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THE ABC'S OF THE BEST PRACTICES IN LEADERSHIP DEVELOPMENT

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In the current business environment, leadership development is a critical strategic organizational imperative because viability is ultimately dependent upon leadership. Therefore, organizations are investing heavily in leadership development programs. These programs have been extensively researched, and the best practices have been identified by scholars across the globe. However, although the literature is ripe with best practice information the heavy research base is not necessarily useful to practitioners. The organization of the best practices into the ABC format and model, discussed in this paper, provides practitioners with an easy to use consolidated approach for planning, creating, or reviewing a leadership development program. Each letter of the alphabet briefly explains a current best practice in leadership development that has been researched and reported frequently in scholarly literature.

The last few years have seen an increase in literature referring to an impending leadership crisis as baby-boomers retire and the number of qualified candidates to fill those positions declines (Cacioppe, 1998; Leskiw & Singh, 2007; Wiessner & Sullivan, 2007). Inevitably, current leaders will either retire or move on to other organizations at which time they will need to be replaced (Leskiw & Singh). There is great concern among businesses, industries, and organizations in both the profit and not for profit sectors, that the leadership pipeline is not adequate to fill all the resulting vacancies (Wiessner & Sullivan). Furthermore, surveys in a variety of industries indicate an unhealthy gap between what current leaders are doing and what organizations need in order to remain viable (Bennett, Harriman, & Dunn, 1999). In essence, these studies indicate that current managers are lacking the requisite skills to lead their organizations in a tumultuous global economy (Cacioppe, 1998; Groves, 2006; Kotter, 1996). Therefore, because organizational survival depends on effective leadership (Mastrangelo, Eddy, & Lorenzet, 2004), and leadership represents a serious challenge for companies (Bennett, et al.), a vast array of professional development programs for aspiring leaders have arisen (Wiessner & Sullivan).

Although the debate continues as to whether leadership can be taught (Allio, 2005), each year millions of dollars are invested in, and countless hours devoted to, leadership training programs (Wiessner & Sullivan, 2007). These programs are being offered by educational institutions, corporate universities, professional organizations, and consultants. Each of these providers has its own preferred approach to leadership development, yet there is little consensus on which training methods are the most effective (Cacioppe, 1998). For that matter, we know very little about how people develop to become leaders (Popper & Mayseless 2007), what skills leaders actually need or how leadership should be defined (Hay & Hodgkinson, 2006), or whether the leadership development initiatives should be targeted only to executives or concentrated on the men and women referred to by Wellins and Weaver (2003), as the "See-level" or "front-line" staff. Moreover, most organizations have not

constructed an explicit program theory, tied to strategic initiatives, which can then be used to evaluate leadership development programs (Russon & Reinelt, 2004). Therefore, given the vast array of information about leadership development programs, as well as the lack of information regarding their outcomes and impact, the purpose of this paper is to identify the best practices in leadership development activities common to profit as well as non-profit organizations, and present them in a manner that can easily be utilized and understood by leadership development professionals.

This paper is organized into several sections. The first section reviews the research on what has been identified by other researchers as some of the best practices in leadership development. A "best practice", for purposes of this research is one that has been discussed in the literature by two or more researchers. Following the literature review is a model depicting an integrated approach for the establishment of a leadership development program and discussion of the best practices identified in the literature and then assimilated into an ABC format. Finally the practical implications of the ABC format for leadership development practitioners are presented.

LITERATURE REVIEW

Over the past several decades leadership has been studied from a variety of perspectives. From the initial leadership research in the twentieth century that focused on the identification of leader traits and behavioral styles, to the contingency theories that focused on fitting behavioral styles to situational factors popular in the 70's, to the transformational and charismatic theories of the 80's, researchers have sought to identify and understand the determining factors of effective leadership (Hay & Hodgkinson, 2006). Although there is ambiguity in these studies, researchers have generally concluded that the actions and behaviors of leaders are, in fact, important determinants of personal effectiveness as well as organizational vitality (Mastrangelo et al., 2004). Regardless of the various theories, the impending leadership crisis requires organizations to develop people's capacity to lead.

