Learning to Lead: A model for developing new talent

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UMUC National Leadership Institute

The mission of the National Leadership Institute is to help individuals become more effective as leaders of their organizations and to help organizations enhance their overall leadership effectiveness.
National Leadership Institute (NLI)

- Established in 1992
- Offers a full range of leadership development programs and services
- A Network Associate of the Center for Creative Leadership (CCL), since 1979.
Center for Creative Leadership (CCL)

CCL was ranked No. 3 overall in the 2010 Financial Times worldwide survey of executive education.
NLI Programs and Services

- All programs are non-credit
- Programs are offered on an Open Enrollment basis and on a “contract” basis to single organizations, e.g. Library of Congress
- Since 1979, NLI has trained 1000’s of managers and executives from public and private sectors
NLI Programs and Services

• CCL licensed programs:
  – Leadership Development Program
  – Maximizing Your Leadership Potential
• Online Leadership Assessment Program
• Negotiating Conflict Program
• One-day Leadership Workshops
• Customized Programs
• Executive Coaching Services
• Feedback and Coaching for University Students
A Model for Leadership Development
Critical Components of Leadership Development

First and foremost, you must possess

- Felt Need
- Motivation
Leadership development requires three key elements:

- Assessment
- Challenge
- Support
Key Elements: Assessment

• Provides information on:
  – Current strengths
  – Development needs
  – How you are seen by others
  – What drives your behavior

• Provides a benchmark for growth
Assessment

Applied in programs through

• Instrumentation
  – 360-degree assessments
  – Personality, style, values assessments

• Observations
  – Peers
  – Self
Emotional Competence Inventory (ECI)®

Emotional Intelligence Competence Model

- Self-Awareness
  - Emotional Self-Awareness
  - Accurate Self-Assessment
  - Self-Confidence
- Self-Management
  - Emotional Self-Control
  - Transparency
  - Adaptability
  - Achievement Orientation
  - Initiative
  - Optimism
- Social Awareness
  - Empathy
  - Organizational Awareness
  - Service Orientation
- Relationship Management
  - Developing Others
  - Inspirational Leadership
  - Change Catalyst
  - Influence
  - Conflict Management
  - Teamwork and Collaboration

ECI Summary

<table>
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<th>Cluster/Competencies</th>
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<th>Total Others</th>
<th>Level of Performance</th>
<th>Strength</th>
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California Psychological Inventory (CPI)

LIFESTYLE DIAGRAM

The following diagram gives specific information as to how persons in each lifestyle see themselves and as to how they are viewed by others. The diagram also shows how the interpersonal and norm-favoring orientations are combined to define the four ways of living. Your answers to the questionnaire place you in the Alpha quadrant, where the basic lifestyle is that of the Implementer.

ALPHA QUADRANT

- Rule-favoring
- Likes stability
- Agrees with others

- Initiates action
- Confident in social situations

IMPLIERTER

- Tends to see self as ambitious, efficient, industrious, and organized, but not as contrasted, disturbance, lazy, or moody.
- Tends to be seen by others as active, ambitious, interpretative, and organized, but not as aesthetic, critical, moody, or shy.

BETA QUADRANT

- Connector
- Focusses on interpersonal values
- Values own privacy

VISUALIZER

- Tends to see self as detached, faint, reflective, and unconventional, but not as cheerful, enthusiastic, forthright, or sociable.
- Tends to be seen by others as dreamy, moody, quiet, and unconventional, but not as assertive, energetic, outgoing, or talkative.

DEALING WITH OTHERS

Scores are reported in standardized form, based on a norm sample of 6,000 persons (3,000 men, 3,000 women). For each scale, 50 is the norm-based midpoint. The lower the score, the more relevant will be the comments to the left of the graph; the higher the score, the more relevant will be those to the right of the graph.

- Dominance (De) 48
- Capacity for Status (Cs) 47
- Sodality (Sd) 48
- Social Presence (Sp) 47
- Self-acceptance (Sa) 48
- Independence (Io) 71
- Empathy (Em) 70

DOMINANCE

- Not assertive, uncomfortable being authoritative, hesitant in making decisions, unassertive in behavior.

- Ambitious, wants to be in charge, self-centered, pushy, bent on winning.

- Unwise of self, dislike close companions, not looking for major responsibilities or status, often feels that life is unfair.

- Meek, gentle, prefers to keep unawed in many social situations, keeps own counsel, unassuming, unobtrusive, sympathetic, kind.

- Cautious, does not allow attention, appears unemotional, has a readiness to feel guilty.

- Seeks social attention and recognition, likes to play an audience role, sympathetic, self-monitoring, not easily embarrassed.

- Blames self when things go wrong, others think others can improve, BUT has a double standard, tends to withdraw under emotional contact.

- Seeks support from others, does not allow others, when things go wrong.

- Self-critical, sees himself with corrections, likes to talk, prefers high social status.

- Seeks and accepts criticism, cannot bear criticism.

- Not good at judging other people, cottons to outer influences, uncomfortable with change and unusual, not adapted to unstructured.
Fundamental Interpersonal Relations Orientation-Behavior™ (FIRO-B)®

Your FIRO-B® Results

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<th>Inclusion</th>
<th>Control</th>
<th>Affection</th>
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<td>Total Need for Control</td>
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<tr>
<td>Overall Interpersonal Needs</td>
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Assessment via Observation

• Peer Observations
  – Using the S-B-I model
    (Situation-Behavior-Impact)
  – Second most highly rated element of program

• Self Observations
  – Video-recorded activities
  – Reflection and journaling
Combination of multiple sources of feedback allows participants to:

– Build on strengths
– Improve on deficits
– Increase average performance
Challenge: an experience that calls for skills and perspectives you do not currently possess.
Key Elements: Challenge

Applied in programs through:

• Experiential activities
• Enactments (often video-recorded)
• Simulations
• Goal setting and developmental planning
Key Elements: Support

• Development takes time and requires help along the way
• Support may come from
  – Coach
  – Boss
  – Peers or co-workers
• Provides encouragement, feedback, empathy and guidance
Key Elements: Support
Key Elements: Support

Applied in programs through:

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Key Elements: Support

Applied in programs through:
  • Feedback Coaching during program
Key Elements: Support

Applied in programs through:
• Feedback Coaching during program
  (Most highly rated component of program)
Key Elements: Support

Applied in programs through:
• Feedback Coaching during program
  (Most highly rated component of program)
• Follow-up
Key Elements: Support

Applied in programs through:
  • Feedback Coaching during program
    (Most highly rated component of program)
  • Follow-up
    - Individual (one-on-one) coaching
Key Elements: Support

Applied in programs through:

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  (Most highly rated component of program)
• Follow-up
  - Individual (one-on-one) coaching
  - Group Coaching
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Applied in programs through:

• Feedback Coaching during program  
  (Most highly rated component of program)
• Follow-up
  - Individual (one-on-one) coaching
  - Group Coaching
Goals of Coaching

During and after the program, coaches can...

• Interpret or explain assessment results
• Clarify developmental goals
• Help create an action plan
• Monitor progress
• Act as a sounding board
• Suggest new or different ways of behaving
• Provide feedback and encouragement
Other Follow-up Activities

• Post-program interview with co-workers
  - Boss
  - Direct Reports
• Post program 360 assessment
Final Thought

• Leadership development is on-going and never complete
• Embedded in experiences over time, and
• Facilitated by interventions along the way
Recommended Resources


• [http://www.ccl.org](http://www.ccl.org)

• FYI: For Your Improvement. Lombardo & Eichinger, 2009.
Questions?