

Joseph R. Cerami

INTRODUCTION

This annotated bibliography is intended to guide emerging leaders in designing reading lists that would support their development programs. As suggested earlier, self-study is but one of the three main components for leader development, the other two being course work[1] and experiential learning. The sections on the succeeding pages were developed to cover a short range of readings in topic areas relevant for emerging leaders. The sections include literatures on research and studies; organizations and bureaucracies; individual and team skills and development; and ethical and philosophical foundations. No doubt this list is incomplete. Given the array of interdisciplinary research and writing, this list could easily be tripled in terms of the number of books recommended. These selections are intended as important perspectives that are research-based and readable for emerging leaders.[2]

OVERVIEWS OF LEADERSHIP RESEARCH AND STUDIES

The selections herein provide a grounded knowledge base for emerging leaders. Bruce Avolio's book is representative of those teachers and coaches who provide their leader development approach based on

their long-term personal research and program experience. For Avolio, this experience includes designing several university programs, as well as his research and consulting for the U.S. military. The SAGE handbook is extensive and covers most of the major areas of theory-based and policy-centered leadership research. Barbara Kellerman, the founding executive director of the Harvard Kennedy School's Center for Public Leadership, provides a critique of the "leadership industry" and important insights on the limits of leadership theory and charting directions for improving leadership theory and concepts, as well as designing more realistic and relevant development programs.

Another Harvard professor and former Kennedy School dean, Joseph Nye, emphasizes his perspective on the leadership literature from his long experience as a teacher of emerging leaders in a university setting—as sharpened by years of organizational work in a wide range of Washington, DC, government agencies and think tanks. Nye's book analyzes the utility of leadership concepts, such as transformational and transactional theories; contextual intelligence; and traits, effective styles, and skills. In addition, he explains the significance of the "power" to lead, including "soft, hard, and smart power," terms used extensively by high-ranking government officials in speeches and policy reviews.

Finally, there is Christopher Peterson and Martin Seligman's handbook and classification guide for the study of character and virtue from the University of Pennsylvania's positive psychology school. For those engaged in character-based education and values-based organizations, the American Psychological Association's handbook provides important ideas on the state of "character and virtues" research, knowledge, and assessment instruments.

Bruce J. Avolio, *Full Range Leadership Development,* 2nd Ed., Los Angeles, CA: SAGE, 2011.

This book is a very thoughtful leader development guide by a highly regarded expert in university, government (especially military), and corporate development programs. The author's conversational style comes very close to building a sense of a personal connection that is significant for establishing the trust essential for a meaningful leadership coaching relationship. Based on decades of extensive program development experience, as well as academic research, Avolio provides ideas and actions for becoming a more self-reflective and adaptable leader and leader development coach. Each chapter includes thoughts on ideas (or concepts worth repeating and reflecting on from a variety of interdisciplinary experts, case studies, and experiences) from his previous writing, along with short exercises and insights supplemented by relevant research. The author builds on previous work in the area of transformational leadership (based on a long-time collaboration with Bernard Bass) to establish the overriding need for connecting the fundamental ideas of transactional and transformational leadership. The author places heavy emphasis on thinking about development streams, described as leader-follower relationships over time. Avolio highlights the work of teachers and coaches in developing a sense of personal ownership for their development. He sees how ownership informs leader development in stages or levels, from accountability (compliance) to efficacy to a sense of belonging to the highest level of identification. Identification means "you see your organization and its mission and values as synonymous with your own" (p. 9). Full range leadership development explains how to get there.

Alan Bryman, David Collinson, Keith Grint, Brad Jackson, and Mary Uhl-Bien, eds., *The SAGE Handbook of Leadership,* Thousand Oaks, CA: SAGE, 2011.

This handbook provides an extensive review of the "significant expansion of theoretical, empirical, and policy-centered contributions to leadership studies" (p. ix). The major schools of thought and relevant concepts are addressed. Book chapters are divided into the various interdisciplinary perspectives that include: an overview of leadership studies history, research methods, theories and development; macro and sociological research on organization theory, strategic leadership, charisma, gender, networks, trust, culture, and cross-cultural leadership; political and philosophical writings on critical studies, power, politics, cults, ethics, philosophy, and aesthetics; psychology schools on predictors, contingency, transformation, leader-member exchange, attachment theory, teams, authentic leadership, emotions, the shadow side, psychoanalytic and creative and innovation; and emerging studies of followership, hybrid configurations, mediations, complexity, spirituality, discursive approaches, identities, and virtual leaders. The book includes extensive author and subject indexes. Curiously, there is not a chapter on emerging leadership, but various chapters include sections useful for gaining insights on the research on the various schools of leader development and leadership studies. As a reference book on leadership research, this book stands out, but some digging is necessary for ideas that relate more directly to emerging leadership.

Barbara Kellerman, *The End of Leadership,* New York: HarperCollins, 2012.

The author provides a thoughtful critique of leadership to highlight her views on the current gap between 21st century leadership teaching and practice. Kellerman has had a distinguished career with professorships in major universities. She is currently the James MacGregor Burns Lecturer in Public Leadership at the Harvard Kennedy School, where she was the Founding Executive Director of their Center for Public Leadership. The book provides a useful review of the major 20th century leadership studies along with examining a view of historical patterns that suggest the lessening of traditional power, hierarchy, and top down control—toward the growing importance of followership and informational technology. The target for her critique is her catchall term, the "leadership industry," including the expansion of many for profit leadership centers, seminars, workshops, conferences, and consultants, etc. Her recommendations are that leadership should focus more on: followers (see her book, *Followership,* 2008, Boston, MA: Harvard Business Press); the significance of context; differentiating between power (compellence), authority (capacity), and influence (persuasion); worldwide patterns of dominance and deference; and assessing "good" leaders as both effective and ethical. The author also stresses the imperative that leadership studies adopt her recommendations, which include educating women and men to be good, smart followers and leaders, and develop both their contextual and emotional intelligence. These global trends and Kellerman's reforms are key for raising an emerging leaders' awareness of the possibilities and limits of leadership studies. In

sum, as she points out, too many leadership programs promise more than they can deliver. Kellerman's concerns and suggestions will sharpen learning about the strengths and weaknesses of the content of emerging leader development ideas and programs.

Joseph S. Nye, Jr., *The Powers to Lead,* New York: Oxford University Press, 2008.

The book is a short, analytical primer from longtime Harvard Kennedy School faculty professor, former Dean and a high-level public official. Nye includes his assessment of the leadership gaps/crises identified in several Kennedy School Center for Public Leadership surveys. He, of course, makes reference to his concept of smart power and identifies styles and skills for leaders in modern, democratic societies. Nye also includes critiques of the charismatic, transformation, and transactional leadership schools. Also, he discusses contextual and emotional intelligence, and ethical leadership. This book will provide emerging leaders with key ideas about leadership and what they should consider for preparing their long-term development plans. Nye's distinction between, and synthesis of, hard and soft power as smart power has been adopted by high-level officials, such as Hillary Clinton and Robert Gates. This book provides a fundamental understanding of how leadership concepts become adopted in the language and visions of high-level officials and organizations. Nye's book provides key insights into the links among ideas and supporting research as drawn from leadership studies and the influence of his experiences with academic as well as government programs and practices.

Christopher Peterson and Martin E. P. Seligman, *Character Strengths and Virtues: A Handbook and Classification,* American Psychological Association, New York: Oxford University Press, 2004.

This book emerged from research exploring the intersection of positive youth development and positive psychology. The authors are highly regarded psychologists at the University of Pennsylvania. The book presents a classification of strengths to reclaim the study of character and virtue. The book is organized into three sections. Part 1 includes background research, explains the authors' classification efforts, and defines terms. Part 2 includes chapters on the state of knowledge on 24 character strengths. The chapters include definitions; research/theoretical traditions; individual measures (self-reports, questionnaires, interviews, assessments, etc.), correlates and consequences (outcomes) of the strengths; how strengths develops across a life span; factors that encourage or thwart development; gender, cross-national and cross-cultural aspects; interventions; what research does not know; and a bibliography. In all, for those interested in leadership as character development as well as the insights from positive psychology, this book serves as a preeminent research tool.

INSTITUTIONS, ORGANIZATIONS, AND BUREAUCRACY

For those aspiring to careers in the public sector, there is a wide range of literature to consider—useful from entry-level through the middle level to the top level of public agencies. In the succeeding pages is a representative sample of each of the three areas

where leadership studies are of significant, practical help. These areas include thinking about work in political institutions, organizations, and bureaucracies. Leadership in each area takes on a different set of challenges and different (usually overlapping) levels of knowledge and skills. This list suggests that emerging leaders should consider their own participation first as followers of institutional, organizational, and bureaucratic leaders. Perspectives on the necessary knowledge, skills, attributes, and even values will change over time and with experience. Philip Selznick's book continues to be considered a classic for differentiating between the very highest levels of a society's institutional leadership and organizational leaders. While short on theory, Richard Haass provides experience-based, practical insights on the knowledge and skills that emerging leaders should develop to be effective in any traditional organizational context. James Q. Wilson's book is filled with theory-building ideas as well as interesting case studies that illustrate the nature of work in public agencies. These three selected books will provide a foundation for areas of study necessary to pursue lifelong learning in public institutions, political organizations, and bureaucratic politics.

Richard N. Haass, *The Bureaucratic Entrepreneur: How to Be Effective in Any Unruly Organization,* Washington, DC: Brookings Institution Press, 1999.

Haass provides a primer for emerging leaders to succeed in the government and nonprofit sectors. His compass metaphor illustrates developing effective relationships with your boss, staff, colleagues, and others (media, Congress, and the public). Haass prescribes five principles: setting an agenda; seeking

opportunities; serving with integrity; maintaining awareness and being prepared; and paying attention to relationships.

Philip Selznick, *Leadership in Administration: A Sociological Interpretation,* Berkeley, CA: University of California Press, 1957.

This classic book distinguishes institutional leaders as statesmen in contrast with administrative organizational leaders. Selznick's argument is that institutional leaders must be responsive to change while tending to larger social needs and pressures. He stresses that at the top levels, institutions must be adaptive organisms guided by institutional leaders who promote and protect fundamental and overarching values while continuing to manage the engineering functions of organizational work.

James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It,* New York: Basic Books, Perseus Books Group, 2000.

This is a true master work for understanding bureaucracies, especially federal agencies. Case studies are highlighted on armies, prisons, and schools. The author provides useful advice for thinking about ways to become a skilled public leader, including: identifying critical tasks; infusing a sense of mission; and integrating and aligning the agency's incentives, culture, and authority. This book will give the emerging leader a deeper understanding of the nature of public bureaucracies in the context of organizational theory and bureaucratic politics.

SKILLS AND LEADER DEVELOPMENT

Knowledge matters, of course. Perhaps more importantly for emerging leaders is knowing how "to do" the work that organizational life demands. For emerging leaders' employers, there is often more emphasis placed on "doing" than the other areas of "knowing" and "being." Certainly, developed skills, demonstrated through experience, are highly valued in the work environment facing new employees. The books mentioned in the succeeding pages will acquaint emerging leaders with the commonly accepted skills recommended for individual, interpersonal, workgroup, team, and organizational effectiveness. Naturally, much effort is required to implement the recommended procedures for practicing and applying the authors' recommendations. Covey's *7 Habits* have been tested and validated by many. The Covey Center includes a good deal of background information as well as extensive training materials and supporting tools for applying the seven habits in daily life. Given current growth in the field of neuroscience and the popularity of the concept of emotional intelligence, Daniel Goleman, Richard Boyatzis, and Annie McKee's book provides an important and readable introduction to the application of emotional intelligence to developing resonant leadership styles while minimizing toxic leadership. Included is organizational theorist Boyatzis's notion of self-directed learning that is significant for charting a personal assessment and development plan. Similar in approach to Boyatzis is the book by Charles and Jason Stoner that focuses specifically on the developmental needs of emerging leaders.

The handbook by the highly regarded Center for Creative Leadership provides important background information that is useful at all organizational levels and provides background on the relevant best practices, development research, and techniques. For those wanting to start off with a focused development plan for the short term, Michael Watkins provides charts, checklists, and planning tools, including an "app" for the first 90 days in a new job. David Whetten and Kim Cameron's book, developed initially for University of Michigan MBA (master's of business administration) students, includes self-assessment instruments, skill learning (ideas, concepts, and theories), case studies, and application exercises. More suitable for seminars and graduate course work, *Developing Management Skills* provides the most comprehensive approach for learning and practicing skill development.

Stephen R. Covey, *The 7 Habits of Highly Effective People: Restoring the Character Ethic,* New York: Simon & Schuster, 1989.

This is a useful self-help book for those seeking a well-developed program for character based individual leadership. The author's original research included his doctoral work in "reviewing 200 years of success literature." Covey provides insights for achieving individual effectiveness along with work-life balance. Supporting materials, such as training programs, workbooks, calendars, etc., are available through the Covey Leadership Center (see *www.franklincovey.com/tc/*). The seven habits and related leadership concepts include: (1) be proactive (personal vision); (2) begin with the end in mind (personal leadership): (3) put first things first (personal management); (4) think win/win (interpersonal leadership); (5) seek first to understand,

then to be understood (empathic communication); (6) synergize (creative cooperation); and (7) sharpen the saw (balanced self-renewal).

Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence,* 2002.

Emotional intelligence draws on new "brain" research to understand how emotions guide leaders and their interpersonal relationships. While the research is new and evolving as neuroscience progresses, the Goleman work on modeling behavior has grown significantly with the publication of this and other books on emotional intelligence, usually abbreviated as EI or EQ. The model includes the domains of personal competence and social competence. The first involves developing self-awareness and self-management; the second involves social awareness and relationship management. Goleman's approach suggests developing a repertoire of leadership styles and choosing the style that best meets the needs of the particular situation. In brief, visionary, coaching, affiliative, and democratic styles build resonance; while the dissonant and potentially "toxic" commanding and pacesetting styles should be used with caution. The leadership development process used by the Bush School draws on "Boyatzis's Theory of Self-Directed Learning" that includes a cycle of five discoveries for leader development. The five discoveries include: the ideal self of who you want to be; the real self of who you are in terms of strengths and gaps; the learning agenda of building on strengths and reducing gaps; experimenting with new behavior, thoughts, and feeling; and developing supporting and trusting relationships.[3] The

book also covers useful ideas for action learning at the individual, team, and organizational levels. Emerging leaders will find their self-directed learning approach, including action plans, complement the ideas in Watkins and other practically minded leadership experts and coaches. It will be interesting to see how the EI/EQ approach evolves in light of expanding effort in neuroscience research.

Charles R. Stoner and Jason S. Stoner, *Building Leaders: Paving the Path for Emerging Leaders,* New York: Routledge, 2013.

The authors provide a detailed approach for developing emerging leaders in an organizational context. Focus is more on the private sector. This book includes insights drawn from the preeminent leadership experts from the academic and consulting communities as well as long-term experience in executive as well as emerging university leader development programs. The authors emphasize the concept of leader development as a transition from being an individual performer to an effective team leader. Chapters address ideas and actions to become more effective, including: challenges; character; confidence; clarity; conflict; connection (communication); commitment; change; and crisis (resilience). The concluding thoughts strongly suggest setting challenging goals, communicating effectively, maintaining a problem-solving attitude, and leading change with clarity, commitment, and values, ultimately to make a difference. Overall, this is a solid primer that reinforces the mainstream ideas on emerging leader development.