By developing the capacity to lead, individuals become self-empowered and know that they matter to the leadership within an organization regardless of their functional role (New Directions for Student Services, 2000). However, even though most researchers concur that leadership needs to be developed within organizations, a central question remains as to how we teach people to become effective leaders (Hay & Hodgkinson).

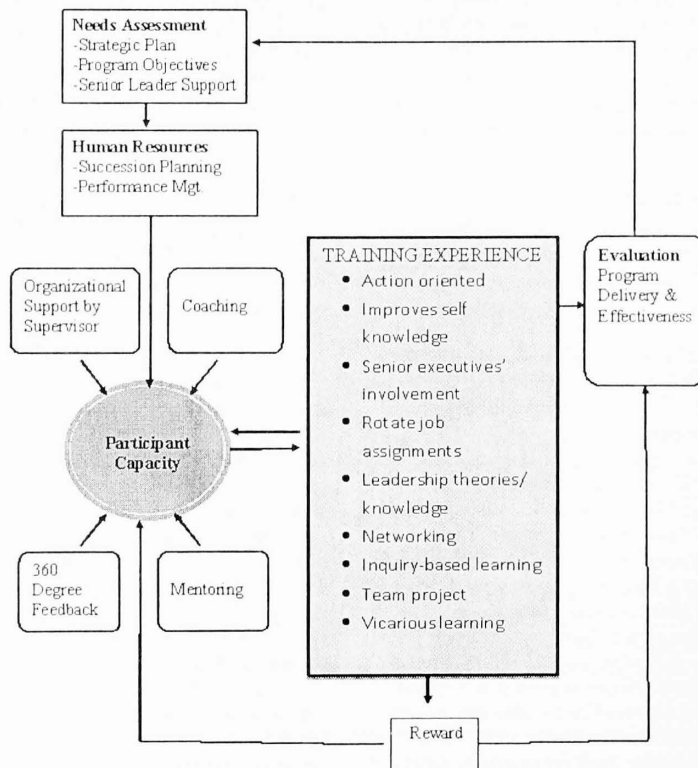
According to Cacioppe (1998), even though there is little research to determine which approaches to leadership development are the most effective, there is a set of activities and learning methods utilized over the past 40 years that have been regularly implemented with success. From this set of activities Cacioppe created a seven step integrated leadership development planning model. However, following the model alone will not ensure effective leader development unless the participants, content, learning methods, and presenters in the program are also appropriate to meet the developmental objectives (Betof, 2003; Cacioppe; Mastrangelo et al., 2004; Popper and Maysless, 2007). In other words, successful leadership development depends upon the types of experiences participants are

exposed to as well as how they are then used to foster growth (Hughes, Ginnett, & Curphy, 1993). Furthermore, there are numerous tools, methods, and processes identified by researchers that are being widely utilized to enhance the leadership development experience (Bennett et al., 1999; Cacioppe; Harriman & Dunn, 1999; Groves, 2006; Ladyshevsky 2007). Therefore, in order to help practitioners sort through the aforementioned research, this paper assembles program considerations and summarizes the key findings of this study into a model and narrative of the ABCs of the best practices in leadership development.

THE ABCS OF LEADERSHIP DEVELOPMENT PLANNING MODEL: AN INTEGRATED APPROACH

A comprehensive nine stage model that can be used to plan leadership development is put forward in Figure 1. This model is a culmination of the best practices identified in the literature and discussed in the ABC format. This model has been based on the work of Cacioppe (1998), Groves (2006), and Leskiw & Singh (2007).

Figure 1: The Carroll Best Practices Model



The Cacioppe model was modified to include the importance of participant capacity as identified by Popper & Maysless (2007) and Boaden (2005) in any leadership development initiative, as well as the elements of an effective individual leadership training experience as researched by Groves (2006) and Wiessner & Sullivan (2007).

1. Needs Assessment

A thorough needs assessment, linked to the organizational strategy, is the initial starting point of successful leadership development programs (Leskiw & Singh, 2007). According to the literature, there is a definite trend toward linking leadership development initiatives, program needs, and curricula to the vision and strategy of the organization (Cacioppe, 1998; Leskiw & Singh). In order to improve organizational effectiveness and enhance desired outcomes of leadership development programs the organization's strategy, its structure and its managerial processes have to be congruent with each other (Leskiw & Singh). Rather than using piecemeal or ad hoc leadership development programs, best practice organizations develop programs as part of the business strategy (Leskiw & Singh). In addition to establishing the need for such programs best practice organizations also conduct a gap analysis to determine the elements of effective leaders and the gaps within their specific organization (Leskiw & Singh; Groves, 2006). Furthermore, any leadership development program must have senior executive support (Cacioppe; Groves, 2006; Harriman, & Dunn, 1999; Leskiw & Singh).

2. Human Resources

There is a growing body of empirical research that suggests organizational performance is strongly associated with sound strategic human resource practices (Groves, 2006; Leskiw & Singh, 2007). Organizations that effectively pair leadership development with performance management and succession planning systems will be better positioned, in the future, as the baby boomer generation begins to retire and there are far fewer college-educated workers prepared for leadership positions as replacements (Groves). A focus on developing the leadership function, and the entire pipeline of talent across the organization, rather than individual leaders is going to help organizations get ahead of the competition (Groves).

3. Participant Capacity

There is also growing evidence that leadership is a function of ability and motivation to lead (Popper, 2003). Although leadership theories vary as to desirable traits and behaviors of leaders, there have been a series of studies that link self-efficacy in leadership (i.e. belief in one's ability to lead), motivation to lead, concern for others, ability to give, and optimism as desirable traits of socialized leaders (Popper). A clear implication for leadership development initiatives is the importance of selecting participants in the

program who have the potential to be leaders (Popper). The selected participants should have unwavering supervisor support, and then undergo some type of 360 degree feedback evaluation regarding their leadership skills (Leskiw & Singh, 2007). The feedback mechanism encourages reflection and self-analysis so that the leadership development experience is personalized to the participant (Leskiw & Singh). An effective program should also include performance-based coaching (Bowles, Cunningham, Rosa & Picano, 2006; Groves, 2006). Although coaching is a relatively new approach to leadership development, recent research demonstrates that coaching will influence participant competency development, and hence their performance as leaders (Bowles, Cunningham, Rosa & Picano; Cacioppe, 1998; Groves). Coaching should be conducted by a professional coach or more senior manager and should be practical, goal-focused one-on-one learning (Groves). Mentoring, either by peers or senior leaders, should also be conducted either formally or informally throughout the leadership development process (Groves; Ladyshevsky, 2007).

4. Training Experience

The training process in the program should be developed with both curricular and pedagogical components that positively impact leadership development. Researchers agree that the curriculum should have a global focus and include mechanisms for improving self knowledge and self worth, exposure to leadership theories including traits and behaviors of effective leaders, and it should be linked to organizational needs and values (Cacioppe, 1998; Leskiw & Singh, 2006). In terms of pedagogy, the training experience is more effective if it includes senior leaders and executives in the program delivery; a vicarious learning component either through direct observation or through the use of film studies; action and inquiry based learning; networking opportunities; job rotation (Cacioppe; Groves, 2006; Leskiw & Singh; Popper, 2004).

5. Reward

Success in leadership development requires the endorsement of not only the senior leadership team, but the entire organization (Leskiw & Singh, 2006). Therefore, managers and participants who effectively build the leadership capacity of the organization should be recognized and rewarded (Leskiw & Singh).

6. Evaluation

The evaluation of the program delivery and effectiveness to determine whether strategic organizational needs are being met is imperative (Groves, 2006; Leskiw & Singh, 2007). Although measuring the impact of leadership development initiatives empirically may be difficult and expensive, the evaluation should focus on whether the organization is able to operate more strategically because of its leadership capability (Cacioppe, 1998; Leskiw & Singh).