Ellen Van Velsor, Cynthia D. McCauley, and Marian N. Ruderman, eds., *The Center for Creative Leadership Handbook of Leadership Development,* 3rd Ed., 2010.

The Center for Creative Leadership is a top ranked leadership development firm. Their long-standing research and educational mission has been driven by the question: "How can people develop the skills and perspectives necessary to be effective in leadership roles?" (p. 2). They distinguish between leader development, as an individual's roles and the processes to set direction, create alignment, and maintain commitment for groups of people; and leadership development, as a collective's capacity to produce direction, alignment and commitment. The book's themes include: feedback-intensive leader development, including 360-degree feedback programs; formal one-on-one coaching with trained facilitators; formal and informal work related development; and cross-cultural and cross-boundary leadership involving relationships, systems, and organizational as well as societal cultures. This important development handbook claims to be applicable to developing leaders at all levels and in all sectors; however, it does not focus attention specifically on emerging leader development.

Michael D. Watkins, *The First 90 Days: Proven Strategies for Getting Up to Speed Faster and Smarter,* Boston, MA: Harvard Business Review Press, 2013.

Watkins offers practical advice and a process to prepare for a new position. The book is offered as a method in the author's words for "new leaders at all levels" (p. 16). The author offers insight on how to avoid the "vicious cycle" of poor transitions as well as

the ways to promote a "virtuous cycle" with emphasis on focused learning and effective relationship building (pp. 7-8). Key to the approach are the concepts of personal reflection and self-awareness; assessments and learning; and aligning your understanding of the organizational strategy, structures, system, skills, and culture. In sum, Watkins's warning to the emerging leader would be that, in addition to focusing on developing your technical expertise, spend time to understand more deeply the politics and culture of your new environment. The book includes helpful charts, checklists, and planning tools—all designed to form an action plan useful for what the author regards as the essential foundation for success in "onboarding." The author also stresses the significance of team building, internal and external alliances, and coaching networks. Emerging leaders will have to apply critical thinking skills to determine the best way to use Watkins's approach. That said, an emerging leader that uses this approach appropriately will be sure to build a solid foundation for understanding the core issues facing the organization and in a context that should be addressed by leaders at any level.

David A. Whetten and Kim S. Cameron, *Developing Management Skills*, 8th Ed., Upper Saddle River, NJ: Prentice Hall/Pearson, 2011.

The authors of this book take a human resources approach to leadership/management skill development. Chapter sections include skill learning, analysis (cases), and application (exercises). Chapters address personal skills (self-awareness, stress, and problem solving); interpersonal skills (communication, power, influence, motivation, and conflict); and group skills

(empowering and delegating, teams, and change). The book includes useful supplements with practical advice on oral and written presentations, interviewing, and meetings. This book provides important insights from leadership and management theory and practice, with self-awareness instruments and very practical insights and techniques for mastering the essential skills. The book is written by two top management and human resource development scholars in consultation with approximately 40 leading university colleagues.

ETHICS AND MORAL PHILOSOPHY

The final section in this chapter emphasizes the ethical dimensions of leadership. As introduced previously, authors such as Nye and Kellerman highlight the need for definitions of leadership to include both effectiveness and ethics. The selections that follow should be supplemented with biographies and case studies of highly regarded leaders from various cultures to reflect on the impact notions of right and wrong, and good and evil have had on their roles and responsibilities. For emerging leaders, ethical leadership has to go beyond a simple prescription to not lie, cheat, or steal. The titles address the challenges of operating as ethical leaders in a turbulent world of wicked problems and competing value systems. Mark Amstutz includes the philosophical roots of ethics. His case studies from history and current events illustrate the nature of the ethical foundations of moral philosophy as well as the reality of ethical decision-making in global affairs. For a classical perspective, Marcus Aurelius' *Meditations* illustrates the common problems along with practical advice that have confounded leaders throughout history. Robert Coles

provides a more recent personal narrative of his experiences and reflections on the nature of moral leadership from leaders at all levels of American society. The Coles book should encourage emerging leaders to consider what they can learn by engaging in public sector work committed to making a difference in individual lives at all levels of government. Often cited among the most meaningful books ever written is *Man's Search for Meaning*. From his training as a Viennese psychiatrist, to his experience as a concentration camp survivor, Victor Frankl's book and philosophy continue to inspire those engaged in helping people embrace the nobility of service in changing people's lives and truly making a difference.

Mark R. Amstutz, *International Ethics: Concepts, Theories, and Cases in Global Politics,* 4th Ed., Lanham, MD: Rowman & Littlefield Publishers, Inc., 2013.

Amstutz's chapters include the philosophical roots for studying ethics in international affairs. Each chapter includes two or three case studies. Case studies include classical (Peloponnesian War) as well as current history (Bush Doctrine, global war on terrorism). Cases also include humanitarian issues (Rwanda, Haiti, and Somalia) and contemporary policy issues (foreign aid, immigration, climate change, drones, and interrogation). The book is organized into two parts. Part 1 addresses ethical foundations, including the morality and ethics of foreign policy, global society, traditions of realism and idealism, and decisionmaking. Part 2 covers global issues regarding human rights, political reconciliation, the use of force, terrorism and irregular war, interventions, finance and economic sanctions, international justice, global public goods

and governance. In an age of globalization, emerging leaders should be conversant in these and other moral and ethical issues for their development as principled public, private, and nonprofit leaders.

Marcus Aurelius, *Meditations,* Maxwell Staniforth, trans., Baltimore, MD: Penguin Books, 1964.

This book is the classic, personal journal of Roman Caesar Marcus Aurelius (born AD 121). His reflections are noted for their "humane wisdom and gentle charm" in addressing the timeless philosophical questions on the nature of the universe and living a noble life. This philosophy of stoicism is considered as one of the foundations for Christian theology and Western values. For those who argue there is nothing new under the sun, you will find that Aurelius faced many of the same challenges, problems, and concerns that bedevil current generations of emerging leaders. An argument can be made that people's nature, preferences, and predicaments have been consistent since ancient times. *Meditations* addresses common problems and offers sound advice for leaders of any era.

Robert Coles, *Lives of Moral Leadership,* New York: Random House, 2000.

Coles is professor of Psychiatry and Medical Humanities, Emeritus, at the Harvard Medical School. He was awarded a Pulitzer Prize for his five-volume study of *Children of Crisis.* In *Lives of Moral Leadership,* he examines "moral leadership" and tells of his personal relationships with well-known individuals, like Robert Kennedy; as well as "ordinary folks" such as bus driver, Albert Jones, who volunteered to drive

and mentor students during school integration in Boston. Coles's personal reflections provide much to consider, including his conclusion that moral leadership involves lives of mutual regard and respect in daily expressions and that "one dares think, hope—circles of human moral connectedness growing, touching, informing the lives of individuals and of the communities to which we belong" (p. 247). Coles provides an important book for emerging leaders to consider in developing their moral consciousness and leadership as individuals in any circumstances, from the White House to the classroom.

Viktor E. Frankl, *Man's Search For Meaning*, Boston, MA: Beacon Press, 2006.

This book by Frankl, a Viennese psychiatrist and concentration camp survivor, is widely cited as the book that profoundly changes peoples' lives. In brief, finding meaning in life is the individual's choice on how to respond to a situation. The fact that Frankl was able to survive in concentration camps and go on to resume a highly successful life as a therapist, author, and public figure is authentically inspirational. His "doctrine of logotherapy" is summarized in a concluding chapter, after his autobiographical account of his time in death camps. He points out that summarizing 20 volumes of his research is not easy, but he provides enough insights to inform and provide a foundation that is further examined more recently by the various schools of positive psychology. Frankl's book provides an "activist" approach that includes the need for responsibility to complement the ideas of liberty and freedom. For Americans, he offers a memorable challenge (in italics in the original text): "That is why

I recommend that the Statue of Liberty on the East Coast be supplemented by a Statue of Responsibility on the West Coast" (p. 132).

ENDNOTES - CHAPTER 4

1. Outside of a traditional academic environment, "course work" to consider should include certificate programs, skill development workshops, professional association and work related seminars, and online programs offered by universities, companies, coaching firms, etc. The latest opportunities on the Internet are available from many major university programs in what are called Massive Open Online Courses (MOOCS).

2. To any authors not included, or their publishers, please feel free to contact Dr. Joseph Cerami with recommendations for any future editions of bibliographies on emerging leadership and leader development at *jcerami@tamu.edu*.

3. Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*, Boston, MA: Harvard Business School Review, 2002, p. 110.

CHAPTER 5

ANNOTATED BIBLIOGRAPHY

LEARNING TO LEAD:
THE NONPROFIT SECTOR

To Tam Phuong

INTRODUCTION

With a number of 1.8 million nonprofit organizations and combined assets of nearly $3 trillion in the U.S. and expanding about $1.3 trillion annually,[1] the nonprofit sector plays a critical role and is a driving force for socioeconomic development. However, leadership development for the next generation's leaders becomes a more urgent task than ever when many predict a leadership drain of 30 percent or more in the near future in this sector resulting from retiring baby boomers, the burn out of the existing leaders, and the unwillingness by the younger generation to take on leadership roles.[2] The literature on emerging leader development in nonprofits provides comprehensive research and practices, which are studied and implemented by scholars and practitioners. Literature also denotes a collective effort among nonprofits and scholars outside of the sector in enhancing next generation leadership capacities.

For the purpose of this bibliography, emerging leadership development is considered a process involving the interaction of individual leader development and the social-culture environment in which leaders function for the purpose of meeting nonprofits' missions and community benefits.[3] The purpose of

this bibliography is to examine what and how emerging leaders learn to lead in the nonprofit sector.

While developing this bibliography, three assumptions were created. The first assumption is that this bibliography of emerging leader development in nonprofits provides a comprehensive view and insights into the topic of leadership development in general and emerging leadership nonprofits in particular. This bibliography comprises: (1) scientific and professional journals, articles published in the popular press, peer review journals, books, and World Wide Web resources; (2) descriptions of programs focusing on developing leadership in nonprofits provided by research centers, organizations, and university centers; and, (3) a list of centers and organizations providing resources for emerging leader development. Second, the bibliography analyzes emerging leaders in nonprofits, taking into account the uniqueness of the nonprofit sector. The author believes that the sector uniqueness, such as limited budgets, insufficient salaries, multifunctional leadership and management, and fundraising function, will strongly affect the contents and methods of developing next generation leaders. Finally, although this bibliography focuses on emerging leader development in nonprofits, it also reviews theories and practices of leadership development in general.

There are several reasons for doing this bibliography. Literature about emerging leader development in nonprofits reveals reliable resources of specific observation, solutions, approaches, and practical guidelines. These resources are research, program evaluation, and experiences of scholars, consultants, executive leaders, and managers in emerging leader development. But not all of these results are based on

strict empirical evidence or extensive emerging leader development work. Moreover, there is a high demand for emerging leader development in the nonprofit sector due to a predicted leadership deficit in the next few years. Finally, emerging leader development in nonprofits has not received due attention in research and practice. Thus, to fill in the gap in the literature and the need of real practice in emerging leader development, the bibliography will provide an introduction to the current research and practices about the relevant thinking of leadership development in the nonprofit sector. The information in this bibliography will provide a solid starting point for further discussion about identifying and developing leaders in nonprofit, for profit and public sectors.

BOOKS

Tom Adams, *The Nonprofit Leadership Transition and Development Guide: Proven Paths for Leaders and Organizations*, Hoboken, NJ: John Wiley & Sons, 2010.

This book serves as a useful guide for nonprofit organizations to conduct leadership transmission through succession planning. The guide book addresses unique challenges and opportunities of leadership with sound advice and concrete examples from this sector. Specially, nonprofit leaders at all levels can benefit from Tom Adams, an expert working as lead consultant for more than 400 organizations, and learn how to lead the transitions and diversify leadership. Readers also find how to make the most of scarce investments, especially the investment on transition leadership in successive plan and creating ongoing organizational success.

Kirk Kramer and Preeta Nayak, *Nonprofit Leadership Development: What's Your "Plan A" for Growing Future Leaders?* Boston, MA: Bridgespan Group, 2013. *www.bridgespan.org/getmedia/826aa90b-abf0-48d7-ae7e-4cde2e5bbc0a/Nonprofit-Leadership-Development-Guide.pdf.aspx*.

Bridgespan offers a practical book kit derived from reliable resources: in-depth interviews, wide range surveys, review of classical studies and writing conducted in the nonprofit sector and best practices of the for profit sector. The toolkit provides a straightforward roadmap, plan A, to develop future leadership. The roadmap consists of five steps: engaging senior leaders, understanding future needs, developing future leaders, hiring leaders externally as needed, and monitoring and improving practices. Each step is explored in each chapter, with suggested action steps for implementation, as well as detailed explanations of real life practices and sample tools. Chief Executive Officers (CEOs) , Executive Directors, and senior leading teams will benefit from this book when they seek to adopt practical ingoing leadership processes from other successful organizations for developing future leadership at their own organizations.

Ellen Van Velsor, Cynthia McCauley, and Marian Ruderman, *The Center for Creative Leadership Handbook of Leadership Development*, Vol. 122, Hoboken, NJ: John Wiley & Sons, 2010.

The handbook summarizes and integrates knowledge drawn from vast stories and expertise of hundreds of thousands of executives and managers in different emerging leader developments worldwide

from the Center for Creative Leadership (CCL) research for over 40 years. From research and practical perspectives, this comprehensive handbook presents knowledge that human resource professionals and managers can employ in designing customized leadership development processes and programs to enhance individual leadership's capacity to contribute to more effective organizations.

Judith Wilson and Michelle Gislason, *Coaching Skills For Nonprofit Managers And Leaders: Developing People To Achieve Your Mission*, Hoboken, NJ: John Wiley & Sons, 2009.

The book provides readers with coaching expertise combined with practical examples and case studies transferable to readers' real life situations in nonprofits. Nonprofit leaders and managers benefit from the clear coaching model and skills to attract, retain, and leverage talented people. Also, readers are equipped with a clear framework and step-by-step guide in how to shift coaching culture in developing future nonprofit leaders.

Ronald Riggio and Sarah Orr, *Improving Leadership in Nonprofit Organizations*, Vol. 208, Hoboken, NJ: John Wiley & Sons, 2004.

Riggio and Orr capture the substance of the Kravis-de Roulet Leadership Conference, which focused on improving leadership in nonprofit organizations. In this guidebook, several themes are addressed, including changes in and transformation of nonprofits, the special nature of nonprofit leadership, and the ways in which ideas and actions are interconnected.

Well-grounded in theory, research, and practice, this book is a comprehensive resource offering the up-to-date thoughts in the sector and stimulating leaders' thinking.

Robert Herman, *The Jossey-Bass Handbook of Non-profit Leadership and Management*, Hoboken, NJ: John Wiley & Sons, 2011.