DISCUSSION OF THE BEST PRACTICES IN A LEADERSHIP DEVELOPMENT EXPERIENCE

While the model provides a visual representation to guide the overall design of an effective leadership development program, the discussion below provides a more detailed description of the best practices in a unique ABC format. It is the intention of the writer that the ABCs could be utilized by leadership development practitioners as a check list, per se, to aide in the creation of a new program or the integration of the best practices into an existing program.

A - Action Learning

Action learning, also referred to as experiential learning by Popper (2004) and Ladyshevsky (2007), is regularly cited as a key tool in leadership development because it promotes transfer of learning (Boaden, 2005). According to researchers, the quickest and longest lasting learning occurs through engaging participants in finding solutions to real problems (Leskiw & Singh, 2007). The first stage generally involves having a concrete experience at the center of the learning process, which is reflected on by the participant (Ladyshevsky). According to Popper and Mayseless (2007), giving developing leaders action oriented experiences, provides them with the opportunity to experience first-hand success. The experienced success then contributes to becoming an emergent and effective leader, because it positively impacts self-perception and self-confidence. In turn, the self-perception formed as a result of these experiences influences stability, persistence, patterns of thinking, emotional intelligence, decision making, and occupational choices (Popper & Mayseless). Action learning includes hands on, practical exercises or activities in which participants solve problems, perform tasks, and achieve results (Cacioppe, 1998). Action learning tools include: projects, business game simulations, case studies, problem-solving team exercises, questionnaires, and role plays.

B - Budding Leadership Capacity of Participants

An important consideration in choosing participants for leadership development is whether the individual has both the potential, based upon identified capacities of socialized leaders, and the motivation or wish to lead (Popper & Mayseless, 2007). Socialized leaders are referred to as positive leaders that demonstrate pro-social behaviors like empathy, giving, and emotional intelligence (Popper, 2004). According to research summarized by Popper and Mayseless, self-confidence, care for others, having a proactive optimistic orientation, and being open-minded and flexible are the requisite psychological variables that contribute to the capacity to lead. Self-confidence is critical because it affects the way leaders are able to influence others. Caring for others is a pro-social orientation that includes having a caring attitude and warm and nurturing characteristics. Optimistic leaders have the tendency to see the positive side of things and devote their efforts to

achieving their goals, and open leaders are able to encourage followers to be creative and innovative (Popper & Mayseless). Furthermore, participants must be eager learners who are personally committed to the leadership development process (Boaden, 2005). Resources may be wasted on leadership development efforts not targeted toward participants who have both the capacity and motivation to lead.

C - Coaching

Coaching has become a major component of leadership development (Cacioppe, 1988; Ladyshevsky, 2007). Typically coaching is practical, goal focused, one-on-one learning that ideally results in behavioral changes (Leskiw & Singh, 2007). Coaching can occur either one-on-one through the use of internal or external coaches, or it can be team based where a participant has a team of coaches each focusing on a different aspect of the leader's competency level (Cacioppe). Coaches assist participants in transferring what is learned in the training session back into the work place. Coaching also facilitates the reshaping and restructuring of the participant's mental models and behaviors (Ladyshevsky). Coaches can be either professionals or peers. Peer coaches, who are also participants of the leadership development program, assist by helping a co-participant achieve their goals and stay on track (Ladyshevsky). Furthermore, according to Ladyshevsky, peer coaching builds trust among co-workers and that trust then extends into the work place.

D - Discovery of Self

Experts agree that the basis for all true leadership development is improving self-knowledge (Cacioppe, 1988). Leadership development is most beneficial when the participant learns about him or herself and learns the skills that help them lead (Cacioppe, 1988). The authors of *The Leadership Challenge* (2002), James Kouzes and Barry Posner, advocate that leaders must find their own voice through a process of clarifying values, exploring inner territory, listening to the masters, soul-searching, contemplation, writing a credo, and auditing personal ability to succeed, prior to being able to model the way for others. Improving self-knowledge and self-worth through personality questionnaires like the Myers-Briggs Type Indicator, learning journals, a group feedback process, or a health appraisal assists the participant in discovery of self.