The handbook assembled 26 essays about a wide array of nonprofit leadership and management practices, which are appropriate and applicable to the whole nonprofit sector. This single comprehensive volume provides insights and explanations of the most recent research, theory, and experience in a broad range of issues in the nonprofit sector, such as leading, governing, and managing an organization, its financial resources, and people. This handbook will be an important resource to people who practice nonprofit leadership or management, work with nonprofit organizations, as well as those who aspire to do so.

Laura Leviton, *The Handbook of Leadership Development Evaluation*, Vol. 32, Hoboken, NJ: John Wiley & Sons, 2006.

Robert Wood Johnson Foundation and more than 30 authors collaborated to write *The Handbook of Leadership Development Evaluation*. Their book is a valuable guide in evaluating leadership development by those who practice and fund leadership development and evaluation in commercial and nonprofit organizations. This volume brings together distinguished authors with knowledge and expertise about leadership development evaluation, whose contributions can

benefit leadership development evaluators, practitioners, and ultimately those participating in leadership development programs.

Gary Yukl, *Leadership in Organizations*, San Antonio, TX: Pearson Education, Inc., 2013.

This is a comprehensive book about organizational leadership. Major theories are presented with explanations and evaluations, empirical research findings are summarized, and references are provided for those who seek resources about leadership in organizations. There are 16 chapters covering two broad topics: determinants of leadership effectiveness and how leaders can be improved. Each chapter has a case study helping readers to gain an in-depth understanding about the theories, concepts, and practices. This book is used as a guiding book for emerging leaders, managers, and trainers. It is also widely used as a textbook and is recommended for students at all levels in social sciences.

ARTICLES AND RESEARCH (ACADEMIC JOURNALS AND PROFESSIONAL MAGAZINES/CENTERS)

Supporting Next-Generation Leadership, Rochester, NY: Grantmakers for Effective Organizations, February 2008, available from *www.cce-rochester.org/ResourceLibraryPages/ResourceLibraryFiles/Supporting_Next_Gen_Leaders.pdf.*

The report provides an action guide for grant makers on how to support next generation leadership in nonprofits. In the first part, the report analyzes typi-

cal challenges facing the sector when investing in the future leaders. The rest of the report presents specific ways that grant makers can help attract, retain, and develop new nonprofit leaders and examples of successes and challenges from grant makers in supporting the next generation leadership.

Strategic Leadership Development Toolkit, Executive Transition Initiative, Milwaukee, WI: Greater Milwaukee Foundation, available from *www.leading transitions.com/pdfs/ETIToolkit_4.pdf.*

The purpose of the Strategic Leadership Development Toolkit is to provide readers with a roadmap through the succession planning and leadership development process in organizations. The toolkit introduces a number of strategies that Executive Directors and board members can employ, along with specific tools and resources, to support ongoing leadership development. The toolkit was the result of a national study of leadership transition in the nonprofit sector and expertise of some leading experts in emerging leader development. Thus, all explanations and examples used in this report are useful for nonprofit leadership development programs.

Arlene Etengoff, "Building Leadership Capacity through Integrated Leadership Development Programs," *Journal for Nonprofit Management*, Vol. 11, No, 1, 2007, pp. 49-54, available from *supportcenter online.org/wp-Content/uploads/2013/04/scnm_ journal_07_F2.pdf.*

The researcher argues about the effectiveness of integrative and holistic leadership development pro-

gramming in leadership capacity building. Program-ming should be based on the compilation of lists criteria: current required knowledge and skills at the present and in the future, the strategic vision of the organization, proportion of classroom learning and experience learning, investment in a strong leadership throughout the organization, executive coaching and other one-on-one learning opportunities, and follow-up evaluation.

Kristin Linscott: "Filling the Leadership Pipeline: Driving Forces and Their Effect on the Next Gen-eration of Nonprofit Leaders," *SPNHA Review*, Vol. 7, No. 4, October 2011, pp. 31-50, *scholarworks.gvsu. edu/cgi/viewcontent.cgi?article=1012&context=spnha review&seiredir=1&referer=http%3A%2F%2Fscholar. google.com%2Fscholar%3Fhl%3Den%26q%3DFilling %2Bthe%2Bleadership%2Bpipeline%253A%2BDriving %2Bforces%2Band%2Btheir%2Beffect%2Bon%2Bthe% 2Bnext%2Bgeneration%2Bof%2Bnonprofit%2Bleaders. %2B%26btnG%3D%26as_sdt%3D1%252C44%26as_ sdtp%3D#search=%22Filling%20leadership%20 pipeline%3A%20Driving%20forces%20their%20 effect%20next%20generation%20nonprofit% 20leaders.%22.*

The report provides an insightful analysis of the driving forces of nonprofit factors and their effects on long-term plans of the coming professionals. Driving forces include organizational structure issues, student debt, compensation, work-life balance, staff turnover, recruitment and retention efforts, and lack of profes-sional development and advancement opportunities. These driving forces affect the potential crisis for non-profit organizations and professionals. Based on this

analysis, recommendations are given to the existing leaders to recruit and retain talented youth for non-profit future leaders. The report becomes more meaningful when the authors analyze typical issues of the nonprofit sector, along with for profit and public sectors.

Mary Genis, "So Many Leadership Programs, So Little Change: Why Many Leadership Development Efforts Fall Short," *Journal for Nonprofit Management*, Vol. 12, No. 1, 2008, pp. 32-40, *supportcenteronline.org/wp-content/uploads/2013/04/scnm_journal_2008.pdf*.

This paper argues that leadership programs should shift their emphasis from building managerial skills to building leadership capabilities and incorporating accepted best practices of adult learning. These modifications will help ensure university leadership programs meet the training objectives in equipping more leaders who are able to meet the increasing challenges.

RESEARCH STUDIES

Kelly Hannum, Jennifer Deal, Liz Howard, Linshuang Lu, Marian Ruderman, Sarah Stawiski, Nancie Zane, and Rick Price, *Emerging Leadership in Nonprofit Organizations: Myth, Meaning, and Motivations*, Greensboro, NC: Center for Creative Leadership, 2007, pp. 1-35.

The report provides a comprehensive understanding of how to develop emerging leaders in the nonprofit sector. The report provides answers to common questions about the definitions of emerging leaders, contextual issues that affect leadership and identifica-

tion of emerging leaders for leadership opportunities, availability, and gaps in supporting leadership. Practical recommendations, both easy and low cost ideas, and those that require a significant shift, are given to current leaders, emerging leaders, funders, and leadership developers.

Barbara Duffy and Jarad Parker, *Professional Development of Nonprofit Leadership,* Milwaukee, WI: University of Wisconsin-Milwaukee, Center for Urban Initiatives and Research, July 2012.

The report provides an overview of national trends in developing leaders in nonprofit organizations and recommends available programs. Using a grant maker's framework for understanding nonprofit leadership development to review literature, the report found that of programs for emerging leaders focused on individuals, organizations, or geographic communities, the best programs aim to develop individual capacities. The report discussed in detail the four national trends in leadership development: sabbaticals, executive coaching, mentoring, and 360-degree evaluation. The report made recommendations on leadership development programs that focus on building capability and enhancing leadership skills for emerging leaders.

Jean Crawford, "Profiling the Nonprofit Leader of Tomorrow," *Crawford Connect*, May-June 2010, *ivey-businessjournal.com/topics/leadership/profiling-the-nonprofit-leader-of-tomorrow*.

The research identifies the type of future nonprofit leaders who are able to demonstrate combined attri-

butes in both business sectors and traditional nonprofit sector. To help and to guide nonprofits in developing their future generation leaders, the authors proposed a Manager-Leader Model, a composite profile of nonprofit leaders, including 15 attributes under three criteria: competencies, personal traits, and knowledge/expertise. These attributes and the Manager-Leader Model will be used as reference for customized core characteristics needed to implement a leadership development strategy successfully in response to the challenges that nonprofits must face.

Maria Cornelius and Patrick Corvington, *Ready to Lead? Next Generation Leaders Speak Out,* Baltimore, MD: Annie E. Casey Foundation, 2008. Research method: survey with 5,754 respondents.

This national study released findings from a survey of 5,754 leaders and six focus groups about the disadvantages and benefits of joining the nonprofit sector. From their perspectives, although they were aware of substantial barriers in their job, a significant number are inspired and committed to become leaders in nonprofits. The report also provides comprehensive recommendations for key forces in the section, aiming to conduct positive changes among individuals in all stages of the leadership development, including emerging leaders.

M. Cornelius, R. Moyers, and B. Bell, "Daring to Lead 2011: A National Study of Executive Director Leadership," *USA: CompassPoint Nonprofit Services and the Meyer Foundation,* 2011, *daringtolead.org/wp-content/uploads/Daring-to-Lead-2011-Main-Report-online.pdf.*

The third Daring to Lead report, released in 2011, is a national study of more than 3,000 executive directors in nonprofits. The report covers keys findings in leadership during a period of recession, including high turnover rate, under-preparation for transition in leadership, instability of financial sustainability, and positive attitudes toward their work. Solutions proposed for the successful leadership transitions include planning, financial sustainability understanding, available professional development options for executive directors, and performance improvement of the boards.

Ann Deaton, Susan Wilkes, and Rachel Douglas, "Strengthening the Next Generation: A Multi-Faceted Program to Develop Leadership Capacity in Emerging Nonprofit Leaders," *Journal of Nonprofit Education and Leadership*, Vol. 3, No, 1, 2013, pp. 34-36, *scholar.google.com/scholar?hl=en&q=Strengthening+the+Next+Generation%3A+A+multifaceted+program+to+develop+leadership+capacity+in+emerging+nonprofit+leaders.+&btnG=&as_sdt=1%2C44&as_sdtp=.*

When there is a leadership deficit in the nonprofit sector, it is vital to have leadership development programs that allow emerging leaders to enhance themselves and take leading roles in the future. This report shared the whole process of organizing a successful 8-month leadership development program with explanations of distinctive features such as individual coaching, strong peer learning, involvement of exemplary senior leaders, and alumni engagement. The program was designed based on a strong literature review and conceptual framework, giving ideas for organizing customized programs.

ORGANIZATIONAL PROGRAMS

The Neighborhood Builders Leadership Program, *www.centerforleadershipinnovation.org/programs/bank-of-america-neighborhood-builder-leadership-program.*

The Neighborhood Builders Leadership Program is sponsored by the Bank of America Charitable foundation and conducted by The Center for Leadership Innovation. It provides opportunities for pairing leadership and training, bringing benefits for nonprofit executives and emerging leaders with workshops, peer coaching groups, and an online network to discuss opportunities and challenges in leading their organizations. The program aims to increase the effectiveness of these leaders in achieving the missions of their organizations and enhance their ability to change the world. The Neighborhood Builders Program is widely acclaimed as one of the most powerful leadership development programs in the United States.

American Express Nonprofit Leadership Academy.

Building the Next Generation of Women Leaders in the Nonprofit Sector is conducted by the National Council for Research on Women and funded by the American Express Foundation. The purpose of the program is to promote retention and advancement of women leaders in the nonprofit sector by providing trainings that develop and enhance women's managerial skills, and engage them in career planning, networking, and professional development. The program offers skill-building workshops, mentoring, and networking opportunities that provide promising young leaders with access to career guidance and resources for professional development.

National Urban League, New York, *about.americanexpress.com/csr/leadership.aspx***.**

The National Urban League Emerging Leaders Program is a 9-month professional development opportunity for high potential leaders from Urban Leagues affiliates across the nation and is funded by American Express. Participating leaders are prepared for key challenges at the next level and will be able to immediately apply their learning. Additionally, the program builds a network of professionals connected by this experience and committed to the success of the National Urban League Movement. The training combines face-to-face sessions at National Urban League events, webinars, and case studies for a strategic view of nonprofit management.

Future Executive Directors Fellowship.

Future Executive Directors Fellowship is a 1-year new leaders program, organized by Gelman, Rosenberg, and Freedman and sponsored by American Express. The purpose of the program is to strengthen emerging leaders in the nonprofit community. The program combines six key elements: Leadership and Skills Development, Executive Director Modeling, Peer Coaching, Mentoring, Networking, and Stretch Assignments. Participants have opportunities to engage in intensive learning and group conversation with exceptional Executive Directors in the nonprofit community, receive advice and support from peers, match with mentors, have exposure to broad and rich networks, and personalize and pursue their specific learning goals.

American Express NGen Fellows Program, *www. independentsector.org/ngen.*

The American Express NGen Fellows Program is conducted by the Independent Sector for those who are new to the nonprofit and philanthropic sector. During a 12-month comprehensive program, partici-pants engage with other talented emerging leaders and interact with established sector leaders to learn leadership skills through activities, such as network-ing and learning, an in-person workshop, conference calls, and a collaborative project. The program aims to build their personal and professional networks, learn adaptive leadership skills, and impact sectors through work on a collaborative project.

Center for Volunteer and Nonprofit Leaders.

The Emerging Leader Program, organized by Cen-ter for Volunteer and Nonprofit Leaders and spon-sored by the U.S. Bank, addresses the core managerial competencies and leadership skills needed to effec-tively manage nonprofit organizations and success-fully develop leaders within their quickly changing sector. This 4-day program covers a wide range of top-ics, such as leadership development, finance and hu-man resources, branding business strategy, and staff management.

Executive Program for Nonprofit Leaders, *www. gsb.stanford.edu/programs/social-innovation/executive-program-nonprofit-leaders***.**

Executive Program for Nonprofit Leaders is a 10-day residential program, organized by Stanford Uni-

versity to further professional development of current and future leaders in the nonprofit sectors. The program integrates conceptual knowledge from Stanford faculty's most current thinking and research, while keeping pace with the rapid changing management environment and integrating participants' own experiences to generate powerful and practical insights about leadership and management. By taking part in a variety of activities, including classes, small group discussions, and individual learning, participants are expected to gain more confidence in their leadership abilities, develop strong networks, and interact with the world's leading faculty.

Emerging Leaders Program, *www.gnof.org/emerging-leaders-program/.*

The Emerging Leaders Program for nonprofit managers is organized by the Greater New Orleans Foundation and funded by Kresge Foundation. The program aims to improve management and leadership capabilities, increase the sustainability of current and future employment by organizations, and create a pool of potential executive directors to address the gap in leadership in the nonprofit sector. The training provides participants with practical knowledge, skills, and strategies that help the organizations face tough challenges.

Emerging Nonprofit Leaders Program, *nonprofitlearn-ingpoint.org/enlp/.*

Emerging Nonprofit Leaders Program is a dynamic 8-month experience for the next generation of nonprofit leaders in the metro Richmond area. In this engaging program, participants will have the opportunity to foster a deeper understanding of their leadership capacity, advance their understanding and practice of leading in the nonprofit sector, and strengthen their network of nonprofit colleagues.

Maximizing Your Leadership Potential.

Maximizing Your Leadership Potential is the program organized by the Center for Creative Leadership for beginning leaders. The course provides new leaders with perspectives needed to become effective leaders, knowledge to improve the ability to lead others, and practical skills to get the work done, solve problems, and deal with conflicts. Through assessment and feedback from peers, small groups, and guidance coaches, participants are able to improve their key competencies: self-awareness, learning agility, communication, and influence.

Acumen, New York.

A globally accessible online leadership academy is built from Acumen's 7+ years of experience running its flagship Global Fellows Programs. Acumen uses online tools to scale the impact of this traditional leadership development program so that more emerging leaders can gain the skills and networks they need to improve the lives of people around the world. The

+Acumen Online Leadership Academy, a globally accessible online leadership academy is aimed at individuals who are ready to play an active role in creating social change, whether they are students, professionals, or entrepreneurs. Participants gain access to tangible leadership skills, appreciate the nuances of social change work and grow their networks. In the first year, over 20,000 people from around the world registered for this online course on leadership.

Arizona State University Lodestar Center, Phoenix, AZ, *about.americanexpress.com/csr/leadership.aspx.*

The Generation Next Nonprofit Leadership Academy, presented by Arizona State University's Lodestar Center for Philanthropy and Nonprofit Innovation, delivers a competitive program to a select group of emerging leaders, providing knowledge and tools for leadership development. The program includes best practice approaches to leading and managing nonprofits from the university's professors and practitioners, as well as established leaders from the nonprofit community. The curriculum is covered in 9 full days, with ongoing feedback, interaction, and workshops as hallmarks of the program. The Generation Next Nonprofit Leadership Academy is designed to build the capacity of the social sector by enhancing the effectiveness of those who manage, and will ultimately lead, nonprofit organizations.

Developing New Leaders for Tomorrow, *about.americanexpress.com/csr/leadership.aspx*.

Developing New Leaders for Tomorrow, funded by American Express, provides practical opportunities for current and future nonprofit leaders. Through

these opportunities, emerging leaders are able to learn and build leadership skills, aiming to transform their organizations through best practices in management and leadership. With the focus on the nonprofit sectors in arts, environment, higher education, and social service arenas, the program also accepts requests from programs that support the public sector and from entrepreneurs, although limited. Learners are provided the best methods, programs, and partners.

CENTERS AND INSTITUTIONS

Young Nonprofit Professionals Network, *ynpn.org/.*

The Young Nonprofit Professionals Network (YNPN) promotes an efficient, viable, and inclusive nonprofit sector that supports the growth, learning, and development of young professionals. YNPN engages and supports future nonprofit and community leaders through professional development, networking, and social opportunities designed for young people involved in the nonprofit community. Today, YNPN National provides support and resources for local YNPN chapters through chapter leadership development, networking, and advocacy on behalf of members across the sector.

Partnership for Nonprofit Excellence, *www.pnerichmond.org/about/us/.*

The Partnership for Nonprofit Excellence has a mission to support nonprofits in the Greater Richmond Region through four strategies and supportive objectives: collaborate, empower, innovate, and optimize. The Partnership for Nonprofit Excellence is a

collaboration of four programs that offer nonprofits the tools they need to improve their effectiveness and efficiency for greater impact. The programs are Professional and Leadership Development; Volunteer Opportunities, Training, and Management; Technology, Training, and Communication; and Organizational and Board Development. These programs provide a comprehensive support system so nonprofits can collaborate successfully, employ best practices, and gain access to a wealth of volunteers. By opening the door to resources such as project management expertise, communications tools, and ongoing professional development, the Partnership helps nonprofits achieve their missions.

Leadership Learning Community, *leadershiplearning.org/.*

Leadership Learning Community (LLC) is a national nonprofit organization focusing on leveraging leadership as a means to create a more just and equitable society. To drive the innovation and collaboration needed to make leadership more effective, LLC combines its expertise in identifying, evaluating, and applying ideas and promising practices with its engagement in a national network of hundreds of experienced funders, consultants and leadership development programs. LLC resources include many publications, learning communities, and leadership development programs. LLC's network is devoted to sharing knowledge, best practices, and resources related to leadership development for the nature of "collective leadership."

Center for Creative Leadership, *www.ccl.org*.

In the 2014 *Financial Times* worldwide ranking of executive education, the Center for Creative Leadership (CCL) was proclaimed No. 4 of more than 75 institutions. CCL remains the only one that focuses exclusively on leadership development. CCL is a well-known resource for leadership development in both for profit and nonprofit sectors. The Center provides a variety of leadership assessments, coaching services, programs, and publications. According to the President and CEO, "At CCL, we help clients leverage leadership to drive the results that matter most to them," and the annual rankings confirm that the CCL can deliver to clients at individual, team, organizational, and social levels.

Bridgespan Group, *www.bridgespan.org/About.aspx#. U4-iO_nIZtE*.

Bridgespan Group is a nonprofit advisor and resource for nonprofits and philanthropists. The group collaborates with nonprofit leaders to create social change, enhance leadership, and advance the effectiveness of social work and learning. The Bridgespan Group works on the core issues of solving the challenges and breaking the cycles of intergenerational poverty. Bridgespan Group provides a wide variety of services, such as strategic consulting, leadership development, philanthropy advising, and developing and sharing practical sights. Especially, Bridgespan's executive team development program, Leading for Impact, helps build the skills of nonprofit leadership teams.

Center on Nonprofits and Philanthropy (Urban Institute and Research), *www.urban.org/center/cnp/*.

The Urban Institute's Center on Nonprofits and Philanthropy conducts research on the nonprofit sector to inform decisionmakers in government, nonprofits, foundations, and businesses. The center's mission is, through research, to provide an overview of nonprofit sectors, improve its effectiveness through transparency and accountability, and evaluate policy effects. The center acts as an agent between policymakers, nonprofits, and businesses across sectors, while providing a wealth of data through publication.

Stanford Center on Philanthropy and Civil Society (Stanford PACS), *pacscenter.stanford.edu/overview*.

Stanford PACS is a research center, aiming to explore, develop, and share knowledge to improve philanthropy, strengthen civil society, and effect social change. Its primary participants are Stanford faculty, visiting scholars, postdoctoral scholars, graduate and undergraduate students, and nonprofit and foundation practitioners. The center provides a variety of resources for connecting its participants. *Stanford Social Innovation Review Journal* connects students, scholars, and practitioners by providing space for participants of interdisciplinary and cross sectors to share insights and ideas to advance social change. The relationship between PACS and five schools and departments provides a platform to share the diverse faculty's intellectual assets with nonprofit and for profit community. PACS also offers financial support for undergraduates, fellowships for postdoctoral scholars, and Ph.D. fellowships. Finally, PACS sponsors monthly pro-

fessional events, such as public speaking, symposia, and salons.

Independent Sector, *www.independentsector.org/about*.

Independent Sector is the leading network for non-profits, foundations, and corporations, representing tens of thousands of organizations and individuals locally, nationally, and internationally. Independent Sector organizes meeting grounds for the leaders of America's charitable and philanthropic sectors, sponsors groundbreaking research, seeks support for nonprofit sectors from public policies, and creates resources. Nonprofits play a multitude of important roles throughout the communities. There are several nonprofit leadership opportunities such as the NGen program, Gardner Leadership Award, and Initiative for Nonprofit Talent and Leadership. The website describes various initiatives related to developing the effectiveness of nonprofit organization with an emphasis on leadership.

Midwest Center for Nonprofit Leadership in the Henry W. Bloch School of Management at the University of Missouri-Kansas City.

The Midwest Center for Nonprofit Leadership (MCNL) is a service and outreach unit of the Department of Public Affairs in the Henry W. Bloch School of Management at the University of Missouri-Kansas City. It is a research and education center dedicated to building nonprofit leadership capacity and is known nationally and beyond as an excellent resource for public service leaders and executives. MCNL creates opportunities for the leaders of this vital community

to come together as colleagues to learn, network, and support each other, and to encourage personal, professional, and organizational renewal and effectiveness. The center provides a wide variety of high quality community-oriented education, applied research, problem solving, and service. MCNL focuses on applying the resources and talents of the university to solve problems and issues facing nonprofits, aiming to enhance the performance and effectiveness of the sector.

CompassPoint Nonprofit Sector, *www.compasspoint.org/about-us*.

For the purpose of achieving progress in social equity, CompassPoint concentrates on enhancing leadership and management capacities of leaders and organizations in the nonprofit sector. To that end, CompassPoint provides guidance for nonprofits to help them become better managed and more adaptive, and achieve higher impacts. Especially, improving today's leaders and helping grow future leaders are priorities of CompassPoint. CompassPoint also creates collaborative opportunities by recruiting partners, linking emerging leader developments, and network strengthening. CompassPoint provides integrated practices offering consulting, coaching, and peer learning that is grounded in deep nonprofit leadership experiences. In addition, CompassPoint also organizes conferences, workshops, and development research.

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ENDNOTES - CHAPTER 5

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CHAPTER 6

ANNOTATED BIBLIOGRAPHY

LEARNING TO LEAD:
THE PRIVATE SECTOR

Huyen Thi Minh Van

INTRODUCTION

This chapter is a literature review on emerging leadership development in the private sector with a view to gathering the best practices and viable lessons and proposing a series of steps and practices for the building and development of high potential young leaders—those newly entering the workforce. Research materials include books, journal articles, research studies, professional magazines, organizational websites and communication, as well as programs offered by universities and centers. In terms of selection criteria for the review, the starting point is the Leadership Competency Framework designed by the Bush School of Government and Public Service. In the framework, the factors needed for public service leadership development include Knowledge ("What to understand"), Skills ("What to do"), Attributes ("How to act"), and Values ("How to be"), all of which start with Vision ("Who am I?" and "What do I want?"). These elements have been used as frame of reference for the searched materials in this review.

This annotated bibliography is intended to guide emerging leaders in designing reading lists that will support their development programs. At the same time, it is a reflection of best practices for emerging leadership development in the business sector from

10 Fortune 500 companies in 2013, which is a good source for other companies as well. The content covered includes the themes of leadership and leader development that emerged from the screening of the sources mentioned earlier (roughly 10 items for each topic area): 1. Definitions of the emerging leader and literature focus on leader development; 2. Distinctions between leader development and leadership development; 3. Emerging leaders in relation to leadership development: vertical versus horizontal development; 4. Corporate programs (and university programs and projects); 5. Horizontal development and linking business strategy with leader development; and others. It is obvious and understandable that this list of sources is not exhaustive in coverage. The following bibliography entries are regarded as important perspectives that are research-based and readable for emerging leaders. Should the reader be interested in giving recommendations for future bibliographies on emerging leadership and leader development, please feel free to contact Van Huyen at *huyen.van@tamu.edu*.

DEFINITIONS OF THE EMERGING LEADER AND LITERATURE FOCUS ON LEADER DEVELOPMENT

"The emerging leader" is used in our research to refer to young employees with potential for leadership positions, who are generally from 20 to 30 years old and doing entry-level jobs. Bearing this definition in mind, this scan of the top 10 works (for each source type) on emerging leadership development targeted the business sector, including books, journal articles, research studies, corporate programs, and university and center's programs and projects has revealed three

categories of the emerging leaders: age-based (with overlapping ranges), loosely linked to age, and middle managers. In terms of age, the emerging leader primarily defined by the literature is 22 (new college graduates) to 35 years of age. Without strict regard to age, the emerging leaders are described based on leadership potential capacity and not explicitly related to whether they are young enough or not.

The reader will have a deeper understanding of the difference between leader development and leadership development when having a closer look at the next section. Furthermore, it is found with this research that there are other names with similar connotation with the selected "emerging leader" including tomorrow's leaders, future leaders, potential leaders, would-be leaders, high-potential employees (high potentials), next-generation leaders, and emergent leaders.

Harry J. Martin and Dennis F. Lekan, *The Best and The Worst of Leadership: Essential Learning for Emerging Leaders*, Edina, MN: Adams Business & Professional, 2008.

Clearly intended for new and emerging leaders and future potential leaders, the authors' experiences taking multiple relevant roles relating to leadership study build up 10 stories of five successful leaders and five failures. The book also focuses on the introduction of the "high-order leadership" concept, or custodial or servant leadership (focus on the welfare of others, not the leader himself or herself). The stories used are based on real managers and real situations, yet they have fictional content and are not biographically accurate. They are followed by the authors' insightful

analysis on lessons learned from the stories. The book comprises 12 chapters: the first 10 are the 10 stories; chapter 11 is a call to higher-order leadership; and chapter 12 includes resources for further development and growth for emerging leaders. Each chapter promotes learning on three levels: the story itself, more advanced learning when concepts and research are linked, and the tools provided to apply the concepts.

Maureen Metcalf, *Innovative Leadership Workbook for Emerging Leaders and Managers,* Integral Publishers, 2012.

Taking a practical format, this workbook is especially designed for emerging leaders (defined within the innovative leadership development continuum with emerging leaders in the second stage: shifting primarily from leading self to leading and managing others with detailed description in the workbook; also defined in terms of six job requirements). The workbook is a self-evaluation or development framework to refine and develop one's leadership skills through practical homework for emerging leaders. It utilizes activities and conversations in text form that are philosophically embedded with a view to helping young people connect with the idea that they can lead; they have the passion, skills, or talents but they have not yet realized it. Each chapter has a summary, end-of-chapter reflection questions and worksheets for practice. In terms of organization, the workbook includes a self-assessment of innovative leadership before chapter 1 (elements) and chapter 2 (positioning of emerging leaders in innovative leadership). Chapters 3 to 8 describe in detail every step in the leadership development process.

Sherry H. Penney and Patricia Akemi Neilson, *Next Generation Leadership: Insights from Emerging Leaders,* New York: Palgrave Macmillan, 2010.

This book is a product of a qualitative study of the collaborative efforts of 20 emerging leaders (primarily Generation Xers, a few Boomers, and a few Generation Yers in the northeastern region) who participated in an Emerging Leadership Program from 2002 to 2009 and contributed their essays and ideas. The perspective of the book is purely from the emerging leaders' point of view with the authors' rationale that says, "If we are to have effective leaders in the future, we must find those potentials now and provide them with leadership training and development." As a result, the book is full of real-life examples and experiences as the emerging leaders tell their own stories. The book is explicitly structured around points of concerns, major leadership challenges, and learned leadership experiences.

Charles R. Stoner and Jason S. Stoner, *Building Leaders: Paving the Path for Emerging Leaders*, 1st Ed., New York, and London, UK: Routledge (Taylor & Francis Group), 2013.

The two authors specially target emerging leaders defined as "young people in their 20s and 30s who are engaged in their first experiences in leading others in an organizational context." The makeup of the book lies strongly in solid evidence from their own studies of leadership discipline, research, and writing conducted by people in the field and their original works as well as the authors' real experience in working with and coaching emerging leaders over 30 years. Conse-

quently, the lively examples from emerging leaders are authentic and easy to grasp. The organization of the book includes toolkits available in each chapter.

P.L. Quaglieri, S.H. Penney, and J. Waldner, "Developing Future Business and Civic Leaders: The Emerging Leaders Program," *Management Decision*, Vol. 25, No. 10, 2007, pp. 1685-94.

Aimed at The Emerging Leaders Program at the College of Management at University of Massachusetts, Boston, MA, for mid-career professionals (average age 35) in the Greater Boston area, this article discusses good practices for developing future business and civic leaders. According to the participants, this program employs a hands-on approach to leadership that is quite effective for young professionals. They also cite development, enhanced networking across sectors, and an increased appreciation for diversity as most positive benefits. As analyzed by the authors, the innovative elements of the program include active involvement of the business community's leaders, team experience, program continuity, and encouragement for individuals to cross boundaries and sectors in meaningful and long-lasting ways. The authors also emphasize the strong regional replicability of such a program. Interestingly, this article posits a detailed definition of emerging leaders as the talented young professional individuals who have been identified, received training, and now have the skills and experience needed to take on major leadership roles as the current business and community leaders retire.