E - Evaluate Effectiveness of the Program

Program content and activities should be evaluated to ensure that they lead to the competencies for which they have been designed (Cacioppe, 1988). The evaluation process should assess the value of the program to participants and the organization (Boaden, 2005). An easy way to measure success is by evaluating the demand for the program (Boaden). Cacioppe recommends utilizing Kirkpatrick's four level model for an evaluation framework.

The first level is reaction/satisfaction that measures participant satisfaction with the program and is usually obtained by course evaluations. The second level measures learning/knowledge by using tests, assignments, or practical exercises that require participants to demonstrate knowledge or skills. Measuring behavioral changes or job skills through the use of direct observation, or the reports of others, is the third level. The fourth level measures the results that the participant is actually achieving on the job. Furthermore, an overall assessment of the value of the program should be done to determine if it is delivering value to the organization (Cacioppe). Although this can be time consuming, and difficult to measure, it is important to determine whether the strategic objectives of the initiative are being met (Boaden).

F - Feedback Mechanism for Participants

360 Degree feedback processes have been widely used in leadership development programs, and are often rated as the most useful and powerful element in leadership development (Cacioppe, 1988). In order to help develop leaders, the tool should provide rich data that highlights the strengths and weaknesses of the participant. Self-assessment of the key skills and competencies of leaders is the first step of the process. Then participants give five other people, including their direct supervisor, colleagues, and subordinates, an evaluation form to complete. The responses are compiled into a report that summarizes the results and includes a comparison of self-ratings with the ratings of others. Off-the-shelf 360-degree leadership assessments like Kouzes and Posner's Leadership Practices Inventory are widely available and can be administered on line. 360 degree feedback systems should not be used in isolation, because the effectiveness is affected by the supporting culture (Lewski & Singh, 2007). When 360 degree feedback and individual coaching are utilized in conjunction with each other, researchers have found that leadership effectiveness is increased up to 60 percent (Lewski & Singh).

G - Guided Process

Leadership development in organizations should be a planned and guided process tied to the strategic plan. Cacioppe (1998) developed a seven step integrated approach to planning leadership development. The first step is articulating strategic imperatives. Setting objectives for development is the second step. Then organizations should identify appropriate methods and approaches prior to selecting providers and designing learning programs. After the program is completed, program delivery should be evaluated and the program outcomes should be integrated with management and human resource systems. The final step is to conduct an overall assessment of the programs objectives and philosophy to determine if it is delivering value to the organization. Often organizations focus on steps three and four, rather than taking the time to plan out the entire process and tie it to the strategic imperatives of the organization (Cacioppe).

H - Human Resources Must be Tied to Process

Within an organization, the human resource systems like selection, performance management, rewards, and responsibilities should be aligned with the outcomes of the program (Cacioppe, 1988). For example, the leadership competencies and skills addressed in the training program should be part of an individual's professional development plan and added to performance evaluations. This process helps support the transfer of the skills learned in the leadership development program to the workplace (Cacioppe).

I - Involve Senior Executives in Program Delivery

Most leadership development initiatives discussed in the literature use senior management and executives in teaching the course material (Bennett, Harriman, & Dunn, 1999; Groves 2005; Leskiw & Singh, 2007). Executive level involvement helps provide symbolic communication and ensures credibility in teaching (Leaskiw & Singh). Case studies, forums, and residential programs are all excellent ways to get senior managers directly involved in teaching and facilitating leadership development (Cacioppe, 1988).

J - Job Assignments

A number of organizations rotate participants to different job assignments to help them develop leadership skills and competencies in other areas (Cacioppe, 1988).