A specialized series of symposium articles was published by the *Journal of Leadership Studies* with a desire to bring researchers and practitioners together to build a common framework for discussion about leadership theory and practice, through which models for implementation could be developed. The research subjects are up-and-coming emerging leaders of Generation (Gen) X and Generation Y. In particular, the five articles in this symposium focus on the cross-generational relationship. The workplace nowadays is characterized by multi-generations thriving together, which creates both opportunities and threats for Gen X and Gen Y leadership. Some commonalities exist for both Gen X and Gen Y: being more collaborative and inclusive than previous generations; bringing a fresh approach to leadership and shift away from the leader as "hero" or all-knowing source of power and influence; attaching great importance to integrity and seeing the role of authentic leadership for organizational strength; and working well across cultures and comfort better with inclusion and diversity than the previous generations. There are several suggestions for working with and retaining young professionals so that their leadership skills are enhanced. Their suggestions include support and honest feedback; differentiating reward systems; flexible work arrangements; and corporate social responsibility in the business world. They conclude that Gen X and Gen Y are ready to assume leadership roles, and they want a different style of leadership, so we need development

programs to get them well-equipped for the task and prepare them to lead.

Jennifer J. Deal, Karen Peterson, and Heidi Gailor-Loflin, *Emerging Leaders: An Annotated Bibliography,* Greensboro, NC: Center for Creative Leadership, 2001.

According to the research group, emerging leaders at the time of the study belong to Generation X population who were born between 1964 and 1978 with unique characteristics. This research highlights the general conflict in the workplace and it is partly attributed to behavioral differences, not values. As for these Gen X emerging leaders, current managers and leaders proposed some development tactics of learning new and marketable skills (to enhance job security) and the use of frequent feedback along with clear, flexible, self-directed, and entertaining training. The authors address the following patterns of characteristics of the emerging leaders' population: attitudes and perceptions toward managerial authority; employer loyalty; developmental opportunities; and the relationship between direct reports and their managers. Based on this basis, organizations can find their own way to recruit, develop, and retain emerging leaders.

The Guide to Managing and Developing Young Professionals, Fullerton, CA: California State University, 2012, available from *www.fullerton.edu/CREW.*

This study does not directly and explicitly address "emerging leaders" but is still applicable because it mentions young professionals entering the workforce with demands for training and development opportunities. Now, these young professionals belong to

Generation (Gen) Y. Based on a multigeneration nationwide survey of 2,300 respondents across multiple companies and industries and best practices across leading companies related to this research and practical advice and strategies, this guide is a valuable resource for both companies and young employees in recruitment, retention, management and development areas.

Some of the interesting findings about Gen Y are mentioned. First, money is the greatest stimulus for Gen Y to accept a job offer and stay with a company. Secondly, to secure continuous improvement, Gen Y values constructive feedback and desires "Mentoring and Training" from their bosses. Also, mentoring and reverse mentoring allow generations to network and build relationships. Finally, for career advancement, Gen Y (more than any other generation) wants more opportunities, like the challenge of the position, job security, opportunities for learning, fun, ability to work with effective teams, or access to job rotation opportunities. One helpful remark from the study posits that "one's **stage** in life rather than one's **age** group plays a large role in generational issues." Both Gen Y and Gen X employees focus on developing the skills and competencies that will make them tick on the market at any time. This study of corporate programs also shares this aspect: Gen Y valued "Job Rotation Program Available" more than any other generation. Rotation enables Gen Y to experience different departments, thus helps widen their perspectives. Some Fortune 500 companies set up such programs from basic levels as "great ways to gain experience quickly" to more advanced levels as "more exposure to and understanding of the company and . . . its goals and customers."

DISTINCTIONS BETWEEN LEADER DEVELOPMENT AND LEADERSHIP DEVELOPMENT

Although this research's objectives are geared toward the person—the emerging leader—for training and development, it is still beneficial for both business managers/leaders and the "emerging leaders" themselves to make a distinct differentiation between the two concepts of "leader development" and "leadership development." Leader development is built up to enhance an individual's capacities (knowledge, skills, attributes, and values) to lead an organization or to incubate potential employees for leadership positions; in other words, it pays attention to human capital, or intrapersonal content development. Leadership development aims to raise social capital (interpersonal content development), including social awareness and social skills in the overall context of the company, the community, and the society. The readings that follow help clarify this distinction.

D.D. DeRue and C.G. Myers, *Leadership Development: A Review and Agenda for Future Research,* Oxford, UK: Oxford Handbook Online, 2013.

The book includes a chapter that clearly targets business and management leaders and scholars with a central conceptual framework of PREPARE. The "P" means Purpose, which aligns leadership development and organizational strategy. "R" is for Result as the process of identifying the desired outcomes of leadership development. "E" stands for Experience, meaning developing leadership through lived experi-

ence. The second "P" is the abbreviation of Point of intervention, or determining the level of analysis in leadership development, while "A" is a short form of Architecture, referring to developing a social and organizational context that enables leadership development. Reinforcement ("R") implies creating positive feedback loops in leadership development, whereas Engagement ("E") points to learning leadership. The book reviews the leadership literature on the rationale that the environment is now changing and becoming complex, so effective leadership is needed more than ever. Although the budget for leadership development programs is huge (2009 accounted for nearly one-quarter of the $50 billion that U.S. organizations spent on learning and development; O'Leonard, 2010), the leadership talent crisis persists. Ironically, at the same time, leadership development research has reached its peak. Three reasons for not addressing the crisis include: a heavier focus on individual leader development; narrow attention to the knowledge, skills and abilities required for effective leadership; and lack of a coherent and integrative framework for organizing the existing literature on leadership development. The authors conclude that most traditional research has been on the effects of leadership rather than on development of leadership. Leadership development is not simply about developing leadership knowledge and skills, but also about developing people's motivation to lead, their effect on the rewards and risks associated with leadership, their identity as leaders, as well as their cognitive schemas about what it means to participate in a leadership process.

Michael A. Genovese, *Building Tomorrow's Leaders Today: On Becoming a Polymath Leader*, 1st Ed., New

York and London, UK: Routledge (Taylor & Francis Group), 2014.

This book's intended audience is quite broad, from students who are committed to making a difference in their communities to those wishing to rise in their organizations and anyone hoping to sharpen their skills and advance their causes. It employs a transdisciplinary approach, notably philosophical perspectives sourced back from great thinkers as an overarching framework. Examples and illustrations are in various fields including political science, psychology, and classic literature. Overall mindsets and "specific" advice are in Chapter 6 as the concluding chapter.

D.V. Day, J.W. Fleenor, L.E. Atwater, R.E. Strum, and R.A. McKee, "Advances in Leader and Leadership Development: A Review of 25 Years of Research and Theory," *The Leadership Quarterly*, Vol. 25, 2014, pp. 63-82.

Strictly based on *The Leadership Quarterly* outlets, this article provides an overview of leadership research and theory and leadership development (broadly defined to include leader development.) If research and theory development on leadership has a long history of more than 1 century, leadership development occupies a shorter time of 10 to 15 years. There are two important findings in this article. First, leadership theory and research contributes little to leadership development. Second, leader development is different from leadership development. Specifically, leader development is the development of intrapersonal content including experience and learning, skills, personality, and self-development; whereas leadership development is the development of inter-

personal content consisting of social mechanisms and authentic leadership. In summary, the authors state that leadership development should start at a young age involving the development and application of various skills. It is shaped by factors such as personality and relationships with others and can be measured in a variety of ways including multisource ratings. More importantly, developmental practices should be carefully customized based on current developmental needs of the leader. The authors recommend that future research include process-oriented research, the choice of relevant outcome variables, focus on personal trajectories of development, broadening of the development focus, practicing leadership, and self-awareness and 360-degree feedback.

A. Martin and Christopher Ernst, "Leadership, Learning, and Human Resource Management: Exploring Leadership in Times of Paradox and Complexity," Corporate Governance: *The International Journal of Effective Board Performance,* Vol. 5, No. 3, 2005, pp. 82-94, available from *search.ebscohost.com/login.aspx?direct= true&db=bth&AN=20171501&site=bsi-live.*

This article intends to identify new demands for leadership and possible courses of development in the face of complex social change being integrated into business. It is an exploratory, multi-method program of research at the Center for Creative Leadership. It pools cross-national data from 157 practicing managers for the purpose of uncovering the patterns that exist between the societal context, organizations, and the changing nature of leadership. One of the findings of this research is a shift in the practice of leadership from traditional, individual approaches to more innovative, collaborative ones. Noticeably, when being

asked about skills individual leaders need to be successful in the future, 85 leaders in an open enrollment program emphasized building relationships, collaboration, and change management. In the discussion section, the authors state the importance of examining leadership from three perspectives: the individual, the organization, and across cultures. For individuals, to ensure effective leadership, they need not only focus on proficiency but also greater collaboration and shared commitment. For organizations, it is a must to reach a greater balance between traditional leadership approaches and more innovative interactions. To conclude, the article's writers emphasize that individual leader development is a necessary starting point for building organizational capacity for leadership and that the present methods for leader development (assessment for development, coaching, tactile learning, and module-based training) are no longer sufficient. Instead, customized, action-learning-based interventions built around the culture, complex challenges, and structures are necessary. Another noticeable approach of this article is toward leadership investment in the middle of the organization because this is where strategic intent and values/norms become permanently melded with stakeholder (customer, supplier, and society) expectations. Developmental interventions addressing either the bottom or the top will be miscalculated and development will be compromised.

Joseph A. Raelin, "We the leaders: In Order to Form a Leaderful Organization," *Journal of Leadership & Organizational Studies* (Baker College), Vol. 12, No. 2 (Special), 2005, pp. 18-30, available from s*earch.ebscohost.com/login.aspx?direct=true&db=bth&AN=19051950 &site=bsi-live.*

This article broadens our view about leadership in emphasizing that leadership does not only reside in an individual person, but it is a process which involves the whole organization to make it "leaderful practice." The author conducts secondary research by reviewing literature with company cases to present that the only possible way to lead us out of trouble in management is to become mutual and to share leadership. "Leaderful practice" is argued to be an emerging concept of leadership for the 21st century because all members of a community need to contribute to its growth, both independently and interdependently with one another. The traditional leadership model with leadership to be serial, individual, controlling, and dispassionate has shifted to "leaderful practice" of concurrent, collective, collaborative, and compassionate leadership. This movement has resulted from institutional forces breaking down bureaucratic authority to allow lateral relationships across the overall organization. To prepare for a leaderful organization, start with the self for "leaderful" development, effective coaching and mentoring, and with the organization with the role of internal and external change agents.

Institute for Educational Leadership, "Thinking and Learning About Leader and Leadership Development," available from *www.iel.org/_assets/docs/epfp/literature-review.pdf*, accessed September 30, 2014.

This paper acknowledges the distinction between leader development and leadership development. Such famous institutions and experts as the Center for Creative Leadership and David Day are quoted. As for leader development, the individual skills include self-management capabilities, social capabilities, and

work facilitation capabilities. In terms of leadership development, a more abstract definition is given, which is "develops individual and collective capacities to create shared meaning to engage effectively in interdependent work across boundaries, and to enact tasks of leadership in a way that is more inclusive." In another contrast, leader development is concerned about human capital while leadership development is social capital that includes social awareness (e.g., empathy, service, orientation and developing others) and social skills (e.g., collaboration and cooperation, building bonds, and conflict management). Leadership development is conducted by means of feedback instruments, executive coaching, mentoring, networking, job assignments, and action learning.

Claire Reinelt, Paul Foster, and Siobhan Sullivan, *Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs,* Battle Creek, MI: W.K. Kellogg Foundation, 2002.

The W. K. Kellogg Foundation asked the Development Guild/DDI to undertake this scan to grasp how various leadership development programs are evaluating outcomes and impacts. Based on certain criteria (one of which is the exclusion of corporate leadership programs), 80 programs were identified, and substantive contact was made with 55 programs. Broadly speaking, these include programs of fellowship, individual skill-building, social entrepreneurship, community service, pipeline, organizational development, community-based grassroots leadership, and issue and/or field-based programs. The Foundation has published a Logic Model Development Guide that defines outcomes and impacts. Outcomes are spe-

cific change in attitudes, behavior, knowledge, skills, status, or level of functioning expected to result from program activities. Outcomes may be short-term (1-3 years) or long-term (4-6 years). Impact refers to the results expected 7-10 years after an activity is under-way—the future social change a program is working to create. In this study, the outcomes scanned are individual leadership outcomes, organizational outcomes, community leadership outcomes, and field leadership outcomes. For individuals, the development of skills and knowledge; changes in attitudes, perspective and behaviors; and clarification of values and beliefs along with longer-term outcomes of leadership paths and relationships are all possible outcomes after a leadership program. As far as organizational development is concerned, enhancing organizational leadership capacity and providing opportunities for youth, program innovation and expansion, and changes in organizational functioning are accomplished. Regarding communities, the outcomes include broadened leadership participation and collaboration. In terms of field leadership, these programs aim at developing future leaders in the field, replicating leadership programs, connecting and networking, and policy knowledge.

EMERGING LEADERS IN RELATION TO LEADERSHIP DEVELOPMENT: VERTICAL VS. HORIZONTAL DEVELOPMENT

Horizontal development is understood as the accumulation of leadership competencies, while vertical development is growth of bigger minds. In the business sector, corporations can continue to develop their emerging leaders horizontally for the time being, but they should raise both management and employees'

awareness when training and developing in establishing the leadership and management pipeline. Businesses should employ a wider perspective of future leadership within networks and vertical development toward effective decisionmaking. Of course, deciding on what level of development is appropriate will depend on the required task in question. This theme is reflected in the list that follows.

Sara N. King, David G. Altman, and Robert J. Lee, *Discovering the Leader in You: How to Realize Your Leadership Potential,* San Francisco, CA: Jossey-Bass, 2011.

The authors catch the attention of various targets, including new employees fresh out of college. It generally helps move leaders from adrift into clarity. The book is an analysis and self-evaluation of leaders and would-be leaders with down-to-earth practical questions and issues. It is composed of thought-provoking situations in the introductory chapter (1) and hands-on work from numerous classes of the Center for Creative Leadership. Examples include great contemporary thinkers' philosophies, experiences of established leaders, and lessons from colleagues. This book centers on a systematic framework (namely the Discovering Leadership Framework) connecting the leader to his or her organizational and personal realities. Being a leader can embrace leadership vision, values and profile embedded in the current context of the organization and personal uniqueness. Reflection parts are integrated within and at the end of each chapter.

Nick Petri, White Paper, *Future Trends for Leadership Development,* 2014, available from *www.ccl.org/leadership/pdf/research/futuretrends.pdf.*

This white paper from the Center for Creative Leadership anticipates the future trends in leadership development pooled from the author's 1-year study at Harvard University and leadership development literature as well as interview findings from 30 experts in the field. These trends include more focus on leadership development, transfer of greater developmental ownership to the individual, greater focus on collective rather than individual leadership, and much greater focus on innovation in leadership development methods. These trends also show the transitions in leadership development. According to the interview findings, the most common leadership competencies cover: adaptability, self-awareness, boundary-spanning, collaboration, and network thinking. Reviews on Chief Executive Officer (CEO) opinions about the key skills needed for future leaders address: creativity; strategic thinking and effective change management; and systems thinking affordable with ambiguity. Especially for young leaders, competency models can still be applicable, yet in the long run, it is not the only means of developing leaders. Put another way, to grow emerging leaders, horizontal development (accumulation of competencies) should gradually be supplemented by vertical development (growth of bigger minds) because of the demands of new situations. As a result, the most common recent methods for developing leaders consist of training, job assignments, action learning, executive coaching, mentoring, and 360-degree feedback. However, looking into the future of leadership development requires

a wider perspective of leadership residing within networks as a natural phenomenon and vertical development toward effective decisionmaking.

Ellen Van Velsor and Joel Wright, "Expanding the Leadership Equation: Developing Next-Generation Leaders, A White Paper," Greensboro, NC: Center for Creative Leadership, 2012.

This study introduces earlier and broader leadership development initiatives and sees the development of the next-generation leaders from the perspective of 462 respondents from all sectors, at all organizational levels and across all age ranges, 53 percent of which work in the corporate sector. According to the authors, leadership development should start by age 21. It also lists the top five most important competencies in developing young leaders 20 years ago, today, and 10 years from today. Respondents from the business sector were significantly more likely to choose **self-motivation and effective communication** as important now. Despite absence from the now top five list, they incorporate **resourcefulness** in the leadership equation as another essential competency for young people entering the workforce. Respondents assuming leadership positions express both excitement and concerns about young people having what is needed for success. Worries about young potential leaders not getting the development needed to face a difficult future come from the lack of visible positive role models and development experiences, coaching, and mentoring. A possible solution can be multilayered, two-way, cross-generational leadership and mentoring intervention (including reverse mentoring.)

CORPORATE PROGRAMS AND OTHERS—STRATEGIC BUSINESS LINKAGE AND THE INCLINATION TOWARD HORIZONTAL DEVELOPMENT

As for the corporate leadership development programs, the selection process for corporations has been thorough and concrete. On the basis of the 2013 Fortune 500, the top 50 were chosen for the presence of internal leadership development. The associated website of each company was visited with reference to the criteria set forth for this research: an American business entity; availability of such programs focused on emerging leader development; and the fit of program features with the Bush School's approach. After three screenings over each time period, 10 out of 50 companies were selected and briefly summarized in the table in the Appendix section at the end of this chapter. In the 10 big Fortune 500 companies studied by the author, emerging leader development is not left to chance. More strategically, their leadership development programs are integrated into each corporation's business and human resource strategies, which reflect the importance attached to developing the next generation of business leaders within the organization. An interesting difference between research and practice has been reflected clearly when it comes to horizontal leader development. In the previous section, literature emphasizes the significance of developing leadership vertically, not simply leader development by adding as many skills to the potential leaders as possible. In the workplace, future leaders are still paid sufficient attention by the company in terms of the need to acquire the necessary work-related skills for the purpose of doing well on the job.

When analyzing the leadership development programs of the 10 companies, the researcher can come up with a list of commonalities and differences. In terms of comparison points, the leadership development programs of these companies all seek participation of young recent graduates with sound track-records and relevant degrees. Their purpose is the development of relevant skills, the accumulation of experiences, and their readiness for the company's future and their personal career advancement. The implementation approach for all of them is total immersion with more focus on job rotations, mentoring, and networking and less time spent in formal classroom training.

With regard to points of differentiation, these programs slightly differ in defining "emerging leaders." Some of the corporations orient entry-level positions, while others target middle-managing positions (for example, the Johnson & Johnson Company). In addition, program duration varies depending on the program objectives, job content, and corporate strategy and culture.

D.R. Tobin, *Feeding Your Leadership Pipeline: How to Develop the Next Generation of Leaders in Small to Mid-sized Companies,* 1st Ed., Alexandria, VA: American Society for Training & Development, 2010.

Small- to mid-sized companies trying to determine how to grow their next generation of leaders with constrained budgets may find this book helpful and suitable in their contexts. One notable thing about this book is the author's working definition of emerging leaders, although he does not use this term. He sees high-potential mid-managers as the next generations of leaders in the companies. On the basis of over 15

years of consulting work and book research on corporate learning strategies, the author has collected excellent practices from many companies around the world to design the leadership development program in this book. As a result, this book contains real-life personal encounters in leadership development; mini-cases; and applicable worksheets, tables, figures, and templates. With regard to organization, the book centers around a 2-year leadership development program designed for small- to mid-sized companies. It starts with identifying the high-potentials and has four main components: formal education session (once per quarter), action-learning project assignments (between sessions), individual development plans (for each program participant), and mentoring and coaching (for some participants).

John Burgoyne, John Mackness, and Sadie Williams, "Baseline Study of Leadership Development in Higher Education," *Research and Development Series*, London, UK: Leadership Foundation for Higher Education, 2009.

Not exactly targeting the business sector but referring to it for reflection on the higher education sector, this review still provides a good source for leadership development initiatives in corporations. Based on three well-known rankings by *Fortune* magazine, Executive Excellence Publishing, and *Chief Executive* magazine, it particularly refers to what top companies do to develop leadership internally. Best practices from them include: responsibility of leaders at all levels to create a motivating work climate for employees; top focus on leadership development by the company and its senior management; provision of training and coach-

ing for both individual leaders and leadership teams; and rotational job assignments for high potentials. These companies' best practices could be designed toward mid-level managers such as external leadership development programs, web-based self-study leadership modules, and executive MBA programs. Interestingly enough, this study reviews some "poor practices" that are worth considering in developing leadership in companies. They are outdoor activity based programs; paper-based self-study leadership modules; and job shadowing for senior managers. Note that executive MBAs and web-based self-study modules become worst practices when implemented too late in the executive's career.

Margaret Alldredge, Cindy Johnson, Jack Stoltzfuz, and Albert Vicere, "Leadership Development at 3M: New Process, New Techniques, New Growth," *HR People & Strategy.* Vol. 26, 2003, available from *ebscohost.com/login.aspx?direct=true&db=bth&AN=10964105 &site=bsi-live.*

An article about the leadership development program at 3M Company, it centers on the process, techniques, and growth of leadership development with a formula: classroom-style instruction and dialogue, individual development planning, group work, action learning, and presentations to senior management. Therefore, this approach is designed for developing 3M's high-potential leaders on capabilities, mindsets, and actions to propel 3M to a higher level of future success. The leadership attributes, though not directly tied to entry-level leaders, are listed, such as chart the course, raise the bar, energize others, resourcefully innovate, live 3M values, and deliver desired results.

The program targets high-potential leaders identified by their Operations Committee, using inputs from the business leaders and the succession review process. The program takes into account "personalized learning," which involves leaders as teachers (convergence with Four Trends study senior leaders and selected external experts) and action-learning projects. The three major components of the program are Action Learning, Coaching, and Reflection.

C. Schooley, "Drive Employee Talent Development Through Business Mentoring Programs," *Business Process Professionals*, Vol. 1, 2010, pp. 1-21.

Here is another perspective of developing potential leaders, or employee talents, by means of business mentoring technology. The corporate world has long known and relied upon mentoring as a proven technique for promoting in-house leadership. Today mentoring is experiencing resurgence thanks to its benefits of transferring knowledge among employees and easier access to mentoring technology for large numbers of mentoring relationships. Mentoring brings about higher employee retention, more engaged employees, and stronger succession bench strength. The authors review a group of mentoring technology vendors and two international organizations that have implemented mentoring successfully, Rockwell Collins and Xerox. With the support of technology, business mentoring can provide coaching, sharing, and knowledge transfer. To ensure effectiveness, mentoring requires careful planning, an understanding of employee needs, and selection of appropriate mentoring technology by human resource and/or business executives.

MOR Associates. The Cornell Emerging Leaders Program.

This organization offers three leadership programs for emerging leaders, MOR leaders, and advanced leaders with unique approaches. Despite not being as popular as the other two programs, the Emerging Leaders Program is geared toward individual contributors, technical leads, and front-line managers who do not have direct reports, or only one or two if they do. It empowers the participants to lead "from where they are." On the basis of the same overview of leadership as the other two programs, the Emerging Leaders Program focuses more on foundational skills, such as facilitating meetings and influencing without authority and less on higher level leadership competencies such as strategic thinking and public communications. Participation involves a 1-year commitment and workshops are held at Cornell University. The program is designed on the four tracks: Workshop track (competencies needed for the leadership and management roles), Applied Learning track (application, engagement, and exploration), Individual Development track ("work on self"—creation and pursuance of an individual development plan), and Leadership Community track (building of a leadership community).

EMERGING LEADERSHIP DEVELOPMENT METHODS AND PRACTICES

This section pays more attention to the specific methods to develop leaders and real practices at the corporate level from different industries. Some of the books, articles, or studies can craft the process for future leadership development and benefits for both the

individual leaders and their organizations. Therefore, the literature here provides relevant and practical tips for the emerging leaders and the business sector to help develop people of high potential.

Ron A. Carucci, *Leadership Divided: What Emerging Leaders Need and What You Might Be Missing,* San Francisco, CA: Jossey-Bass, 2006.

This book targets the audience of both the incumbent and emerging leaders. It is written based on various data sources: interviews with more than 60 senior executives across different economic sectors; essay survey with more than 1,100 incumbent and emerging leaders; essay survey conducted with MBA students (University of Washington Business School); essay survey with the Northwestern University Alumni Association; and extensive secondary research. Therefore, it includes real-life stories and experiences of the leaders involved. This study is well-organized in terms of the composed sections: an organizational story at the beginning of each chapter and "for the moment" section within text to raise questions and demand reflections.

L.L. Carden and J.L. Callahan, "Creating Leaders or Loyalists? Conflicting Identities in a Leadership Development Programme," *Human Resource Development International,* Vol. 10, No. 2, 2007, pp. 169-186.

This article is written for business and management leaders and scholars to explore the role incongruities associated with work and nonwork identities in a leadership development program. Such a program aims to increase leader capacity, establish a leadership pipe-

line and enculturate participants in an organization. Emerging leaders, as participants of that program, are involved in a continual learning process where their professional and personal identities intersect and diverge. The article's implications include three aspects. From an individualistic position, if participants resolve the role conflict via participation in a leadership program, they are likely to become more committed and supportive of leadership goals. At the organizational level, the company manipulates a participant's core identity by associating success with compliance and conformity. Therefore, as leadership training programs continue to be developed and implemented, it is necessary to attend to participants' perceptions of their own experiences by means of feedback tools to determine the level of learning transfer and to gauge organizational support for career development and work-life balance.

K.S. Groves, "Six Steps for Confronting the Emerging Leadership Succession Crisis: Talent Management Best Practices from the Healthcare Industry," *A Journal of Relevant Information and Analysis,* Vol. 13, No. 1, 2010.

Although the research object of the article is the healthcare industry, not the private sector, the principles involved are largely applicable because the crisis of emerging leadership succession is prevailing across sectors. Organizations are facing a "5-50" leadership-succession crisis (over the next 5 years, firms could lose 50 percent of their executive personnel.) This qualitative study of 13 U.S. healthcare organizations (with exemplary talent-management practices and records of effective executive-succession decisions:

15 interviews with human resource, organization development, and chief administrative executives) have identified six processes to deal with the crisis. They include building the business case for talent management, defining high-potential leaders, identifying and codifying high-potential leaders, communicating high-potential designations, developing high-potential leaders, and evaluating and embedding talent-management system. Obviously, these six steps could also pose some potential threats of rising expectations of high potentials on career advancement, repeated talent management process for full engagement, and the organizational culture's degree of support for employee learning.

Claire M. Kilian and Dawn Hukai, "Building Diversity in the Pipeline to Corporate Leadership," *Journal of Management Development,* Vol. 24, No. 2, 2005, pp. 155-168.

Although the authors analyze diversity in terms of gender and race, there are several points that relate to our study of training and developing young leaders such as barriers to organizational advancement, skills of great leadership, and tools for individuals to develop their leadership skills. In concrete terms, barriers to the top can include lack of mentors and role models, and lack of significant line experience, visible and/or challenging assignments, among others; while skills of great leadership are the ability to engage others in shared meaning, a distinctive and compelling voice, a sense of integrity, and adaptive capacity, an ability to conquer a negative situation and emerge stronger. Successful interventions require strong senior management commitment. At the same time, individual

leaders can utilize three-dimensional networks (for functions, position and locations, and demography) and mentoring as well as reverse mentoring.

J. Mattone, *Talent Leadership: A Proven Method for Identifying and Developing High-Potential Employees,* New York: AMACOM, 2012.

This book is particularly written for leaders of human resource, talent management, organization development, and operating managers responsible for identifying, managing, and developing high-potential and emerging leaders, which is and will continue to be one of the top business issues facing CEOs. It is a research and empirically based book that uses the Stealth Fighter Model as a foundation to explain the relationship between an organization's leadership assessment and development practices and their accomplishment of final operating success. This book originated from four sources: 30-year global travelling experiences of the author, his previous research on trends in talent management and executive development, consulting with more than 250 organizations, and coaching over 200 executives. The three "leading indicators" that drive organizational success as identified by the author are leadership capability, commitment, and alignment.

EMERGING LEADERS AND GENERATIONAL ISSUES

Diversity, including generation differences in the workplace, is a big issue for management. It is a matter of fact that emerging leaders now are working with people from different generations. In the research ma-

terials, there is increasing attention to generational issues. If emerging leaders are tied to the age, and typically in U.S. society, Generation Y (or Millennials) are people in consideration as emerging leaders now.

Donna L. Haeger and Tony Lingham, "Intergenerational Collision and Leadership in the 21st Century," *Journal of Intergenerational Relationships*, Vol. 11, 2013, pp. 286-303.

This is another article about leadership in the intergenerational environment, particularly the collision between young leaders and their much older direct supervisors. By means of interviews, 13 leaders under 36 and 13 direct reports at least 20 years older were approached for their lived experiences of interactions. The intended audiences include human resource management, board of directors, and top management teams as well as higher education institutions focused on training future institutional and organizational leaders. The intergenerational workplace requires a new leadership style that is more task, productivity, and multitask-centered, and current approaches to leadership development may no longer be relevant. Therefore, a new stream of leadership and team research focusing on the evolution of leadership will be necessary. The article also raises a question about current understanding of effective leadership as leadership is changing, through the workplace, the behavior of young leaders.

CONCLUSION

This secondary research is based on different sources of information and has revealed several tenets of emerging leadership development in the U.S. private and business sector. It starts with how the concept of emerging leader is defined. Moreover, the distinctions between leader development and leadership development are analyzed in depth. As seen from the perspective of development, vertical development is also put in comparison with horizontal development, which is the inclination and tendency in corporate programs. Specificity of leadership development methods and generational issues are also discussed. To conclude, the results of this research can be a relevant source for emerging leaders in the private sector to develop themselves and a good reference for profit companies and organizations.