K - Knit into a Developmental Plan

Goal setting is important to learning and behavioral change, and therefore it is imperative for participants to have a developmental plan (Ladyshefsky, 2007). Personal development plans help participants improve their abilities, skills, and relationships over the course of a leadership development program. Upon conclusion of the program, participants should be able to do something that they could not do before the experience thereby enhancing their professional development (Cacioppe, 1998).

L - Learning Leadership Models

Ambiguity surrounding the definition of leadership, and what participants typically think leadership encompasses is central to the struggle of teaching leadership (Hay & Hodgkinson, 2007). Therefore, it is useful to expose participants to a variety of current leadership theories, including situational, transformational, charismatic, and process-relational models, to help sharpen and deepen a participant's understanding of leadership and reshape mindsets (Cacioppe, 1998; Hay & Hodgkinson).

M - Mentoring

A key component of effective learning systems is forming developmental relationships targeted toward the specific needs of the participants (Leskiw & Singh, 2007). Mentoring is a process that utilizes a more seasoned person,

who supports the development of a participant, through a committed, long-term relationship. Typically mentoring is practical, goal focused, one-on-one learning that ideally results in behavioral changes (Leskiw & Singh). A mentoring process also helps transmit organizational values, when the mentors are internal to the organization, and facilitates the transfer of learning.

N - Networking

At the individual level, leadership involves a range of social, behavioral, and cognitive skills that can be developed in leadership development programs (Leskiw & Singh, 2007). Social skills can be developed when a leadership development initiative provides the opportunity for participants to network (Leskiw & Singh). Because strong interpersonal skills are essential for effective leadership, giving participants the opportunity to interact face-to-face helps build interpersonal skills.

O - Organizational Support, Especially by Supervisors/Senior Managers

When discussing the best practices in leadership development, researchers generally agree that the program must have the strong support of senior management and the support of line managers (Boaden, 2005; Groves, 2006). Research confirms that regardless of the actual developmental methods, the acquisition of leadership skills is dependent upon an organizational culture that values learning and development, a visible CEO, senior leadership support and immediate supervisor support (Groves). Managers at every level should assume responsibility for helping build the organization's leader pipeline (Groves).

P - Participants

Although the literature views leadership as an individual-level skill, and emphasizes the development of high potential employees, emerging perspectives suggest that leadership is required at all levels in the organization (Leskiw & Singh, 2007). It is important for organizations to develop a deep bench of leadership talent. According to Allio (2003), as cited by Groves (2007), institutions that invest in the development of leaders at all levels in the organization will gain a competitive advantage. Wellins and Weaver (2003) advocate shifting leadership development to the men and women who are the "See-level" leaders, or the front line leaders, because they are critical to execution of the strategy. Leaders develop their potential the most when organizations allow them to grow and implement their ideas or learning within social networks (Leskiw & Singh). Therefore, organizations should facilitate individual as well as collective growth and leadership development opportunities should be available to everyone, including rank and file employees (Leskiw & Singh). Regardless of the participants selected, it is important to target the leadership development program to the needs of the

participants (Shope, 2003). This may require the utilization of several levels of leadership development.

Q - Questioning

Utilizing an inquiry based process methodology of teaching and learning strengthens the leadership development process because recent research supports the idea that a leader is not somebody who has all the solutions to the problems, rather a leader is someone who asks the tough questions (Heifetz & Laurie, 2001). Relying on the expertise of others is imperative when leadership is viewed from a process-relational perspective (Hay & Hodgkinson, 2005). Organizations that view leadership as relational in nature, rather than individualistic, need to encourage behaviors that are collaborative. For example, several leadership development initiatives focus on building negotiation, networking, communication, and conflict resolution skills; all of which can be viewed as inquiry based (Hay & Hodgkinson).