CHAPTER 6

APPENDIX

The following table depicts the main features of leadership development programs of the 10 companies in point.

Company	Requirements	Leadership Development Program Characteristics
Walmart (Retailing)	- Target: top-performing undergrads - Purpose: transition, hands-on experience, career growth - Role in organization and leadership opportunity	- Mentoring - Networking - Combination of training techniques - Duration: 6 – 9 months
General Electric (Appliances)	- Target: recent college graduates, entry-level talent - Purpose: talent development; business-related skill development; innovation for future; accelerated career growth - Role and opportunity: leadership advancement	- Rotational assignments - Formal classroom studies - Reports and presentations to seniors - Mentoring + coaching - Interactive seminars - Duration: 2 – 3 years
AT&T (Communication)	- Target: MBA/master's holders with 2-7 years of experience; one program requires bachelors' degree - Purpose: career growth, skill expansion ("Take college degree to the next level") - Role: supervisory for some programs, paid employees with benefits	- Networking - Mentoring - On-site classes - Rotations (customized) - Duration: 1 – 3 years
Verizon Communications (Mobile Communication)	- Target: not clearly stated - Purpose: create and develop change agents; skill development; technical expertise emphasis	- Rotations - Networking - Duration: 2 – 3 years
J. P. Morgan (Financial Services)	- Target: black, Hispanic and Native Americans, varied with programs - Purpose: talent promotion; individual career acceleration; future leader creation; visibility enhancement	- Peer mentorship - Access to senior leaders - Networking events - Related skill development

Table 6-1. Features of Leadership Development Programs.

Cardinal Health (Health Care)	- Target: recent graduates - Purpose: advanced preparation for the next positions of management; business and leadership skills development; career advancement (discipline exploration, real experience at work); sources of innovation; company knowledge enhancement - Role: full-time benefit eligible employees	- Rotations: different departments and locations - Networking - Rotational assignments - Cross-functional training - Workshop, e-learning - Duration: 2 – 4 years
Boeing (Airline)	- Target: high-potential recent/new graduates - Purpose: development of technical, analytical, and leadership skills; help shape the future of the company; long-term career growth - Role: potential for management position later	- Rotations - Assignments spanning the business - Mentoring - Networking - Duration: 2 – 3 years
Caterpillar (Heavy Equipment Manufacturer)	- Target: exceptional college graduates of all disciplines - Purpose: personal career fulfillment; excellent service provision to the company and customers; knowledge and skill building - Role: employees with permanent position	- Multi-rotational assignments - Technical training - Cross-functional on-the-job training - Mentoring for leadership skills - Exposure to senior leaders - Opportunity for travel and relocation - Duration: 1 – 3 years
Comcast (Internet Services & NBC Network)	- Target: young professionals - Purpose: shape future leaders and serve the community	- Mentorship - Networking - Community services - Teaching innovation - Collaboration - Professional development - Duration: not mentioned
United Technologies (Aerospace and Building High-Tech Provider) - 01 program	- Target: new financial talents - Purpose: leadership, analytical, communication, organizational, and time management skills; establishment of a professional network; enhance learning experience and business acumen	- Mentoring - Personal guidance from top leaders/managers/alumni - Annual training conferences and projects - Assignments - Duration: 2 years

Table 6-1. Features of Leadership Development Programs. (cont.)

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CHAPTER 7

PATTERNS ACROSS SECTORS IN EMERGING LEADER DEVELOPMENT: IDEAS AND ACTIONS

Joseph R. Cerami

This chapter reviews the state-of-the-art of emerging leader development. The main points examined here are emphasized in the research questions outlined in the introductory chapter. In reviewing the public, private, and nonprofit sector literatures, there are patterns that emerge. No doubt there are pockets of excellence and innovation in many organizations that are not written about or subject to research studies. That said, there are observable patterns in the respective literatures that provide ideas and actions for developing individuals as emerging leaders and for designing organizational professional development programs.

While it is difficult to score the most important ideas and techniques, as the saying goes: what is difficult is not impossible. Given the variety of individual and organizational practices, programs, and development philosophies, certain ideas stand out. First and foremost is the convergence around the notion that ultimately a leader's development is a personal responsibility. Self-awareness is a critical skill. Becoming self-aware is in itself a task and has to be linked to persistence for an individual's very personal ownership and authentic commitment to lifelong learning. While individual learning is a key personal responsibility, there are practices for integrating leader development into academic, professional, and work environments.

Because of the range of organizations considered in this research, there are clear gaps in the nature of organizational programs across sectors. For one thing, it is clear that much more research appears to be directed for the development and coaching of executives rather than emerging leaders. Given the high stakes involved at senior levels in business, the economic incentives are clear. That said, the military continues to focus its efforts on the accession, training, and education at all the junior officer levels (but not necessarily for its civilian workers who operate under very different personnel and educational systems). In brief, then, there are more focused and professional development opportunities through a variety of executive programs at the senior levels which, of course, are offered to much fewer numbers than are provided for mid-career and junior officers. Nevertheless the opportunities for integrated leader development are part of the DNA of military organizations at all levels, but subject, of course, to the preferences, experiences, and priorities of its many organizational leaders commanding on many levels.

Overall a key pattern for emerging leader development in all sectors, as revealed in the previous chapters, remains understanding the unique differences in the context as described in the research and practice of individuals, as well as organizations with different cultures, norms, and work environments. For example, the relatively recent and ongoing explosion of U.S. and international nonprofit organizations, which includes many young, idealistic leaders, has created a large pool of individuals who have a commitment to public and international service and who have development needs. It is natural that the relative lack of organizational capacity, especially for the newest and

smallest nonprofits in this expanding sector, will raise the demand for emerging leader professional development programs and activities. The demands for guidance, support, expertise (in complicated areas such as grant writing, fund-raising, contracting, and accounting, etc.), and "best practices" will involve all the attending issues regarding building interpersonal and interorganizational relationships with unique players, such as boards of directors, volunteers, and project managers, within and outside the organizations.

With all of that, the nonprofit sector is one where the roles and responsibilities of "followers" will be extremely important. Building networked, horizontal, virtual, and multicultural teams (as increasing numbers of individuals and organizations are working internationally) will remain important tasks for nonprofit leaders. The research gaps in this sector will also require more attention. Perhaps, because of the differences in size, scope, tasks, and relationships (both internal and external), the area of research that may be most promising is collecting case studies and narratives that suggest developmental approaches rather than attempting to develop generalizable notions to link the theory and practice of emerging leader development.

While there is no licensing board for approving emerging leader education, training, and development programs, there are approaches that report promising results. In his autobiography reflecting on his time in British politics, former Prime Minister Tony Blair expressed an important point about the notion of complexity.[1] His comment is that the voting public will demand that politicians propose simple solutions to solve complex problems. Blair offers that the antidote to complexity is not simplicity, but clar-

ity. Clarity about the goals and purposes of individual and organizational programs are essential for credibility and continued learning. Barbara Kellerman's critique of the "leadership industry" and some of its false promises set up unrealistic expectations that, of course, can lead to passive aggressive behavior as well as cynicism about any attempts at improving individual, work group, team, and organizational performance through what organization's may characterize as "leadership development."

The recent nature of much of the research on millennials, for instance, implies that there are differences between generations that are unique to today's world. This assumption is debatable and challenged by other researchers who find similar intergenerational tensions in studies of previous generational cohorts. In addition, today the scientific and technological advances in neuroscience imply that humankind is on the verge of discovering important insights into the nature of human intelligence, learning, motivation, etc. Whether future research will bear out the early ambitions and optimistic projections remains to be seen. Regardless, it is important for programs in university and work settings to clarify the expectations and requirements for development. This is especially important for those programs that present a one-size-fits-all description of leadership versus those niche programs designed specifically for emerging leader development. Answering questions up front about design (Is this approach traditional or innovative?); outcome and goals (Will this program provide the knowledge and skills to improve specific performance areas?); as well as the utility of various instruments (How will these survey instruments, case study seminars, and discussions contribute to applying your self

and social awareness to the learning or work environments?) is essential to clarifying expectations. In the near future, as neuroscience progresses, there are sure to be bioethical issues in using technology to enhance the creation of more capable and possibly more intelligent human beings. The imagined possibilities of science fiction will become more relevant with new scientific discoveries, certainly within the lifespan of current emerging leaders. Leader developers will have to work fast to keep up with the latest advances and to update their programs to find a balance between traditional and innovative approaches.

Again, because of resources, it is reasonable to expect that the most innovative advances will occur in the private sector and at the executive levels. How the newest, most relevant practices filter though the public and nonprofit sectors will also require expertise, time, and money. The scarce resources required for individual development may also lead to an excessive focus on high potentials. Those selected for their university degrees and potential will no doubt benefit from mentoring, participating in high visibility events, experiencing selective job rotations, cross-functional learning workshops, etc. A question remains as to what development opportunities are made available to the rest of the workforce.

Another set of assumptions about horizontal teams, flat organizations, and diverse workforces will have to be addressed for those individuals and organizations seeking collaborative work environments. If the trend line is, in fact, for a higher demand among emerging leaders for individual participation, development, feedback, and mentoring, then designing effective programs will be a major supervisory challenge in the years ahead. Another complicating factor,

besides sector and contextual differences, is the time lag between development and performance impact. If we accept the assumption that emerging leaders, such as current millennials, demand real-time feedback, mentoring, and results, then programs that measure outcomes over 7- to 10-year time frames will not meet the demands of emerging leaders. Similarly, measuring the performance of leadership networks that focus on collaboration among a number of organizations (such as community centers that promote education, health, and child care) or military organizations[2] that advise foreign armies and require the collaborative work of military officers, diplomats, as well as U.S. and nonprofit development officials, are all important considerations.

Indeed, experts highlight collaborative skills as essential for development programs. These include self-awareness (about motivations for individual achievement, team affiliations, and power or influence) plus adaptability, boundary spanning, network thinking, creativity, and change management. There is also research on the overall effectiveness of past practices, including outdoor programs, paper-only self studies, job shadowing, etc. Bridging the gaps among high potentials and the rest; past practices and new approaches; and short-term versus long-term performance outcomes remain important considerations for program design as well as for individual action plans.

Current concerns about the burden of university student debt, as well as the unpredictability of emerging leader recruiting and retention, means that more creative and personalized development approaches are needed. Without the likelihood of additional resources, including staffing and funding, individual development will require a greater use of develop-

ment as integrated into the work environment and experience. The demands of individual mentoring may be supplemented with generous extraorganizational efforts aimed at recruiting experienced senior volunteers, while concurrently building formal relationships with members of professional associations. Self-starters or those individuals with the wherewithal to locate and maintain contacts with a number of mentors will be well served.

The research suggests, however, that a surer path is to build clarity into programs that link development with the individual's work. While workshops, academic certificates, and personal coaches and mentors can assist, there is much more potential in utilizing the development opportunities where the time and space exists for in-depth and meaningful development, and that can best occur while you are working in your day job. Integrating leader development would be of practical value as well for emerging leaders and their supervisors and peers in what are sometimes described as the "newer" skills competencies. For instance, in the nonprofit sector, that would be for developing team–based leadership skills as expectations in ethics and values, in promoting diversity awareness, and in building relationships with boards and volunteers. For the military engaged in counterinsurgency and advisory efforts, that would include internal leader development for working with an interagency or country team and for external development for working with the multiple cultures of foreign armies, government officials, international nongovernmental organizations, tribes, and ethnic groups in humanitarian, stability and reconstruction, and combat operations. While specialized leadership programs, such as those provided by university professional programs, corpo-

rate sponsored centers, and city or regionals leadership hubs, will be useful, they should be considered as supplementary to the development that occurs in the work environment.

In brief, external development efforts will not meet the internal organizational demands for lifelong learning for an engaged and committed workforce with large numbers of emerging leaders. Likewise, for those involved in workplaces in geographically diverse locations, the most likely development will come in the multicultural work environment that is difficult, if not impossible, to replicate in universities, centers, and U.S. training bases. Here the notion of horizontal and vertical development deserves attention, that is, setting leader development goals for the immediate work environment while keeping an eye out for the next stage expected in a career progression. Other techniques that show promise in research studies, such as 360-degree appraisals; using psychometric instruments and surveys; building formal mentoring and personal coaching relationships; sabbaticals; and quickly progressing through job assignments of increased scope and responsibility would all be helpful in an ideal world. The reality of time and money resource demands for these types of specialized programs will make them out of the reach for most emerging leaders. For the most part, and for the best professional development, the research clearly suggests that the self-directed, responsible and engaged emerging leader will profit from working in those organizations in the public, private, and nonprofit sectors that integrate professional leader development into the everyday work experience.

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1. For thoughtful insights on leadership and learning, after reflecting upon his long career in British politics, as well as his thoughts regarding the U.S. leadership role in international affairs, see Tony Blair, *A Journey: My Political Life,* New York: Alfred A. Knopf, 2010.

2. One example of research in military studies on counterinsurgency leadership, with insights on reconstruction in Afghanistan and Iraq, is Mark Moyar, *A Question of Command: Counterinsurgency from the Civil War to Iraq,* New Haven, CT: Yale University Press, 2009. In this book, Moyar examines case studies to explain the leadership attributes necessary at the operational and tactical levels for effective counterinsurgency warfare. For a deeper understanding of leadership at the top in the military, see James W. Browning, *Leading at the Strategic Level in an Uncertain World*, Washington, DC: National Defense University, 2013. Browning provides a strategic leadership model with insights on organizations, environmental dynamics, leader competency, teams, decisionmaking, negotiation, communication, climate, and culture.

CHAPTER 8

AFTERWORD:

EMERGING LEADERS —
NEW DIRECTIONS FOR THE NEXT
GENERATION

Joseph R. Cerami

Several ideas follow from this review that suggest a degree of clarity for emerging leaders and those with the responsibilities for educating and training future leaders. Proposals for new directions should provide opportunites for considering creative approaches that build on solid foundations while offering opportunities for innovation. One assumption that underlines any attempts to forecast even over the next several years is that the state of knowledge creation is moving rapidly. For instance, Harvard Business School's expert on change management, John Kotter, has a book titled: *Accelerate: Building Strategic Agility for a Faster-Moving World.* In reviewing the differences between management and leadership, Kotter offers six specific tasks for leadership: (1) establishing direction; (2) aligning people; (3) motivating people; (4) inspiring people; (5) mobilizing people to achieve astonishing results; and (6) propelling us into the future. Kotter's eight tasks for management are: (1) planning; (2) budgeting; (3) organizing; (4) staffing; (5) measuring; (6) problem solving; (7) doing what we know how to do exceptionally well; and, (8) constantly producing reliable, dependable results.[1] Kotter, of course, is writing for an audience of senior executives, and especially for those in cutting edge corporations. If emerging lea-

ders do not find this prescripton for becoming both a capable leader and manager daunting, then they are not paying attention or do not fully understand the extensive nature of Kotter's leadership and management tasks.[2]

Emerging leaders get another perspective from a leadership coach, David Brendel, publishing in the *Harvard Business Review* Blog Network. In "How Philosophy Makes You a Better Leader," the author offers a sane mnemonic. Socrates: "What is the most challenging question someone could ask me about my current approach?"; Aristotle: "What character virtues are most important to me and how will I express them?"; Nietzsche: "How will I direct my 'will to power,' manage my self-interest, and act in accordance with my chosen values?"; and Existentialists: "How will I take full responsibility for my choices and the outcomes to which they lead?"[3]

Because of the accelerating pace of change—do emerging leaders need to know Kotter's principles of change management? Beyond knowing, do they need specific skills to participate effectively in today's work environment? How will being "mindful" in reflecting on the practical wisdom of a philosophical approach help those starting out?[4] Certainly, there is much to be gained by studying philosophy and change management. No doubt, as argued earlier in this study, the interdisciplinary nature of leadership research is one of the strengths of the field.