R - Reward Success

A critical factor in the success of leadership development programs is recognizing and rewarding managers who effectively build leadership capacity, as well as the participants in the program (Leskiw & Singh, 2007). Program coordinators/directors may recognize the success of the program when the concept of leadership development is embraced by the entire organization as a strategic objective (Leskiw & Singh). Reinforcement theory advocates that individuals will repeat behaviors that are satisfying and rewarding, so utilizing some form of graduation ceremony or public recognition is critical for leadership development (Leskiw & Singh). Organizational cultures which have strong performance management systems that reward leadership behavior are powerful components in leadership development (Groves, 2006).

S - Succession Planning

Leadership development initiatives should connect high potential employees to an organizational succession plan (Groves, 2006; Leskiw & Singh, 2007). According to Kur and Bunning (2002), as cited by Groves, organizations must develop the leadership function, rather than merely relying on planning the replacement of current leaders. Developing and managing talent throughout the organization requires creation of a comprehensive set of leadership development and assessment practices, linked to the organizational strategy, that support the entire organization and are tied to the succession plan (Leskiw & Singh). This ensures a flow of competent leaders and assists organizations in overcoming the expected short-fall of leadership talent. Best practice organizations focus on identifying and developing multiple potential successors for a range of positions (Groves).

T - Team Building

Learning systems, including leadership development programs, need an appropriate balance between fulfilling individual needs, team needs, and organizational needs (Leskiw & Singh, 2007). According to Senger and Folkman (2003), leading edge organizations are using team-based activities more frequently. Typically team building activities in leadership development programs involve assigning the team an organizational project to accomplish or problem to be solved. As trust is built among team members, and individual relationships formed, the goodwill is then transferred back to the organization and helps strengthen organizational culture.

U - United Organizational Focus

Leadership development must be strategically oriented (Leskiw & Singh, 2007). Rather than designing leadership in a vacuum, an organization's strategic direction and intent should define the types of leaders the organization needs and then align the structure, strategy, and processes to support the leadership development initiative (Lewski & Singh). Successful leadership development initiatives should begin with a needs assessment (Leskiw & Singh). Needs assessments first require a clear understanding of the key competencies and behaviors of effective leaders (Leskiw & Singh). Although Gordon in 2000, identified trustworthiness, action orientation, self-awareness, relationship building, results orientation, innovation, change orientation, and avid learning as critical leadership competencies, organizations also need to have a clear picture of the leadership competencies unique to their culture (Leskiw & Singh). The leadership development initiative should then be strategically designed to fill the identified gap.

V - Vicarious Learning

Social or vicarious learning occurs by observing others in leadership positions and then using these modeled behaviors to guide one's own behaviors (Popper & Mayseless, 2007). A great deal of learning occurs from watching others, a process known as transference (Cacioppe, 1988). By observing symbolic leaders found in case studies, texts, or films, in addition to the actual modeled behavior of the leader of the program, the presenters, and the senior executives who participate in sessions, observers form a variety of mental representations of the modeled behavior that guides the observers behaviors. If these models' behaviors receive some type of positive reinforcement such as a promotion, recognition, social or economic success, there is a greater likelihood that the observer will adopt the model's behaviors (Popper & Mayseless).

PRACTICAL IMPLICATIONS

The organization of the best practices in leadership development into the ABC format provides a new

consolidated approach to plan, build, or analyze the components of a leadership development program. Although the literature is ripe with best practice information, that is extensively research based, until now that information has not been succinctly formatted in an easy to use and understandable format especially designed for practitioners rather than scholars. The proposed ABC's leadership development model provides leadership development practitioners with a valuable tool that can assist them in developing leadership capability within any organization. This model could easily be utilized by practitioners as a check-list to assist them in designing leadership development programs or initiatives. Moreover, coupling the model with an evaluation framework, such as Kirkpatrick's, should help practitioners measure the effectiveness of their leadership development programs. Because of the impending leadership crisis, leadership development will continue to remain a key organizational change issue for all size and type organizations in the future. Regardless of the type of program or initiative developed, the ABC format will help practitioners incorporate the best practices of leadership development in order to help build a competitive advantage through leadership development systems, programs, and practices.

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