Yet, applying task lists meant for senior strategic leaders, as well as pondering deep philosophical questions, can create dilemmas for emerging leaders. For one, the research suggests that Kotter's list of the management skills would be more important for early performance, or even getting a job, than aspiring at

an early career stage to focus on what he describes as leadership. Similarly, while developing and reflecting on a set of values is important at any stage of life, is anyone ever asked their views on classical philosophy when launching a career?

So for emerging leaders and their supervisors, mentors, and coaches, the pathway approach discussed here provides a practical alternative, while suggesting that lifelong learning should include adding to an individual's knowledge base—and that would include reading the insights of distinguished scholars like John Kotter, as well as thoughtful approaches by practicing leadership coaches like David Brendel.

As a first order task, the emerging leader should consider all levels suggested in the Bush School approach. Those would include leadership at the institutional, organizational, and personal and interpersonal levels. While an awareness of the whole range of leadership layers is important, learning where to focus attention over the next 6 months to 2-year time period for those starting out will ground development planning in the practical goals for what is timely, relevant, and achievable. Similarly, specifiying development competencies of knowledge, skills, attributes, and values will also focus an individual's attention. Those categories can be grouped into a matrix whose design will not be formulaic, but instead serve as a sound framework for defining relevant areas for professional and leader development.

Other themes standout in the literature. One area is thinking about how the metacompetencies for leading should balance the tensions between effectiveness and ethical behaviors and goals. Wong and Gerras warn this may already be occuring in the Army as leaders compromise their ethical leadership principles due to

increasing bureaucratic burdens and endless compliance checks.[5] The dangers of achieving effectiveness in the near term, by burning out individuals and teams for short-term gains, is as important for emerging leaders as thinking about the supposed "effectiveness" of Adolf Hitler and Saddam Hussein in gaining power and influence while ultimately wrecking their countries.[6]

Another idea stressed earlier in this monograph is the notion of an individual's intelligence working on several levels simultaneously. These intelligences include developing a deep understanding of emotional intelligence and the art of personal emotional mastery as well as builing and maintaining social relationships across multicultural and intergenerational teams and interoganizational networks. As Joseph Nye highlights in *The Powers to Lead,* emotional intelligence and contextual intelligence, including cultural intelligence, are all required. It is, of course, not simple to follow Nye's advice to understand the evolving environment, capitalize on trends, and adjust an individual's style to the shifting context and according to follower's needs.[7] Having a well-developed set of early experiences and education as well as a reasonably high intelligence quotient should help. In all, starting off with a general framework as envisioned in the action planning process for individual development will assist. As argued earlier, the effects of being generally pointed in the right direction will be enhanced when guided by the helping hand of generous[8] mentors and coaches.

In charting new directions for emerging leader development, while there is much research from multiple sources that suggest pathways, there is as in all fields of study the need for additional research.

As Kotter suggests, given the rapid pace of change, there is no guarantee that what was suggested based on past research regarding emerging leader development will last over time. While a philosophical grounding is certainly of importance, even the topics of values, character, and virtue deserve constant attention. For integrating emerging leader development in the workplace then, there are three areas that deserve continuing and even increasing attention, especially linking assessment instruments and performance measures; considering the role of apprenticeships as part of professional development; and bridging transitons for individuals at all levels.

From experience at the university level, it is safe to say that students prefer individual attention. One-size-fits-all assessment tools that are not linked to personal development planning and coaching are not taken seriously. This, of course, adds to the tasks of organizations and supervisors. In short, it may be better to make no claims about an organization's emphasis on developing human capital if resources, including people, time, and programs, are not devoted to guiding the use of assessement tools. For organizations too, there is a need to explain how the development process creates value in terms of improving performance at the individual, team, organizational, and even institutional levels. Those performance indicators become both more important as well as more difficult when engaging in cross-sector and cross-national work environments. In national security reform intitiatives, struggling with gaining support for "whole of government" efforts, the benefits of individual contributions and overall agency/organizational performance should be addressed more fully in the future.[9]

For instance, several of the Project on National Security Reform's (PNSR) "Significant Implementation Initiatives" that relate directly to emerging leader development require futher research and study. In addition to the recommended broader agency structural reforms, their initiative on "Human Capital: Align personnel incentives, leader development, personnel preparation, and organizational culture with strategic objectives" deserves more focused attention.[10] PNSR's proposals for creating a national security professionals program is important in its potential to improve emerging leader development programs across government. In addition, those private and nonprofit organizations immersed in public-private partnerships, contracting, and collaborative operational efforts would benefit from cross training that includes a certification process to ensure some level of common knowlege as well as skill requirements.

The PNSR proposal blends well with emerging ideas about resurrecting "apprenticeships." Given the explosion in online university and certificate programs as well as the costs of moving, housing, and losing time in the workforce, other opportunities outside of traditional schooling should be explored. Integrating the work experience as supplemented with the learning opportunities available from new sources, such as Massive Open Online Courses, should make integrated, work-learning experiences relevant for individual development while improving performance in the workplace, in real time for individuals, teams and organizations.

Sarah Ayres, a policy analyst for the Center for American Progress, captures the potential for structured apprenticeships in "5 Reasons Expanding Apprenticeships Will Benefit Millennials." Going beyond

the common internship experience for emerging leader education programs will provide benefits. Ayres explains these five benefits in several studies. She points out that: (1) apprenticeships are jobs; (2) apprentices earn higher wages; (3) apprentices gain an education with little or no debt; (4) apprenticeships create a pathway to middle-class jobs for those without a 4-year degree; and (5) apprenticeships grow the economy by making American businesses more competitive.[11] Translating Ayres's ideas from the private sector into the government and nonprofit sectors opens an avenue for creative thinking and suggests potential intiatives for improving human capital and professionalism in all sectors. Incorporating apprenticeship programs on a meaningful scale has the potential to link individual needs and performance, prescribe certifications and the equivalent of professional licensing (similar to that for doctors and engineers), identify skills-based standards, and create opportunities for action learning in working enviroments. Imagination is necessary for implementing these initiatives and research on the feasibility, affordability and effectiveness of these approaches is needed.

A final area for consideration is the need to assist individuals with transitions. For instance, universities provide career services and leader development programs, but these efforts are mainly contained within the undergraduate and graduate level experiences. Making the difficult early transition from the school to the work environment is the equivalent for high-wire acrobats "flying without a net." Because of those early stresses, complicated by the expectations of both entry-level workers and supervisors, there is a much greater need for early transition coaching than is necessary for leaders at the mid- and senior-levels,

after all, most thoughtful individuals will have developed experience based knowledge as well as strong networks to enter new career paths. That said, there are few resources available for the emerging leaders to bridge the school to workplace gap. Research will assist in thinking about better ways for individuals and organizations to bridge those development gaps. Creative, research based ideas are essential for those development programs that aspire to assist emerging leaders in transitioning relatively seamlessly from their educational experiences into the workplace with a commitment to a career of lifelong learning.

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1. John P. Kotter, *Accelerate: Building Strategic Agility for a Faster-Moving World,* Boston, MA: Harvard Business Review Press, 2014, p. 61.

2. Even more challenging would be taking on what Kotter presents as "The Eight Accelerators" for an organization facing "The Big Opportunity" by: (1) creating a sense of urgency; (2) building a guiding coalition; (3) forming strategic vision and initiatives; (4) enlisting a volunteer army; (5) enabling action by removing barriers; (6) generating short-term wins; (7) sustaining acceleration; and, (8) instituting change. Kotter, p. 28.

3. For existentialists, the author lists Jen-Paul Sartre, which unfortunately for his sane mnemonic does not begin with an E. David Brendel, "How Philosophy Makes You a Better Leader," *Harvard Business Review* (HBR) Blog Network, September 19, 2014, available from *blogs. hbr.org/2014/09/how-philosophy-makes-you-a-better-leader/,* accessed September 20, 2014.

4. In considering mindful and self-reflective behaviors, Brendel's claim is that "Contemplating timeless philosophical values can fuel timely behavior changes in the service of growth and lasting success" (p. 2).

5. Leonard Wong and Stephen J. Gerras, *Lying to Ourselves: Dishonesty in the Army Profession*, Carlisle, PA: Strategic Studies Institute, U.S. Army War College, February 2015.

6. For an example of military focused research on toxic leadership, see George E. Reed, "Toxic Leadership, Unit Climate, and Organizational Effectiveness," *Air and Space Power Journal*, August 2014. See also the chapter on "dissonant styles" of commanding and pacesetting approaches in Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence,* Boston, MA: Harvard Business School Press, 2002, pp. 71-88. On the need for "good" leadership to be both effective and ethical see Joseph S. Nye, Jr., *The Powers to Lead,* New York: Oxford University Press, 2008, pp. 109-145.

7. Nye, p. 83.

8. I am indebted for this idea on the critical importance of mentors who are generous with their time and effort to James Abruzzo, Co-Director of the Institute of Ethical Leaders in the Department of Management and Global Business, at the Rutgers Business School-Newark and New Brunswick, NJ.

9. See, for instance, the efforts of the Project on National Security Reform (PNSR) reports and case studies now located on the web page of the Center for Complex Operations, Washington, DC: National Defense University, available from *cco.dodlive.mil/pnsr-case-studies/*, accessed September 20, 2014. The number and quality of the cases are extensive. Linking past experiences with current contexts and designing individual and organizational assessment tools and performance measures, such as connecting lessons learned centers with training and education programs, plus the potential for guiding efforts for informing current operations remains a critical research need. For the main PNSR report, see *Turning Ideas Into Action*, September 2009, available from *www.pnsr.org/wp-content/uploads/2011/11/pnsr_turning_ideas_into_action.pdf*, accessed September 20, 2014. The Bush School participated in several workshops and conferences with PNSR participants and other subject matter experts. Books, monographs, and reports published by the Strategic Studies Institute include: *The Interagency and Counterinsurgency Warfare; Leadership and National Security Reform; Rethinking Leadership and "Whole of government" National*

Security Reform; and *National Security Reform 2010: A Mid-Term Assessment,* available from *www.strategicstudiesinstitute.army.mil/ pubs/people.cfm?authorID=518*, accessed September 20, 2014.

10. PNSR Report, p. vi.

11. Sarah Ayres, "5 Reasons Expanding Apprenticeships Will Benefit Millennials," Washington, DC: Center for American Progress, available from *americanprogress.org/?s=ayres*, assessed August 11, 2014.

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ABOUT THE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE

The Bush School of Government and Public Service at Texas A&M University is located in College Station, TX. Established in 1997, the Bush School was created to honor the vision of its founder, George Bush, the 41st President of the United States. At the groundbreaking of the compound, President Bush shared his conviction that working for government, whether as an elected official or civil servant, should be viewed as dedication to public service:

> I want to share with the students my thoughts on public service—that service to a county is a calling and that . . . in a far broader sense it means helping others and sacrificing and contributing to causes bigger than yourself.

The Bush School is dedicated to academic integrity, leadership development, professional experience, and unique relationships between professors and students academically and in research. In the Bush School, there are two distinct master degrees: The Master of Public Service and Administration (MPSA) and the Master in International Affairs. The MPSA program focuses on public management and public policy analysis and offers five areas of concentration, including nonprofit management; state/local policy and management; energy, environment, and technology policy and management; security policy and management; health policy and management; and individually created options. The International Affairs program focuses upon international economics and development and national security and diplomacy. It features concentrations, including American diplomacy, intelligence as state-

craft, defense policy and military affairs, international politics, homeland security, regional studies (Europe, Middle East, and China), international economics, international economic development, and multinational enterprises and public policy. The Bush School program also offers students opportunities at national and international internships, and emphasizes the development of written and oral communication skills.

For the past decade, the Bush School has prepared leaders who can share the work of public service with a more diversified set of players—both in and out of government. Its graduates have established themselves in exciting careers in government, nonprofits, international organizations, think tanks, international financial institutions, and businesses. For additional information on the Bush School, see *bush.tamu.edu/.*

STRATEGIC STUDIES INSTITUTE

The Strategic Studies Institute (SSI) is the U.S. Army's center for geostrategic and national security research and analysis. SSI conducts strategic research and analysis to support the U.S. Army War College (USAWC) curriculum, provides direct analysis for Army and Department of Defense (DoD) leadership, and serves as a bridge to the wider strategic community. SSI is composed of civilian research professors, uniformed military officers, and a professional support staff. All have extensive credentials and experience.

SSI is divided into four components: the Strategic Research and Analysis Department focuses on global, transregional, and functional issues, particularly those dealing with Army transformation; the Regional Strategy Department focuses on regional strategic issues; the Academic Engagement Program creates and sustains partnerships with the global strategic community; and the Publications Department maintains a web of partnerships with strategic analysts around the world, including the foremost thinkers in the fields of security and military strategy. In most years, about half of SSI's publications are written by these external partners. SSI documents are published by the Institute and distributed to key strategic leaders in the Army and the DoD, the military educational system, Congress, the news media, other think tanks and defense institutes, and major colleges and universities. SSI publications use history and current political, economic, and military factors to develop strategic recommendations.

SSI has a variety of publications, including:

- Books - SSI publishes about 3-5 books per year consisting of authored works or edited compilations.
- Monographs – Policy-oriented reports provide recommendations. They are usually 25-90 pages in length.
- Carlisle Papers - The best of the student papers submitted in compliance with requirements for graduation from the USAWC are highlighted.
- LeTort Papers - These feature essays, retrospectives, or speeches of interest to the defense academic community.
- Colloquium Reports - For larger conferences, SSI may produce a report on the proceedings.
- Colloquium Briefs - These 2- to 4-page briefs are produced after the colloquia that SSI has co-sponsored or helped fund.

At the request of the Army leadership, SSI sometimes provides shorter analytical reports on pressing strategic issues. The distribution of these is usually limited. Additionally, every year SSI compiles a Key Strategic Issues List (KSIL) based on input from the USAWC faculty, the Army Staff, the Joint Staff, the unified and specified commands, and other Army organizations. This is designed to guide the research of SSI, the USAWC, and other Army-related strategic analysts.

SSI analysts publish widely outside of the Institute's own products. They have written books for Cambridge University Press, Princeton University Press, University Press of Kansas, Duke University Press, Praeger, Frank Cass, Rowman and Littlefield,

and Brassey's. They have contributed chapters to many other books, including publications for the Brookings Institution, Jane's Defense Group, and the Center for Strategic and International Studies. SSI analysts have written articles for more than 50 journals and periodicals on history, strategy, national security, and a myriad of other relevant topics.

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